

**CHALLENGES AND COPING STRATEGIES OF ENGLISH
TEACHERS IN FACING THE TRANSITION ERA FROM
CURRICULUM 2013 TO MERDEKA CURRICULUM**

(A Quantitative Descriptive Study at Junior High Schools in Lebong Regency)

THESIS

This Thesis is submitted to fulfill the requirement for the “Sarjana” degree in
English Language Education



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Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Rimalismadona (22551046)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **“Challenges and Coping Strategies of English Teachers in Facing the Transition Era from Curriculum 2013 to Merdeka Curriculum”** sudah dapat diajukan dalam munaqasah di Institut Agama Islam Negeri (IAIN Curup).

Demikian permohonan ini kami ajukan, besar harapan kami agar Bapak dapat menyetujui hal ini. Teirma kasih.

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PREFACE

All praises are due to Allah SWT for His mercy and blessing, so the writer is finally able to complete this thesis entitled “**Challenges and Coping Strategies of English Teachers in Facing the Transition Era from Curriculum 2013 to Merdeka Curriculum**” This thesis is submitted as a partial fulfillment of the requirements for obtaining the Sarjana degree (S1) in the English Study Program of IAIN Curup.

This research is conducted based on the phenomenon of curriculum transformation in Indonesia, particularly the transition from Curriculum 2013 to the Merdeka Curriculum. The writer is interested in investigating the challenges experienced by English teachers during this transition and identifying the coping strategies they employed to adapt to the changes. It is hoped that this study can provide meaningful contributions to understanding teachers’ professional experienced and support future educational improvements, especially in the context of curriculum reform.

Finally, the writer hopes that this thesis will be beneficial for readers and future researchers in the field of English education.

Curup, 27 February 2026

Rimalismadona

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This thesis entitled "*Challenges and Coping Strategies of English Teachers in Facing the Transition Era from Curriculum 2013 to Merdeka Curriculum at Junior High Schools in Lebong Regency*" is presented as partial fulfillment of the requirements for the degree of Sarjana in English Education Study Program of IAIN Curup.

In completing this thesis, the researcher received invaluable support, guidance, and encouragement from many individuals. Therefore, she would like to express her deepest gratitude to:

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Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive suggestions and criticism are warmly welcomed for future improvement. Hopefully, this thesis can contribute to the development of English education, particularly in understanding curriculum transition and teacher adaptation.

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MOTTO

“With faith in Allah, belief in yourself, and the prayers of your family, no struggle is ever in vain. What feels heavy today will be lightened at the most perfect time.”

-Rimalismadona-

DEDICATION

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil'alamin, all praise is duo to Allah SWT, the Most Gracious and the Most Merciful. With the deepest gratitude, I dedicate this thesis to Allah Subhanahu wa Ta'ala, for His endless mercy, strength, and guidance that have carried me through every difficulty and doubt. Peace and blessings be upon Prophet Muhammad Shallallahu 'Alaihi Wasallam, whose teachings continue to inspire patience, perseverance, and sincerity in my life.

I lovingly dedicate this thesis to my beloved parents, my hero Budi Haryono and my mom Malinda the greatest blessing Allah has given me. Thank you for your unconditional love, endless prayers, sacrifices, and unwavering support throughout my life. Your silent struggles, your patience in difficult times, and your constant encouragement have been the foundation of my strength. Every step I take, every achievement I reach, is inseparable from your dua and sincerity. You have taught me the meaning of perseverance, humility, and faith. This thesis is not merely an academic accomplishment, but a small token of gratitude for everything you have done for me. I hope this makes you proud, just as I am endlessly grateful to be your child.

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Finally, to all the people around me whose names cannot be mentioned one by one, but whose kindness, prayers, and support have contributed to this achievement, may Allah reward you abundantly for every good deed.

Last but not least, I dedicate this thesis to myself, Rimalismadona, for surviving every doubt, every revision, every moment of exhaustion, and every sleepless night. This journey has taught me resilience, patience, and faith. This is proof that with determination and trust in Allah, nothing is impossible.

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Curup, 27 Februari 2026

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ABSTRACT

Rimalismadona : **Challenges and Coping Strategies of English Teachers in Facing the Transition Era from Curriculum 2013 to Merdeka Curriculum**
Advisor : Dr. Leffi Noviyenti, M. Pd
Co-Advisor : Jumatul Hidayah, M. Pd

This study was conducted to investigate the challenges faced by English teachers and the coping strategies they employed during the transition from Curriculum 2013 to the Merdeka Curriculum. The transition requires teachers to adapt to new pedagogical approaches, professional demands, and psychological readiness, particularly in implementing student-centered learning in diverse school context. This study employed a quantitative descriptive design using a survey method. The population consisted of 46 English teachers at public junior high schools in Lebong Regency, with 43 teachers selected as the sample through total sampling technique. Data were collected using a validated Likert-scale questionnaire comprising 33 items on challenges and 8 items on coping strategies. The data were analyzed using descriptive statistics by calculating percentages and interpretation levels. The findings revealed that English teachers experienced a moderate level of challenges across four dimensions: resource and technical challenges (68.8%), professional and institutional challenges (67.0%), pedagogical adaptation challenges (66.3%), and psychological challenges (65.4%). Meanwhile, the coping strategies employed by teachers were categorized at a high level, with emotion-focused coping reaching 97.1% and problem-focused coping 95.6%. In conclusion, although the transition from Curriculum 2013 to the Merdeka Curriculum presents multidimensional challenges, English teachers demonstrate strong adaptability and resilience. The combination of problem-focused and emotion-focused coping strategies plays a crucial role in helping teachers to deal effectively with the demands of curriculum change.

Keywords: curriculum transition, Merdeka Curriculum, challenges, coping strategies

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CHAPTER I

INTRODUCTION

A. Background of Study

Curriculum is one of the essential components in the education system, functioning as a guideline for the implementation of the teaching and learning process. Curriculum refers to all learning experiences that are planned and directed by the school to achieve educational goals.¹ Therefore, curriculum plays an important role in determining the direction and quality of education. In Indonesia, curriculum changes are a common practice as an effort to improve the quality of education and to respond to the development of science, technology, and societal needs. These changes require teachers, as the main actors in the classroom, to adapt to new policies and systems.

In the Indonesian educational context, curriculum change is a strategic effort by the government to improve the quality of learning in response to global developments and students' needs. Curriculum 2013 was designed to develop students' competencies holistically, covering knowledge, skills, and attitudes through the implementation of a scientific approach. According to the Ministry of Education and Culture, this approach aims to encourage students to actively construct knowledge through the processes of observing, questioning, experimenting, associating, and communicating². However, in practice, the implementation of Curriculum 2013 has faced several

¹ Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: University of Chicago Press, 1949).

² Ministry of Education, Culture, Research, and Technology. (2022). *Guidelines for learning and assessment in the Merdeka Curriculum*. Jakarta: Kemendikbudristek

challenges, including teachers' limited understanding and the complexity of applying authentic assessment. Therefore, the government introduced the Merdeka Curriculum as an improvement that provides greater flexibility for teachers in designing student-centered learning. The Merdeka Curriculum emphasizes differentiated instruction and project-based learning to support more contextual and meaningful learning experiences. In line with this, the Ministry of Education, Culture, Research, and Technology also states that the Merdeka Curriculum allows teachers to adapt learning to students' needs and characteristics, thereby promoting more effective and engaging learning processes³.

However, the process of moving from the old curriculum to the new one is not simple. Curriculum transition is a process of change that involves adjustments in various aspects, such as teaching methods, learning materials, and teachers' mindset. According to Michael Fullan, educational change does not only involve the use of new materials but also changes in teaching practices and teachers' beliefs.⁴ This indicates that curriculum transition is a complex process that requires teachers' readiness.

The transition from Curriculum 2013 (K-13) to the Merdeka Curriculum represents a significant transformation in Indonesia's education system, requiring schools and teachers to adapt to new paradigms of teaching and learning. This shift involves not only changes in curriculum structure but

³ Ministry of Education, Culture, Research, and Technology. (2022). *Guidelines for learning and assessment in the Merdeka Curriculum*. Jakarta: Kemendikbudristek

⁴ Michael Fullan, *The New Meaning of Educational Change* (New York: Teachers College Press, 2007).

also adjustments in teaching methods, learning materials, and assessment practices. Under the Merdeka Curriculum, teachers are encouraged to implement student-centered learning, differentiated instruction, and project-based learning, which differ from the more structured approach in K-13. According to Rizki and Fahkrunisa, the transition to the Merdeka Curriculum is designed as an adaptive process that allows flexibility in its implementation, enabling schools and teachers to gradually adjust based on their readiness and context⁵. Therefore, teachers must redesign lesson plans, modify instructional strategies, and develop more contextual and relevant materials to meet students' diverse needs

However, the transition process is not without challenges, as many teachers experience difficulties in adapting to the new curriculum demands. These challenges include limited understanding of the Merdeka Curriculum, lack of professional training, and difficulties in applying new assessment systems that emphasize formative and competency-based evaluation. Irsan and Amirullah highlight that one of the major issues in curriculum implementation is teachers' readiness, particularly in terms of pedagogical competence and adaptability to change⁶. Additionally, inadequate institutional support and limited access to resources further complicate the implementation process. As a result, not all teachers are fully prepared to carry out the transition effectively, which may affect the quality of teaching and learning.

⁵ Irsan, I., & Amirullah, A. (2024). Critical study of the impact and challenges of implementing the Merdeka Curriculum in schools. *International Journal of Social Sciences and Education*, 5(2), 123–135

⁶ Rizki, R. A., & Fahkrunisa, L. (2022). Evaluation of implementation of the Merdeka Curriculum (Kurikulum Merdeka). *Journal of Curriculum and Pedagogic Studies*, 1(1), 32–41

Therefore, continuous professional development, collaboration among teachers, and institutional support are essential to help teachers cope with these challenges and successfully implement the Merdeka Curriculum.

English teachers face various challenges in implementing the Merdeka Curriculum, particularly in understanding its new concepts and principles. The shift from a structured curriculum such as K-13 to a more flexible and student-centered approach requires teachers to comprehend ideas such as differentiated instruction, project-based learning, and competency-based assessment. However, not all teachers have sufficient training or professional support to fully grasp these concepts. According to Irsan and Amirullah⁷, one of the main challenges in curriculum implementation lies in teachers' readiness and understanding, especially when significant pedagogical changes are introduced. In addition, limited access to continuous professional development programs further constrains teachers' ability to adapt effectively. From a theoretical perspective, this issue is closely related to teacher professional competence, which emphasizes the importance of ongoing learning and training for teachers to successfully implement educational innovations⁸

Furthermore, English teachers also encounter practical challenges in adjusting their teaching strategies, materials, and classroom management to align with the flexible nature of the Merdeka Curriculum. They are required

⁷ Irsan, I., & Amirullah, A. (2024). Critical study of the impact and challenges of implementing the Merdeka Curriculum in schools. *International Journal of Social Sciences and Education*, 5(2)

⁸ Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute

to design more adaptive and student-centered lessons, which often demand creativity, time, and effort. Managing classroom activities becomes more complex as teachers must accommodate diverse student needs through differentiated instruction. Tomlinson explains that differentiation requires teachers to modify content, process, and assessment based on students' readiness and learning profiles, which can be difficult without adequate preparation. In addition, changes in assessment methods—from traditional summative assessment to formative and competency-based evaluation—pose another challenge for teachers.

Based on these perspectives, the challenges faced by teachers in the curriculum transition process can be understood as covering several main aspects. First, pedagogical challenges, which relate to difficulties in designing and implementing learning based on new approaches. Second, administrative challenges, which relate to changes in lesson planning and assessment systems. Third, technological challenges, which relate to the use of digital media and platforms in teaching and learning. These aspects indicate that curriculum transition requires a high level of adaptability from teachers.

This condition also occurs in Lebong Regency, especially at the junior high school level. Based on preliminary interviews with several English teachers, the curriculum transition has created various challenges. Some teachers reported that they are still confused about understanding the structure of the new curriculum, particularly in interpreting learning outcomes and preparing appropriate teaching materials. In addition, teachers also experience

difficulties in adjusting their teaching methods to meet the new curriculum demands.

Furthermore, the implementation of the new curriculum requires higher creativity and adaptability, while not all teachers have sufficient training or experience. Limited training and lack of guidance have become major obstacles in the adaptation process. Technological factors also present challenges, as limited access to the internet and digital devices makes it difficult for teachers to use available learning resources. As a result, this condition affects their ability to implement the new curriculum effectively

In facing these challenges, teachers make efforts to adapt in order to continue conducting the teaching process effectively. These efforts are known as coping strategies. According to Richard Lazarus and Susan Folkman, coping refers to cognitive and behavioral efforts made by individuals to manage demands that are perceived as exceeding their abilities.⁹ These strategies may involve problem-solving efforts or managing emotional responses.

In the context of curriculum transition, teachers' coping strategies may include seeking additional information, collaborating with colleagues, participating in training, and adjusting teaching methods to suit classroom conditions. These strategies are important to help teachers deal with the pressures and challenges that arise during the transition process.

Based on the explanation above, it can be concluded that curriculum

⁹ Richard S. Lazarus and Susan Folkman, *Stress, Appraisal, and Coping* (New York: Springer, 1984).

transition is a complex process that creates various challenges for teachers, particularly English teachers at the junior high school level. Therefore, it is important to further investigate the challenges faced by teachers and the coping strategies they use in dealing with the curriculum transition process.

Thus, this study aims to identify the challenges faced by English teachers in facing curriculum transition and to analyze the coping strategies used to overcome those challenges, particularly in junior high schools in Lebong Regency.

B. Research Questions

As the problems found in the background, the researcher formulates the research problems as follows:

1. What challenges do English teachers faced in the process of curriculum transition in schools that have recently implemented the Merdeka Curriculum?
2. What coping strategies do English teachers employed to overcome these challenges during the curriculum transition?

C. Research Objectives

This study aims to achieve the following objectives:

1. To identify the challenges faced by English teachers during the curriculum transition from Curriculum 2013 to Merdeka Curriculum in recently implementing junior high schools in Lebong Regency.
2. To analyze the coping strategies employed by English teachers in responding to those challenges during the curriculum transition process.

D. Delimitation of the Research

This study focuses on English teachers in junior high schools in Lebong District who have implemented the Merdeka Curriculum within the past year, as it aims to explore challenges during the early stage of the transition. Schools that have used the curriculum for more than one year are excluded because the initial difficulties are assumed to have decreased. The study only involves English teachers and does not examine other subjects, schools outside Lebong, or students' learning outcomes. It focuses on how teachers adapt to new materials, teaching methods, and expectations, in line with Fullan's theory that educational change requires adjustments in practice and understanding. In addition, this study examines the coping strategies used by teachers, based on Lazarus and Folkman's theory, which explains coping as efforts to manage stress, either by solving problems or controlling emotional responses.

E. Operational Definition

To avoid ambiguity and ensure clarity, the following definitions are provided based on expert references:

1. Curriculum 2013 (K13)

According to the Ministry of Education and Culture (2013), Curriculum 2013 is competency-based and places a strong emphasis on a scientific method that includes observation, inquiry, experimentation,

reasoning, and communication¹⁰. In this research Curriculum 2013 is competency-based and places a strong emphasis on a scientific method that includes observation, inquiry, experimentation, reasoning, and communication in Public Junior high school in Lebong Regency

2. Merdeka Curriculum

The Merdeka Curriculum is an educational curriculum introduced by the Indonesian government to provide more flexibility and autonomy in the teaching and learning process.¹¹ In this research The Merdeka Curriculum is an educational curriculum introduced by the Indonesian government to provide more flexibility and autonomy in the teaching and learning process in Public Junior High School in Lebong Regency

3. Curriculum Transition

Curriculum transition refers to the process of implementing educational change in which teachers and schools adjust to new policies, teaching approaches, and instructional materials¹². In the Indonesian context, this study refers to the transition from Curriculum 2013 (K13) to the Merdeka Curriculum introduced by the Ministry of Education in 2022. In this study curriculum transition is process of implementing educational change in which teachers and schools adjust to new policies in Public School in Lebong Regency

¹⁰ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, Permendikbud No. 81A Tahun 2013 tentang Implementasi Kurikulum 2013 (Jakarta: Kemendikbud, 2013).

¹¹ Rizki, R. A., & Fahkrunisa, L. (2022). Evaluation of implementation of the Merdeka Curriculum (Kurikulum Merdeka). *Journal of Curriculum and Pedagogic Studies*, 1(1), 32–41

¹² Michael Fullan, *The New Meaning of Educational Change*, 30.

4. Coping Strategies

Coping strategies refer to the cognitive and behavioral efforts used by individuals to manage stressful situations or challenging demands¹³. According to Richard Lazarus and Susan Folkman, coping strategies are generally categorized into two main forms: problem-focused coping, which aims to manage or change the source of stress, and emotion-focused coping, which aims to regulate emotional responses to stressful situations. In this research, Coping strategies is strategy used by Public junior High School in Lebong Regency in manage their stressful situations or challenging demands

F. Significance of the Research

This research is expected to contribute both theoretically and practically:

1. For Teachers

Gives professional development chances for reflection and offers insights into the actual difficulties encountered during curricular adjustments.

2. For School Administrators and Policy Makers

Acts as a guide for creating specialized training and assistance plans that cater to the real needs of teachers.

3. For Future Researchers

Lays the groundwork for future research on curriculum implementation and teacher experienced in under resourced locations by offering

¹³ Lazarus and Folkman, *Stress, Appraisal, and Coping*, 150.

fundamental data and analysis.

G. Organization of the Research

This framework of this research includes Chapter I, Outlines the background of the study, research problems, objectives, significance, scope and delimitation, definition of key terms, and the organization of the thesis.

Chapter II, Discusses relevant theories and concepts, including curriculum change, curriculum transition, Curriculum 2013, Merdeka Curriculum, and previous studies that support the research framework.

Chapter III explained the research methodology, including the research approach and design, population and sample, data collection techniques, research instruments, validity and reliability testing, and data analysis procedures.

Chapter IV presented the research findings and data analysis. This chapter describes the results of the questionnaire data based on descriptive statistical analysis, including the frequency, percentage, mean, and interpretation of English teachers' responses regarding challenges and coping strategies during the transition from Curriculum 2013 to Merdeka Curriculum.

Chapter V provides the conclusions and recommendations of the study. This chapter summarizes the key findings, draws conclusions based on the research objectives, discusses the implications of the findings, acknowledges the limitations of the study, and offers suggestions for future research and educational practice.

CHAPTER II

LITERATURE REVIEW

The literature that served as the research's framework is reviewed in this chapter, which also discusses some of the key concepts, theories, arguments, and indicators from each of the variables that will be discussed and looked at.

A. Curriculum in Education

Curriculum is a fundamental component of education that serves as a guideline for organizing teaching and learning processes. It can be defined as a structured plan that includes learning objectives, content, teaching methods, and assessment strategies used to achieve educational goals. According to Kelly, curriculum is not only a set of subjects to be taught but also encompasses all planned learning experiences provided by schools¹⁴. In addition, Print explains that curriculum functions as a framework that directs teachers in delivering instruction and ensures consistency in achieving expected learning outcomes¹⁵. Therefore, the curriculum plays an essential role in shaping the quality of education by guiding both teachers and students in the learning process.

Furthermore, the curriculum has important functions in education, including guiding instruction, standardizing learning outcomes, and supporting students' overall development. It ensures that learning is systematic and aligned with national education goals. However, curriculum is not static; it continuously evolves to respond to social, technological, and

¹⁴ Kelly, A. V. (2020). *The curriculum: Theory and practice* (7th ed.). SAGE Publications

¹⁵ Print, M. (2020). *Curriculum development and design* (3rd ed.). Allen & Unwin

global changes. According to Priestley and Philippou¹⁶, curriculum development is a dynamic process influenced by educational policies, societal needs, and teachers' practices. Similarly, Fullan emphasizes that curriculum change is part of educational reform that requires adaptation from teachers and institutions, especially in implementing new approaches and materials¹⁷. Therefore, curriculum change and development are necessary to improve the relevance and effectiveness of education in meeting the demands of the modern world

B. History of Curriculum in Indonesia¹⁸

The development of curriculum in Indonesia has undergone several changes in response to political, social, and educational needs. The first curriculum after independence was the 1947 Curriculum (Rencana Pelajaran 1947), which focused on character building and national identity after the colonial period. This curriculum emphasized moral education and basic knowledge, reflecting the nation's effort to shape responsible citizens.

Entering the reform era, the 2004 Competency-Based Curriculum (KBK) was introduced, focusing on developing students' competencies rather than merely content mastery. This was then refined into the 2006 School-Based Curriculum (KTSP), which gave schools more autonomy in designing their curriculum based on local needs. In 2013, the government introduced the Curriculum 2013 (K-13), which emphasized a scientific approach,

¹⁶ Priestley, M., & Philippou, S. (2021). Curriculum making as social practice: Complex webs of enactment. *The Curriculum Journal*, 32(2), 203–218

¹⁷ Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass.

¹⁸ Kementerian Pendidikan dan Kebudayaan. (2020). *Kebijakan kurikulum di Indonesia*. Jakarta: Kemendikbud.

character education, and competency development in knowledge, skills, and attitudes. However, due to implementation challenges, the government later introduced the Merdeka Curriculum as a more flexible and simplified alternative. The Merdeka Curriculum focuses on student-centered learning, differentiated instruction, and project-based learning, allowing teachers greater freedom in designing meaningful learning experiences.

Overall, the history of curriculum in Indonesia shows that curriculum development is a continuous process aimed at improving the quality of education. Each change reflects the need to adapt to societal developments, educational challenges, and global demands.

C. Curriculum 2013 (K13)

Curriculum 2013, referred to as K13, is designed to enhance character education and prepare children for the competencies required in the 21st century. It originates from constructivist education, which posits that learning is an active process of knowledge construction through experienced and interaction. Kementerian Pendidikan dan Kebudayaan asserts that the principal concept of K13 is to integrate information, attitudes, and skills into a cohesive learning experienced.¹⁹

K13 emphasized a systematic approach to learning with five stages: observation, inquiry, experimentation, association, and communication. This strategy aims to promote inquiry, critical analysis, and collaborative learning. It aligns with the Pancasila ideals, which aim to foster ethically upright,

¹⁹ Kementerian Pendidikan dan Kebudayaan, *Dokumen Kurikulum 2013: Pedoman Implementasi* (Jakarta: Kemendikbud, 2013).

autonomous, and innovative learners.

D. Merdeka Curriculum

The Merdeka Curriculum is a curriculum developed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia to provide greater flexibility in the learning process. This curriculum emphasizes student-centered learning as well as the development of essential competencies and character. In its implementation, the Merdeka Curriculum grants teachers the freedom to design or select learning methods, strategies, and tools that align with students' needs and characteristics, ensuring the learning process is more relevant and meaningful.²⁰

One of the key characteristics of the Merdeka Curriculum is its flexibility in learning, which allows teachers to adapt content and instructional approaches to suit students' circumstances. This curriculum also emphasizes the implementation of differentiated instruction that takes into account differences in students' abilities, interests, and learning styles. Additionally, the Merdeka Curriculum encourages the use of project-based learning, which provides students with opportunities to develop critical thinking skills, creativity, and the ability to collaborate in solving real-life problems.

In the Merdeka Curriculum, the development of students' character is also a key focus through the Pancasila Student Profile. The Pancasila Student Profile describes the ideal character of Indonesian students, encompassing

²⁰ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, Panduan Pembelajaran dan Asesmen Kurikulum Merdeka (Jakarta: Kemendikbudristek, 2022).

values of faith and noble ethics, global diversity, mutual cooperation, independence, critical thinking skills, and creativity. By strengthening these character traits, the Merdeka Curriculum is expected to produce students who are not only academically excellent but also possess strong character and the ability to adapt to the changing times.

E. Curriculum Transition

Curriculum transition refers to the process of change from one curriculum to another within an educational system. It involves adjustments in various aspects of teaching and learning, including instructional methods, learning materials, assessment systems, and teachers' roles. Curriculum transition is not merely a technical shift in policy, but also a complex process that requires changes in teachers' understanding, beliefs, and classroom practices.

According to Michael Fullan, educational change involves not only the introduction of new materials but also changes in teaching practices and teachers' beliefs. This indicates that curriculum transition is a multidimensional process that requires teachers to adapt both practically and psychologically. Therefore, successful curriculum transition depends on how well teachers are able to understand and implement the changes in their daily teaching activities.²¹

Furthermore, Gene E. Hall and Shirley M. Hord explain that change in education is a process rather than a single event. This means that curriculum

²¹ Michael Fullan, *The New Meaning of Educational Change* (New York: Teachers College Press, 2007).

transition occurs gradually, where teachers go through different stages of adaptation, including awareness, understanding, and implementation.²² These stages often involve uncertainty and require continuous support to ensure effective implementation.

Several factors influence the success of curriculum transition. First, teachers' readiness plays a crucial role, including their knowledge, skills, and attitudes toward the new curriculum. Second, institutional support, such as training, workshops, and supervision, is essential in helping teachers adapt to the changes. Third, the availability of learning resources and facilities, including teaching materials and technology, also affects how effectively teachers can implement the new curriculum. These factors show that curriculum transition is influenced by both internal and external conditions.

In addition, curriculum transition has a significant impact on teachers. Andy Hargreaves states that educational change often leads to increased workload, uncertainty, and emotional pressure for teachers.²³ Teachers are required to redesign lesson plans, adjust teaching strategies, and learn new assessment systems, which can be challenging, especially when support is limited.

Similarly, Chris Kyriacou highlights that teachers may experience stress when they perceive that the demands of their work exceed their

²² Gene E. Hall and Shirley M. Hord, *Implementing Change: Patterns, Principles, and Potholes* (Boston: Pearson, 2011).

²³ Andy Hargreaves, "Educational Change and Teacher Development," *Journal of Educational Change* (2005).

available resources.²⁴ In the context of curriculum transition, this situation may occur when teachers are expected to quickly adapt to new policies without sufficient preparation or support.

Based on these explanations, it can be understood that curriculum transition is a complex and dynamic process that involves various adjustments and challenges for teachers. It requires not only changes in instructional practices but also continuous adaptation to new expectations and demands. Therefore, understanding curriculum transition is essential in analyzing the challenges faced by teachers and the strategies they use to cope with those challenges.

F. Challenges in Curriculum Transition

Teachers' challenges refer to the difficulties and obstacles faced by teachers in carrying out their professional duties, particularly during periods of change. In the context of curriculum transition, these challenges arise as teachers are required to adjust to new policies, teaching approaches, and assessment systems.

According to Andy Hargreaves, educational change often brings uncertainty, increased workload, and emotional pressure for teachers.²⁵ This suggests that when a new curriculum is introduced, teachers may experience various challenges as they attempt to adapt to new expectations and responsibilities. Similarly, Chris Kyriacou states that teachers may experience

²⁴ Chris Kyriacou, "Teacher Stress: Directions for Future Research," *Educational Review* 53, no. 1 (2001): 27–35.

²⁵ Andy Hargreaves, "Educational Change and Teacher Development," *Journal of Educational Change* (2005).

stress when the demands of their work exceed their available resources, such as time, knowledge, or support.²⁶

Curriculum transition is a complex process that involves significant changes in educational practices, particularly for teachers who are directly responsible for implementing the curriculum in the classroom. When a new curriculum is introduced, teachers are required to adjust their understanding, teaching strategies, and assessment methods to align with new expectations and goals. This process often brings various challenges, as teachers must adapt within a limited time and sometimes with insufficient support or resources. According to Fullan (2020), educational change is not only about introducing new policies or materials but also about transforming teachers' beliefs and practices. Therefore, understanding the different types of challenges in curriculum transition is essential to identify the difficulties faced by teachers and to support the successful implementation of the new curriculum. According to Fullan there are several challenges faced by teachers in curriculum transition:²⁷

1. Conceptual Understanding Challenges

This challenge refers to teachers' difficulty in understanding the new curriculum concepts, structure, and objectives. During a curriculum transition, teachers must learn new terms, frameworks, and learning outcomes, which can be confusing at the early stage. Without clear guidance and training, teachers may misinterpret the goals of the new

²⁶ Chris Kyriacou, "Teacher Stress: Directions for Future Research," *Educational Review* 53, no. 1 (2001): 27–35.

²⁷ Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass.

curriculum. According to Fullan, understanding the meaning of change is a key factor in successful curriculum implementation²⁸.

2. Pedagogical Adaptation Challenges

Pedagogical challenges occur when teachers need to adjust their teaching methods to fit the new curriculum. For example, moving from teacher-centered to student-centered learning requires changes in classroom interaction, lesson planning, and instructional strategies. Teachers may struggle to apply approaches such as differentiated instruction or project-based learning. This adaptation process requires time, practice, and support.

3. Assessment Challenges

Assessment becomes a major challenge during curriculum transition because teachers are required to change how they evaluate students. New curricula often emphasize formative and competency-based assessment rather than traditional exams. Teachers may find it difficult to design appropriate assessment tools, monitor student progress, and provide meaningful feedback. As a result, assessment practices may not align with curriculum goals.

4. Resource and Technical Challenges

This challenge is related to the availability of teaching materials, facilities, and technology. Teachers may lack access to updated materials, digital tools, or internet connectivity, especially in certain regions. These

²⁸ Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass

limitations can make it difficult to implement new teaching approaches effectively. Without adequate resources, even well-designed curricula may not be successfully applied.

5. Resource and Technical Challenges

Professional challenges include limited training, lack of experience, and insufficient professional development opportunities. Institutional challenges involve limited support from schools or educational authorities, such as lack of supervision, mentoring, or clear guidelines. According to Irsan and Amirullah, teachers' readiness and institutional support are crucial factors in determining the success of curriculum implementation²⁹.

6. Professional and Institutional Challenges

Curriculum transition can also affect teachers' confidence and motivation. Teachers may feel stressed, overwhelmed, or uncertain when facing new expectations and responsibilities. This is especially true when changes happen quickly without adequate preparation. Therefore, emotional readiness is also important in adapting to curriculum change

**Tabel 2.1 Challenge in Curriculum Transition
(adopted by Adapted from Fullan (2020) and Irsan & Amirullah
(2024))**

No	Type of Challenge	Explanation
1	Conceptual Understanding Challenges	Teachers face difficulties in understanding new curriculum concepts, structure, and learning outcomes. Lack of clear guidance and training can lead to confusion in interpreting the curriculum.
2	Pedagogical Adaptation Challenges	Teachers need to adjust their teaching methods from teacher-centered to student-centered approaches. This includes applying differentiated

²⁹ Irsan, I., & Amirullah, A. (2024). Critical study of the impact and challenges of implementing the Merdeka Curriculum in schools. *International Journal of Social Sciences and Education*, 5(2), 123–135

		instruction and project-based learning, which may be difficult without experience.
3	Assessment Challenges	Teachers struggle to design and implement new forms of assessment, such as formative and competency-based evaluation, instead of traditional tests.
4	Resource and Technical Challenges	Limited access to teaching materials, technology, and internet connection can hinder the implementation of the new curriculum effectively.
5	Professional and Institutional Challenges	Teachers may lack sufficient training, support, and professional development opportunities. Institutional support from schools or authorities is sometimes limited.
6	Psychological and Emotional Challenges	Teachers may feel stressed, confused, or unprepared due to the demands of adapting to new curriculum changes in a short time.

These challenges indicate that curriculum transition does not only affect teaching practices but also influences various aspects of teachers' professional responsibilities. In addition, the level of challenges may vary depending on teachers' experience, training, and the support they receive from their institutions. In the context of English teachers at the junior high school level, these challenges can be more complex. English teachers are required not only to adapt to curriculum changes but also to develop students' language skills, which involve listening, speaking, reading, and writing. Therefore, they need to design learning activities that are both communicative and aligned with the new curriculum demands. This situation can increase the level of difficulty during the transition process.

Based on the explanation above, it can be concluded that teachers face multiple challenges during curriculum transition, covering Conceptual Understanding Challenges, administrative, technological, and assessment

aspects, Pedagogical Adaptation, Professional and Institutional Challenges, Psychological and Emotional Challenges. These challenges highlight the need for adequate support and effective strategies to help teachers successfully adapt to curriculum changes.

E. Coping Strategies of Teachers in Curriculum Transition

Coping strategies refer to the efforts made by individuals to manage stressful situations and demands that exceed their available resources. According to Richard S. Lazarus and Susan Folkman, coping is defined as “constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.” This definition emphasizes that coping is a dynamic process involving both cognitive and behavioral responses used by individuals to deal with stressful situations.³⁰

In the context of educational change, teachers may encounter various pressures during curriculum transition, such as adapting to new instructional approaches, understanding new learning objectives, and adjusting to institutional expectations. These demands may create stress that requires teachers to develop strategies to manage both the practical challenges and the emotional responses associated with the change. Therefore, coping strategies play an important role in helping teachers adapt to curriculum reforms and maintain their professional performance.

According to Lazarus and Folkman, coping strategies generally serve

³⁰ Richard S. Lazarus and Susan Folkman, *Stress, Appraisal, and Coping* (New York: Springer Publishing Company, 1984), 141.

two major functions. The first function involves managing or altering the problem that causes distress, while the second function involves regulating emotional responses toward the stressful situation. These two functions are commonly known as problem-focused coping and emotion-focused coping.³¹

1. Problem-Focused Coping

Problem-focused coping refers to strategies that aim to address the source of stress directly by attempting to solve or manage the problem. Lazarus and Folkman explain that this type of coping is more likely to occur when individuals believe that the stressful situation can be changed or controlled. In such situations, individuals tend to take active steps to modify the environment, develop action plans, or seek information and resources that may help resolve the problem.³²

In the context of curriculum transition, teachers may implement problem-focused coping by attending professional development programs, learning new teaching methods, searching for additional instructional materials, or collaborating with colleagues to better understand the implementation of the new curriculum. These actions help teachers improve their ability to adapt to the demands of curriculum change.

a) Seeking Information

Teachers try to gain better understanding by looking for information about the new curriculum.

³¹ Lazarus and Folkman, *Stress, Appraisal, and Coping*, 179.

³² Lazarus and Folkman, *Stress, Appraisal, and Coping*, 150.

Example: Reading guidelines, searching online resources, or studying curriculum documents

b) Seeking Professional Support

Teachers ask for help from experts or colleagues to solve problems.

Example: Joining workshops, training, seminars, or discussing with other teachers (MGMP)

c) Planning and Organizing

Teachers make plans to manage the changes effectively.

Example: Designing lesson plans, organizing teaching materials, and setting learning goals.

d) Developing Skills

Teachers improve their competencies to meet new curriculum demands.

Example: Learning new teaching methods, using technology, or practicing new assessment techniques

e) Taking Direct Action

Teachers actively implement solutions to overcome challenges.

Example: Trying new strategies in class, modifying teaching approaches, or adjusting materials based on students' needs

2. Emotion-Focused Coping

Emotion-focused coping refers to strategies aimed at regulating emotional responses toward stressful situations rather than directly changing the situation itself. Lazarus and Folkman explain that this form

of coping is more likely to occur when individuals perceive that the stressful condition cannot easily be modified or controlled. In such circumstances, individuals focus on managing their emotional reactions in order to reduce psychological distress.³³ Emotion-focused coping includes various cognitive and behavioral efforts such as avoidance, distancing, positive reinterpretation, and seeking emotional support from others. These strategies help individuals maintain emotional balance and psychological well-being while dealing with difficult circumstances.

For teachers experiencing curriculum transition, emotion-focused coping may involve maintaining a positive perspective toward educational change, seeking encouragement from colleagues, or managing stress through emotional regulation. These strategies allow teachers to remain resilient while adjusting to new educational policies and teaching practices.

a) Positive Reappraisal

Teachers try to see the situation in a positive way.

Example: Viewing curriculum change as an opportunity to improve teaching skills.

b) Seeking Emotional Support

Teachers look for encouragement and understanding from others.

Example: Sharing feelings with colleagues, friends, or family members

³³ Lazarus and Folkman, *Stress, Appraisal, and Coping*, 150.

c) Self-Control / Emotional Regulation

Teachers manage their emotions to stay calm and focused.

Example: Controlling stress, staying patient, and avoiding frustration in class.

d) Acceptance

Teachers accept the situation as something that cannot be avoided.

Example: Realizing that curriculum change is part of their professional responsibility

e) Avoidance / Distancing

Teachers try to reduce stress by temporarily distancing themselves from the problem.

Example: Taking a short break, relaxing, or not overthinking difficulties.

Tabel 2.2 Coping Strategies in Curriculum Transition

No	Type of Coping	Sub-Type	Explanation	Example
1	Problem-Focused Coping	Seeking Information	Teachers try to gain better understanding by looking for information about the new curriculum.	Reading guidelines, searching online resources, studying curriculum documents
		Seeking Professional Support	Teachers ask for help from experts or colleagues to solve problems.	Joining workshops, training, seminars, discussing with MGMP
		Planning and Organizing	Teachers make plans to manage the changes effectively.	Designing lesson plans, organizing materials, setting goals
		Developing Skills	Teachers improve their competencies to meet new curriculum	Learning new methods, using technology,

			demands.	practicing assessment techniques
		Taking Direct Action	Teachers actively implement solutions to overcome challenges.	Trying new strategies, modifying teaching approaches, adjusting materials
2	Emotion-Focused Coping	Positive Reappraisal	Teachers try to see the situation in a positive way.	Viewing curriculum change as an opportunity to improve skills
		Seeking Emotional Support	Teachers look for encouragement and understanding from others.	Sharing feelings with colleagues, friends, or family
		Self-Control / Emotional Regulation	Teachers manage their emotions to stay calm and focused.	Controlling stress, staying patient, avoiding frustration
		Acceptance	Teachers accept the situation as something unavoidable.	Realizing curriculum change is part of professional responsibility
		Avoidance / Distancing	Teachers reduce stress by temporarily distancing from the problem.	Taking breaks, relaxing, not overthinking difficulties

F. Review of Previous Study

A number of pertinent studies have been selected to substantiate the theoretical and contextual basis of this research. These studies investigate many aspects of curricular reform in Indonesia, encompassing implementation obstacles, teacher beliefs, preparedness, and adaptive solutions. Nevertheless, the majority of these studies are constrained by their methodological design, target population, or study environments. This section examines five chosen studies to emphasize their contributions and limitations

of the current investigation.

First, Puspitasari (2024), in her study *“Navigating Classroom Challenges and Curriculum Changes: A Qualitative Study of an English Teacher’s Journey in the Indonesian Education System,”* examined the responses of a high school English teacher in West Java to curriculum change. Her findings disclosed educators' difficulties with administrative obligations, lesson preparation, and the intricacies of new curriculum terminology. This study offered valuable insights into individual teacher adaptation; nevertheless, it is constrained to a single participant and failed to encompass wider institutional or contextual dynamics, particularly in junior high schools or schools undergoing transitions.³⁴

Subsequently, Abduh et al. (2022), in their paper *“English Teachers’ Beliefs and Practices in Teaching English during Curriculum Reform in Indonesia,”* published in the *International Journal of Language Education*, utilized a quantitative methodology to investigate teachers’ opinions. The study encompassed a diverse array of English educators from various countries, concentrating on overarching views and pedagogical approaches. Nevertheless, it did not explore the psychological or behavioral issues educators have during transition phases, nor did it examine coping strategies or region-specific experiences in rural schools using the Merdeka Curriculum

³⁴Maya Puspitasari, “Navigating Classroom Challenges and Curriculum Changes: A Qualitative Study of an English Teacher’s Journey in the Indonesian Education System,” *Power and Education* (2024): 1–16,

at an early stage.³⁵

Moreover, Usman and Tresnadewi (2020), in their study “*English Teachers’ Challenges in the Implementation of Curriculum 2013 in Vocational High Schools of Agriculture in South Kalimantan*,” identified obstacles in employing the scientific approach, executing authentic assessments, and organizing instructional planning. Their study, while offering essential insights into Curriculum 2013, concentrated solely on vocational schools and neglected the transition to Merdeka Curriculum, so diminishing its applicability to the distinct dynamics of regular junior high schools.³⁶

In addition, Syarifuddin and Rahman (2023) conducted a study entitled “*Adapting to Change: The Experienced of EFL Teachers with Curriculum Reform*,” published in *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*. The study explored the experienced of EFL teachers in adapting to the transition from Curriculum 2013 (K13) to the Merdeka Curriculum in Indonesia. Using a phenomenological case study approach, the research revealed that teachers faced several challenges, including limited access to ICT resources, insufficient training, increased workload, and difficulties in integrating 21st-century skills into classroom practice. The findings also emphasized the importance of teachers’

³⁵ Abduh, A., M. Rahman, and I. A. Samad, “English Teachers’ Beliefs and Practices during Curriculum Reform in Indonesia,” *International Journal of Language Education* 6, no. 2 (2022): 15–29.

³⁶ Usman, A., and S. Tresnadewi, “English Teachers’ Challenges in the Implementation of Curriculum 2013,” *Indonesian Journal of English Education and Applied Linguistics* 4, no. 1 (2020): 88–103.

adaptability, continuous professional development, and institutional support to ensure successful curriculum implementation. However, the study is conducted in North Sumatra Province with a limited number of participants, which may not fully represent the contextual realities of teachers in other regions, particularly in underdeveloped areas such as Lebong Regency.³⁷

Last, Al Fikri and Prasetya (2024), in their study entitled “*Indonesian English Teachers’ Narratives on Adapting to Curriculum Change*” published in the *International Journal of Education & Curriculum Application (IJECA)*, explored how two experienced Indonesian EFL teachers adapted to the implementation of the Merdeka Curriculum. Employing a qualitative narrative design with in-depth semi-structured interviews and thematic analysis grounded in Fullan’s theory of educational change, the study revealed that rapid curriculum shifts, administrative burdens, and limited institutional support posed significant challenges for teachers. The findings also highlighted teachers’ coping strategies, particularly collaboration within professional communities and the use of online platforms such as YouTube to supplement formal training. However, the study is limited to only two senior high school teachers in Java, which restricts the generalizability of the findings to other educational levels and contexts. Therefore, further research is needed to examine the challenges and coping strategies of English teachers

³⁷ Syarifuddin and Benni Ichsanda Rahman Hz, “Adapting to Change: The Experienced of EFL Teachers with Curriculum Reform,” *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 7, no. 2 (2023): 469–481.

at the junior high school level, particularly in different regional settings.³⁸

In conclusion, while these prior studies provide significant insights into curriculum change in Indonesia, they demonstrate notable limitations concerning breadth, participant demographics, educational levels, or research methodologies. Significantly, none of the studies offer a thorough examination of both the obstacles and coping mechanisms faced by junior high school English teachers during the initial transition from Curriculum 2013 to Merdeka Curriculum in remote areas like Lebong Regency. This study addresses the gap by conducting a quantitative descriptive investigation focusing on the challenges and coping strategies of junior high school English teachers during the early stages of curriculum transition.

³⁸ Naufal Mufatih Al Fikri and Willy Prasetya, "Indonesian *English* Teachers' Narratives on Adapting to Curriculum Change," *International Journal of Education & Curriculum Application* 7, no. 3 (2024): 304–316.

CHAPTER III

RESEARCH METHODOLOGY

In an attempt to shed light on the challenges faced by English teachers as they made the switch from Curriculum 2013 to Merdeka Curriculum, this chapter outlines the research methodology employed in the study, including research design, population and sample, technique of collecting data, research instrument, validity and reliability, and technique of analysis data.

A. Research Design

This study employed a quantitative research approach. Quantitative research focuses on collecting and analyzing numerical data in order to measure variables and describe patterns within a population. According to John W. Creswell, quantitative research involves the use of statistical procedures to analyze numerical information and interpret research findings objectively.³⁹ In addition, this study used a descriptive research design. Descriptive research aims to describe existing conditions or phenomena as they naturally occur without manipulating variables. Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen explain that descriptive research is commonly used in educational studies to provide a systematic description of a particular situation or population.⁴⁰

Based on these perspectives, this study employed a quantitative descriptive design to describe the challenges faced by English teachers and

³⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 13.

⁴⁰ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (Belmont: Wadsworth, 2010), 31.

the coping strategies they use during the transition from Curriculum 2013 to the Merdeka Curriculum. The data were collected through structured questionnaires and analyzed using descriptive statistics.

B. Population and Sample

1. Population

The population of this study consisted of English teachers who is working at Public junior high schools in Lebong Regency. Junior high school is chosen as the focus of this study because it represents a critical stage in students' educational development, where they transition from basic to more complex levels of learning. At this level, English is taught more systematically, and students are expected to develop fundamental language skills such as reading, writing, listening, and speaking. Therefore, English teachers at the junior high school level play an important role in shaping students' language competence, making it essential to examine how they respond to curriculum changes. The population characteristics are summarized in tabel below

Table 3. 1 Population of the Study

No	School	Number of Teachers
1	SMP Negeri 01 Lebong	5
2	SMP Negeri 02 Lebong	2
3	SMP Negeri 03 Lebong	2
4	SMP Negeri 04 Lebong	1
5	SMP Negeri 05 Lebong	3
6	SMP Negeri 06 Lebong	5
7	SMP Negeri 07 Lebong	3
8	SMP Negeri 08 Lebong	4
9	SMP Negeri 09 Lebong	2
10	SMP Negeri 10 Lebong	1

No	School	Number of Teachers
11	SMP Negeri 11 Lebong	1
12	SMP Negeri 12 Lebong	1
13	SMP Negeri 13 Lebong	1
14	SMP Negeri 14 Lebong	1
15	SMP Negeri 15 Lebong	2
16	SMP Negeri 16 Lebong	3
17	SMP Negeri 17 Lebong	1
18	SMP Negeri 18 Lebong	1
19	SMP Negeri 19 Lebong	3
20	SMP Negeri 20 Lebong	1
21	SMP Negeri 21 Lebong	1
22	SMP Negeri 22 Lebong	1
23	SMP Negeri 23 Lebong	1
Total		46

2. Sample

The sample of this study refers to the subset of the population selected for data collection. This study employed a purposive sampling technique, which involves selecting participants based on specific criteria relevant to the research objectives. According to John W. Creswell, purposive sampling allows researchers to intentionally select participants who have experience or characteristics related to the phenomenon being studied.⁴¹

The population consisted of 46 English teachers working at public junior high schools in Lebong Regency. However, not all teachers met the inclusion criteria required for this research. Therefore, participants were selected based on the following criteria:

- a. Being an active English teacher at a public junior high school;

⁴¹ John W. Creswell, *Educational Research*, 206.

- b. Currently teaching using the Merdeka Curriculum;
- c. Having prior teaching experience with Curriculum 2013.

Based on these criteria, 43 teachers were identified as the eligible participants, while three teachers were excluded because they had not previously implemented Curriculum 2013.

C. Technique of Collecting Data

1. Questionnaire

According to Sugiyono, a questionnaire is a data collection technique that is carried out by giving a set of written questions to respondents to obtain information related to the research topic. In this study, a questionnaire was used to collect quantitative data from English teachers at public junior high schools in Lebong Regency regarding the challenges they faced and the coping strategies they applied during the transition from Curriculum 2013 to the Merdeka Curriculum. The questionnaire used in this research was a closed-ended questionnaire in which respondents were provided with predetermined response alternatives.⁴²

Closed-ended questions allow respondents to choose answers from the options provided by the researcher, usually in the form of a Likert scale such as strongly disagree, disagree, agree, and strongly agree. This type of questionnaire enables the researcher to collect data systematically and facilitates quantitative analysis.⁴³

⁴² Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017).

⁴³ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.) (Boston: Pearson, 2012).

The questionnaire was developed based on relevant theories and previous studies related to curriculum transition, teacher challenges, and coping strategies. It consisted of two main sections: challenges experienced by teachers during the curriculum transition and coping strategies used by teachers to overcome those challenges. Each item in the questionnaire was measured using a four-point Likert scale consisting of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). The use of a four-point scale was intended to eliminate neutral responses and encourage respondents to express clear opinions toward each statement.

Before the main data collection was conducted, a try-out questionnaire was administered to 20 English teachers to test the validity and reliability of the instrument. The validity of the items was analyzed using Pearson Product Moment correlation, while the reliability of the instrument was tested using Cronbach's Alpha. After the instrument was finalized, the questionnaire was distributed to the selected participants through an online platform using Google Forms to facilitate efficient data collection regardless of time and location.

D. Research Instrument

1. Questionnaire

The research instrument used in this study was a questionnaire as a quantitative instrument to collect data from the respondents. In this research, the researcher used a closed-ended questionnaire in which

respondents were provided with predetermined response alternatives. According to Sugiyono, a questionnaire is a data collection instrument consisting of a series of written questions used to obtain information from respondents systematically.⁴⁴

The Likert scale was adopted as the measurement scale in this questionnaire. The Likert scale is commonly used in quantitative research to measure respondents' attitudes, perceptions, or opinions toward particular statements.⁴⁵ In this study, the researcher used a four-point Likert scale consisting of strongly disagree, disagree, agree, and strongly agree. The four-point scale was selected to eliminate the neutral option and encourage respondents to provide clearer responses to each statement.

The questionnaire consisted of statements related to the challenges faced by English teachers and the coping strategies they applied during the transition from Curriculum 2013 to the Merdeka Curriculum. In total, the questionnaire contained 33 items with four response options for each item. The questionnaire was distributed to the respondents through an online platform using Google Forms to facilitate easier access and faster responses.

Table 3. 2 Score for each options on Likert Scale

Options	Strongly Disagree	Agree	Disagree	Strongly Disagree
Score	4	3	2	1

⁴⁴ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2017).

⁴⁵ Rensis Likert, "A Technique for the Measurement of Attitudes," *Archives of Psychology* (1932).

2. Blueprint of Questionnaire

The first part of the questionnaire measured the challenges experienced by English teachers during the implementation of the Merdeka Curriculum. This instrument consisted of 33 items, distributed across four major dimensions: pedagogical challenges, psychological challenges, institutional challenges, and contextual–infrastructural challenges. The structure of this instrument followed Fullan’s conceptualization of educational change, which highlights that teachers commonly experienced instructional, emotional, organizational, and contextual difficulties during periods of curriculum reform.⁴⁶

The second part of the questionnaire measured the coping strategies employed by English teachers in responding to the challenges of the Merdeka Curriculum. This instrument consisted of eight items, representing key coping domains drawn from Lazarus & Folkman’s coping theory, which distinguishes between problem-focused and emotion-focused coping.⁴⁷

Table 3. 3
Challenges in Curriculum Transition Questionnaire of Blueprint

Aspects	Indicators	Statements
Challenges in Curriculum Transition, <i>Fullan, The New Meaning of</i>	1. Pedagogical Challenges 2. Psychological Challenges 3. Institutional Challenges 4. Contextual and	1. I find it difficult to design a Teaching Module aligned with CP and ATP. 2. I am unsure about how much detail should be included in the Teaching Module. 3. I faced challenges in assessing students in P5 project activities.

⁴⁶ Fullan, *The New Meaning of Educational Change*, 47.

⁴⁷ Richard Lazarus and Susan Folkman, *Stress, Appraisal, and Coping*, 141.

Aspects	Indicators	Statements
<i>educational Change, 2007.</i>	Infrastructural Challenges	<ol style="list-style-type: none"> 4. I am unsure how to design meaningful P5 projects that fit my school context. 5. I find it difficult to differentiate tasks based on students' proficiency levels. 6. Large class size makes it difficult to implement differentiated instruction. 7. I feel uncertain about interpreting CP in daily learning objectives. 8. I am unsure how to sequence activities based on ATP. 9. I lack clear examples of contextualized English teaching. 10. Available teaching models do not match the cultural and socioeconomic background of my students. 11. I often feel uncertain when working with new terms such as CP, ATP, or P5. 12. I feel emotionally overwhelmed when I must apply curriculum concepts that I do not fully understand. 13. My confidence decreases when I am expected to design learning independently under the Merdeka Curriculum. 14. The lack of mentoring or guidance makes me doubt my ability to implement the curriculum well. 15. I worry that I will be judged by colleagues or supervisors if I apply the new curriculum incorrectly. 16. I feel emotionally exhausted by frequent curriculum changes. 17. I withdraw or limit my involvement when curriculum demands feel too heavy. 18. Training opportunities for the Merdeka Curriculum are uneven across teachers in my school. 19. Administrative tasks take away my teaching time. 20. Managing administrative documents for the Merdeka Curriculum increases my stress as a teacher.

Aspects	Indicators	Statements
		<p>21. rarely receive follow-up mentoring after attending curriculum training.</p> <p>22. The absence of regular guidance makes it difficult for me to improve my curriculum implementation skills.</p> <p>23. School leaders provide minimal guidance on how to implement the Merdeka Curriculum effectively.</p> <p>24. Curriculum policies are communicated inconsistently.</p> <p>25. Curriculum policies are often communicated vaguely or inconsistently.</p> <p>26. Poor technological infrastructure restricts my access to updated curriculum information or training materials.</p> <p>27. My school lacks the physical facilities needed to support project-based learning activities.</p> <p>28. Limited classroom resources make it difficult for me to apply differentiated instruction effectively.</p> <p>29. I struggle to find teaching materials that reflect the local culture or daily realities of my students.</p> <p>30. I often rely on generic textbooks because localized teaching resources are unavailable</p> <p>31. I have limited opportunities to collaborate with other English teachers in my area.</p> <p>32. MGMP or teacher communities are inactive or difficult to access in my region.</p> <p>33. Cultural and linguistic differences sometimes make the prescribed curriculum materials unsuitable for my students' context.</p>
Coping Strategies in Curriculum Transition	<ol style="list-style-type: none"> 1. Problem-Focused learning 2. Emotion-Focused learning 	<p>34. adjust my teaching methods to suit the new curriculum</p> <p>35. I simplify complex materials to match students' levels.</p> <p>36. I use local examples or contexts in my</p>

Aspects	Indicators	Statements
<i>(Lazarus & Folkman, Stress, Appraisal, and Coping, 1984)</i>		lessons. 37. I collaborate with other teachers to solve problems related to the new curriculum. 38. I study curriculum documents or online resources independently to understand new components. 39. I seek help or encouragement from other teachers when I feel stressed. 40. I see the curriculum change as an opportunity to improve my teaching skills. 41. I try to stay motivated and resilient when facing challenges during curriculum transition.

Instruments (challenges and coping strategies) underwent expert validation to ensure content validity, clarity, and alignment with the theoretical framework. The validator reviewed the instrument for redundancy, double-barreled statements, and consistency of terminology, resulting in a refined and theoretically grounded questionnaire. The validated version also standardized key terms such as CP, ATP, P5, MGMP, and contextualized learning resources, ensuring that each item accurately reflected the operational definition of the variables. The validated blueprint confirms that the final instrument is appropriate, clear, and relevant to measuring English teachers' challenges and coping strategies during the curriculum transition.

E. Validity and Reliability Instruments

1. Validity Test

Validity testing was conducted during the try-out stage before the

main data collection. The data were obtained from 20 English teachers who participated in the try-out phase. The validity of each questionnaire item was analyzed using Pearson Product Moment correlation by comparing the r-count value with the r-table value. Based on the sample size ($N = 20$) with a significance level of 0.05 and degree of freedom ($df = 18$), the r-table value was 0.444. An item was considered valid if $r\text{-count} > r\text{-table}$.⁴⁸

The results showed that in the first try-out, the challenges instrument consisted of 37 items, of which 10 items were invalid. After revising the problematic items, a second try-out was conducted. The results of the second try-out indicated that 4 items (X16, X19, X28, and X36) remained invalid because their r-count values were lower than 0.444. These items were removed from the instrument. Therefore, the final version of the challenges instrument consisted of 33 valid items used in the main data collection. For the coping strategies instrument, which consisted of 8 items, the validity testing results showed that all items had r-count values higher than 0.444. Thus, all items were declared valid and retained for the main data collection.

2. Reliability Test

Reliability testing was conducted after the validity test using the try-out data obtained from 20 English teachers. The reliability of the instruments was analyzed using Cronbach's Alpha coefficient to measure

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019).

internal consistency. An instrument is considered reliable if the Cronbach's Alpha value exceeds 0.70.⁴⁹

The results showed that the challenges instrument, based on 33 valid items, obtained a Cronbach's Alpha value of 0.952, indicating very high reliability. Meanwhile, the coping strategies instrument obtained a Cronbach's Alpha value of 0.917 for 8 items, which also indicates excellent reliability. According to George and Mallery, a Cronbach's Alpha value above 0.90 is categorized as excellent reliability.⁵⁰

Based on these results, both instruments were considered statistically valid and reliable for use in the main data collection.

F. Technique of Data Analysis

The data obtained from the questionnaire were analyzed using descriptive quantitative analysis.⁵¹ This method is used to describe the level of challenges and the coping strategies employed by English teachers during the transition from Curriculum 2013 to the Merdeka Curriculum. The analysis focused on calculating scores, percentages, and interpretation levels rather than testing hypotheses, since this study aimed to map tendencies within a specific population.

The data analysis procedures were conducted through several stages as follows.

1. Scoring the Questionnaire

⁴⁹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (Boston: Cengage Learning, 2010).

⁵⁰ George and Mallery, *SPSS for Windows Step by Step: A Simple Guide and Reference*.

⁵¹ Ary, Jacobs, and Sorensen, *Introduction to Research in Education*.

The first step is scoring the responses from the questionnaire. The instrument used a four-point Likert scale to measure teachers' perceptions.⁵²

For the challenges variable, all response categories (SD, D, A, SA) were included in the scoring process. This approach was used because both agreement and disagreement responses reflect the degree of challenges perceived by teachers. Even disagreement responses indicate the presence of perception toward certain challenge statements. The total score for each item is calculated using the following formula:

$$X = (fSD \times 1) + (fD \times 2) + (fA \times 3) + (fSA \times 4)$$

Descriptions:

F = Frequency

SD = Strongly Disagree

D = Disagree

A = Agree

SA = Strongly Agree

This scoring procedure was used to obtain the total score of each item and each aspect.

2. Calculating the Percentage (Challenges Variable)

After obtaining the total score, the next step is converting the score into percentage form to determine the level of challenges in each dimension. The percentage is calculated using the following formula:

$$P = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

⁵² Rensis Likert, "A Technique for the Measurement of Attitudes," *Archives of Psychology* 22, no. 140 (1932): 1–55.

Descriptions:

P = Percentage

Total Score = Sum of the obtained scores

Maximum Score = Number of respondents × highest Likert score

This calculation was used to determine the overall level of challenges in each dimension.

3. Analysis of Coping Strategies

For the coping strategies variable, the analysis focused only on positive responses, namely Agree (A) and Strongly Agree (SA). This approach was used because coping strategies represent deliberate actions taken by teachers. Therefore, only responses indicating agreement were considered to reflect the active implementation of a particular strategy.

The percentage is calculated using the formula:

$$P = \frac{fSA + fA}{N} \times 100\%$$

This calculation is intended to show the level of agreement and the dominant strategies implemented by teachers in overcoming the challenges.

4. Interpretation Criteria

The percentage results were then interpreted using descriptive categories. The interval width is calculated as follows:⁵³

$$I = \frac{100\%}{4} = 25\%$$

⁵³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019).

Based on this calculation, the interpretation criteria were determined as follows:

Table 3. 4 Interpretation Criteria

Percentage Range	Interpretation
0% - 25%	Very Low
26% - 50%	Low
51% - 75%	Moderate
76% - 100%	High

These categories were used to interpret the level of challenges and coping strategies experienced by English teachers in each aspect.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and discussion of the study based on the data obtained from the questionnaire. The findings are organized according to the research questions, which focused on the challenges faced by English teachers and the coping strategies they employed during the transition from Curriculum 2013 to Merdeka Curriculum. The discussion section further interprets the findings by relating them to relevant theories and previous studies.

A. Findings

This chapter presents the findings of the study based on data collected from 43 English teachers at public junior high schools in Lebong Regency through a questionnaire. The findings are organized according to the research questions, focusing on the challenges faced by teachers and the coping strategies they employed during the transition from Curriculum 2013 to the Merdeka Curriculum.

1. Challenges Faced by English Teachers During Curriculum Transition

To answer the first research question, the data were analyzed to identify the level of challenges experienced by English teachers during the transition from Curriculum 2013 to the Merdeka Curriculum. The data were collected from 06 January 2nd, 2025, to February 02th, 2025, through both online and face-to-face distribution of questionnaires. The total scores of each item were calculated and converted into percentages. The recapitulation of the challenges based on each aspect is presented in Table

below:

Table 4. 1
Challenges Faced by English Teachers in Curriculum Transition

No	Type of Challenge	Average	Interpretation	Explanation
1	Resource and Technical Challenges (Contextual)	68.8%	Moderate	Limited access to teaching materials, technology, and internet connection can hinder the effective implementation of the new curriculum.
2	Professional and Institutional Challenges	67.0%	Moderate	Teachers may lack sufficient training, support, and professional development opportunities, while institutional support is sometimes limited.
3	Pedagogical Adaptation Challenges	66.3%	Moderate	Teachers need to adjust their teaching methods from teacher-centered to student-centered approaches, including differentiated instruction and project-based learning.
4	Psychological and Emotional Challenges	65.4%	Moderate	Teachers may feel stressed, confused, or unprepared due to the demands of adapting to new curriculum changes in a short time.
5	Conceptual Understanding Challenges	66.0%	Moderate	Teachers face difficulties in understanding new curriculum concepts, structure, and learning outcomes due to limited guidance and training.
6	Assessment Challenges	66.0%	Moderate	Teachers struggle to design and implement new forms of assessment, such as formative and competency-based evaluation.

The table presents the types of challenges experienced by English teachers during the transition from Curriculum 2013 to the Merdeka Curriculum. Overall, the results indicate that all categories of challenges

fall within the moderate level, suggesting that teachers encounter considerable difficulties, although these challenges are still manageable. This finding reflects that the transition process is complex and requires teachers to adapt in multiple aspects, including technical resources, institutional support, pedagogical practices, and psychological readiness. The presence of challenges across different dimensions also confirms that curriculum change is not only a technical shift but also involves changes in teachers' knowledge, skills, and attitudes.

a. Resource and Technical Challenges

The highest challenge is found in resource and technical challenges, with an average score of 68.8%. This indicates that limitations in facilities, such as inadequate access to teaching materials, digital tools, and internet connectivity, remain a major obstacle for teachers. In the context of the Merdeka Curriculum, which encourages the use of technology and diverse learning resources, these limitations can significantly affect teachers' ability to implement innovative and student-centered learning. As a result, teachers may rely on conventional methods, which may not fully align with the expectations of the new curriculum

b. Professional and Institutional Challenges

The second highest challenge is professional and institutional challenges, with an average of 67.0%. This finding suggests that teachers still experience difficulties related to limited training

opportunities, lack of continuous professional development, and insufficient institutional support from schools or educational authorities. These conditions may reduce teachers' confidence and readiness in implementing the new curriculum. Without adequate guidance and structured support, teachers may struggle to interpret curriculum guidelines and apply them effectively in classroom practice.

c. Pedagogical Adaptation Challenges

The third challenge is pedagogical adaptation challenges, which scored 66.3%. This indicates that teachers face difficulties in adjusting their teaching strategies to align with the principles of the Merdeka Curriculum, particularly in shifting from teacher-centered to student-centered learning. Approaches such as differentiated instruction and project-based learning require teachers to be more flexible, creative, and responsive to students' needs. However, the transition to these approaches is not easy, especially for teachers who are more familiar with traditional teaching methods.

d. Psychological and Emotional Challenges

The fourth challenge is psychological and emotional challenges, with an average score of 65.4%. This result shows that teachers experience emotional pressures, such as stress, confusion, and uncertainty, during the transition process. Although categorized as moderate, this challenge highlights the importance of emotional

readiness and resilience. Teachers who feel overwhelmed may find it difficult to fully engage with the new curriculum, which can affect their teaching performance.

e. Conceptual understanding Challenges and Assessment Challenges

In addition, conceptual understanding challenges and assessment challenges are also identified as important aspects. Teachers may still struggle to fully understand the structure, objectives, and expected learning outcomes of the Merdeka Curriculum. This lack of understanding can lead to difficulties in planning lessons and aligning teaching practices with curriculum goals. Furthermore, assessment challenges arise as teachers are required to shift from traditional testing methods to more formative and competency-based assessments. Designing appropriate assessment tools and providing meaningful feedback require new skills that not all teachers have fully mastered. These findings emphasize that successful curriculum implementation requires not only policy changes but also continuous training, adequate resources, and strong institutional support

The findings show that English teachers experience moderate challenges during the transition from Curriculum 2013 to the Merdeka Curriculum across several aspects. The most significant challenge is related to resource and technical factors, followed by professional and institutional support, pedagogical adaptation, and psychological aspects.

In addition, teachers also face difficulties in understanding the new curriculum concepts and applying appropriate assessment methods. These results indicate that curriculum transition is a complex process that requires not only changes in teaching practices but also adequate resources, continuous training, and emotional readiness. Therefore, strong support systems are essential to help teachers adapt effectively to the new curriculum

2. Coping Strategies Used by English Teachers Employed to Overcome the Challenges

To answer the second research question, the coping strategies were analyzed by focusing only on positive responses, namely Agree (A) and Strongly Agree (SA), as these responses reflect strategies that were actively applied by teachers. Table 4.2 presented the summary of coping strategies used by English teachers to overcome the challenges during the curriculum transition.

Table 4. 2
Coping Strategies Used by English Teachers to Overcome Challenges

No	Type of Coping	Sub-Type	Average	Interpretation	Explanation
1	Emotion-Focused Coping	Positive Reappraisal	97.1%	High	Teachers try to see the situation in a positive way.
		Seeking Emotional Support	97.1%	High	Teachers look for encouragement and understanding from others.
		Self-Control / Emotional Regulation	97.1%	High	Teachers manage their emotions to stay calm and focused.

		Acceptance	97.1%	High	Teachers accept the situation as something unavoidable.
		Avoidance / Distancing	97.1%	High	Teachers reduce stress by temporarily distancing from the problem.
2	Problem-Focused Coping	Seeking Information	95.6%	High	Teachers try to gain better understanding by looking for information about the new curriculum.
		Seeking Professional Support	95.6%	High	Teachers ask for help from experts or colleagues to solve problems.
		Planning and Organizing	95.6%	High	Teachers make plans to manage the changes effectively.
		Developing Skills	95.6%	High	Teachers improve their competencies to meet new curriculum demands.
		Taking Direct Action	95.6%	High	Teachers actively implement solutions to overcome challenges.

The table presents the coping strategies used by English teachers during the transition from Curriculum 2013 to the Merdeka Curriculum. The findings reveal that both types of coping strategies—emotion-focused coping and problem-focused coping—are categorized at a high level, with percentages of 97.1% and 95.6% respectively. This indicates

that teachers actively employ various strategies to manage the challenges they face during the transition. Interestingly, emotion-focused coping appears slightly higher than problem-focused coping, suggesting that teachers tend to prioritize managing their emotional responses while simultaneously attempting to solve practical problems. This reflects that curriculum transition is not only a professional challenge but also an emotional experience that requires psychological adjustment.

a. Emotion-focused coping

The first category is emotion-focused coping, which has the highest average score of 97.1%. This shows that teachers strongly rely on emotional regulation strategies to deal with stress and uncertainty.

One important sub-type is

b. Positive reappraisal

where teachers try to view curriculum changes as opportunities for professional growth rather than obstacles. This positive mindset helps them stay motivated and open to new teaching approaches.

c. Seeking emotional support

Another sub-type is seeking emotional support, where teachers share their experiences and feelings with colleagues, friends, or family members. This social interaction provides encouragement and reduces feelings of isolation

d. Problem-focused coping

The second category is problem-focused coping, with a slightly

lower but still high average of 95.6%. This indicates that teachers also take active steps to solve the challenges they encounter.

e. Seeking information

One key sub-type is seeking information, where teachers try to improve their understanding of the new curriculum by reading guidelines, exploring online resources, and studying relevant materials. This effort helps reduce confusion and increases their confidence in implementing the curriculum

f. Seeking professional support

Another important strategy is seeking professional support, where teachers participate in training programs, workshops, or discussions with colleagues, such as through MGMP forums. This collaborative approach allows teachers to share knowledge and find practical solutions together.

g. Planning and organizing

In terms of planning and organizing, teachers prepare lesson plans, arrange teaching materials, and set clear learning objectives to ensure that their teaching aligns with the new curriculum requirements.

h. Developing skills

Furthermore, teachers engage in developing skills by learning new teaching methods, integrating technology, and improving their assessment practices. This continuous learning process is essential for adapting to curriculum changes.

i. Taking direct action

Lastly, taking direct action reflects teachers' efforts to implement solutions in real classroom situations, such as trying new instructional strategies and modifying teaching approaches based on students' needs. This shows that teachers are not only planning but also actively applying what they have learned.

In summary, the findings show that English teachers experienced challenges at a moderate level across pedagogical, psychological, institutional, and contextual aspects. This indicates that the transition from Curriculum 2013 to the Merdeka Curriculum presented noticeable but manageable difficulties. At the same time, teachers demonstrated a high level of coping strategies, both problem-focused and emotion-focused. This suggests that teachers actively responded to the challenges they encountered through various practical and emotional strategies. Overall, these findings indicate that teachers showed adaptability and resilience in facing the curriculum transition, as reflected in their ability to manage challenges while maintaining active coping efforts.

B. Discussions

1. Challenges Faced by English Teachers During Curriculum Transition

The findings of this study reveal that English teachers experience challenges at a moderate level during the transition from Curriculum 2013 to the Merdeka Curriculum. Among the identified aspects, resource and

technical challenges show the highest percentage (68.8%), followed by professional and institutional challenges (67.0%), pedagogical adaptation challenges (66.3%), and psychological challenges (65.4%). These results indicate that although teachers are able to cope with the transition, they still face considerable difficulties across multiple dimensions. This supports the view that curriculum transition is a complex process that requires not only changes in teaching practices but also adequate resources, institutional support, and emotional readiness.

The highest challenge found in this study is related to resource and technical aspects. This finding suggests that limited access to teaching materials, digital tools, and internet connectivity significantly affects teachers' ability to implement the Merdeka Curriculum effectively. This result is consistent with the findings of Rizki and Fahkrunisa, who state that one of the main obstacles in implementing the Merdeka Curriculum is the lack of adequate facilities and resources, especially in less developed areas⁵⁴. From a theoretical perspective, this condition can be explained by Fullan, who argues that successful educational change depends on the availability of resources and support systems. Without sufficient infrastructure, even well-designed curriculum reforms may not be implemented optimally⁵⁵.

The second major challenge is professional and institutional challenges, with a percentage of 67.0%. This indicates that teachers still

⁵⁴ Rizki, R. A., & Fahkrunisa, L. (2022). Evaluation of implementation of the Merdeka Curriculum. *Journal of Curriculum and Pedagogic Studies*, 1(1), 32–41

⁵⁵ Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass.

face limitations in terms of training opportunities, professional development, and institutional support. Many teachers may not receive sufficient guidance to fully understand and apply the new curriculum. This finding aligns with Darling-Hammond et al., who emphasize that continuous professional development is essential for improving teachers' competence and supporting educational change⁵⁶. Similarly, Irsan and Amirullah highlight that teachers' readiness and institutional support are key factors in determining the success of curriculum implementation⁵⁷. Therefore, the lack of structured training and support systems may reduce teachers' confidence and effectiveness in adapting to the Merdeka Curriculum.

The third challenge is pedagogical adaptation, which reflects teachers' difficulties in adjusting their teaching methods to meet the demands of the new curriculum. The Merdeka Curriculum requires a shift from teacher-centered to student-centered learning, including the application of differentiated instruction and project-based learning. However, this transition is not easy, as many teachers are more familiar with traditional teaching approaches. This finding is supported by Tomlinson, who explains that differentiated instruction requires teachers to adjust content, process, and assessment based on students' needs,

⁵⁶ Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute

⁵⁷ Irsan, I., & Amirullah, A. (2024). Critical study of the impact and challenges of implementing the Merdeka Curriculum in schools. *International Journal of Social Sciences and Education*, 5(2), 123–135.

which demands high levels of skill and preparation.⁵⁸ Furthermore, previous studies (e.g., Syafriani et al.) also report that teachers often struggle to implement innovative teaching strategies due to limited experience and training⁵⁹.

The fourth challenge is psychological and emotional challenges, with a percentage of 65.4%. This indicates that teachers experience stress, confusion, and uncertainty during the transition process. Although categorized as moderate, this challenge is important because emotional readiness influences teachers' ability to adapt to change. According to Lazarus and Folkman, individuals experience stress when they perceive a situation as demanding or exceeding their resources⁶⁰. In this context, curriculum transition can be perceived as a stressful situation, especially when teachers are required to quickly adapt to new expectations. This finding is also supported by Irsan and Amirullah, who note that teachers often feel overwhelmed during the early stages of curriculum implementation⁶¹.

In addition, conceptual understanding and assessment challenges also contribute to the overall difficulties experienced by teachers. Teachers may struggle to fully understand the structure, learning outcomes, and assessment systems of the Merdeka Curriculum. This is in line with Fullan (2020), who states that educational change requires not

⁵⁸ Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

⁵⁹ Syafriani, D., et al. (2025). Implementasi Kurikulum Merdeka dalam pendidikan Indonesia: Kajian literatur. *Insight: Indonesian Journal of Social, Humanity, and Education*, 1(2)

⁶⁰ Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

⁶¹ Ibid P.34

only new materials but also a deep understanding of new concepts and practices. Similarly, Rizki and Fahkrunisa found that teachers often face difficulties in designing competency-based assessments, as it requires new skills and approaches different from traditional evaluation methods⁶²

Overall, these findings confirm that curriculum transition is a multidimensional process that affects teachers' technical, professional, pedagogical, and psychological aspects. The moderate level of challenges suggests that while teachers are making efforts to adapt, they still need continuous support, training, and resources to successfully implement the Merdeka Curriculum.

2. Coping Strategies Used by English Teachers to Overcome the Challenges

The findings of this study show that English teachers use both emotion-focused coping (97.1%) and problem-focused coping (95.6%) at a high level during the transition from Curriculum 2013 to the Merdeka Curriculum. This indicates that teachers actively employ various strategies to deal with the challenges they face. Interestingly, emotion-focused coping is slightly higher than problem-focused coping, suggesting that teachers tend to prioritize managing their emotional responses while also taking practical actions to solve problems. This result highlights that curriculum transition is not only a professional challenge but also an emotional experience that requires psychological adjustment.

⁶² Ibid. P.56

The high level of emotion-focused coping (97.1%) indicates that teachers strongly rely on strategies to manage stress, maintain motivation, and stay emotionally stable. Teachers tend to use positive reappraisal by viewing curriculum change as an opportunity for professional growth rather than a burden. They also seek emotional support from colleagues, friends, and family to reduce feelings of stress and uncertainty. In addition, teachers practice self-control and emotional regulation to remain calm and focused in their teaching activities. This finding is in line with Lazarus and Folkman who state that emotion-focused coping is commonly used when individuals perceive a situation as difficult to control⁶³. In the context of curriculum transition, where changes are mandated and cannot be avoided, teachers are more likely to regulate their emotional responses to maintain psychological well-being. This finding is also supported by Irsan and Amirullah, who found that teachers often experience emotional pressure during curriculum implementation and rely on internal and social support to cope with stress⁶⁴.

Furthermore, the use of problem-focused coping (95.6%) demonstrates that teachers also take active steps to address the challenges they encounter. Teachers engage in seeking information by exploring curriculum guidelines and online resources to improve their understanding. They also seek professional support by participating in

⁶³ Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

⁶⁴ Irsan, I., & Amirullah, A. (2024). Critical study of the impact and challenges of implementing the Merdeka Curriculum in schools. *International Journal of Social Sciences and Education*, 5(2), 123–135

training programs, workshops, and collaborative discussions with colleagues, such as through MGMP. In addition, teachers plan and organize their teaching by preparing lesson plans and instructional materials that align with the new curriculum. They also develop their skills by learning new teaching methods and improving their ability to use technology and assessment techniques. Finally, teachers take direct action by implementing new strategies in the classroom and adjusting their teaching practices based on students' needs. This finding is consistent with Lazarus and Folkman, who explain that problem-focused coping is used when individuals believe that a situation can be managed or changed through active efforts⁶⁵. It is also supported by Darling-Hammond et al., who emphasize that teachers' active engagement in professional learning is essential for adapting to educational change.⁶⁶

The combination of both coping strategies indicates that teachers adopt a balanced approach in dealing with curriculum transition. While emotion-focused coping helps them maintain emotional stability and resilience, problem-focused coping enables them to take concrete actions to solve practical problems. This finding aligns with the theory of coping, which suggests that effective adaptation often involves the use of both strategies depending on the situation. Moreover, previous research by Rizki and Fahkrunisa shows that successful implementation of the Merdeka Curriculum requires not only teachers' technical competence but

⁶⁵ Ibid. P.34

⁶⁶ Richard S. Lazarus and Susan Folkman, *Stress, Appraisal, and Coping*, 150-151.

also their ability to adapt psychologically and socially.⁶⁷

Overall, the high level of coping strategies found in this study suggests that teachers are actively responding to the challenges of curriculum transition. However, the slightly higher reliance on emotion-focused coping indicates that emotional resilience plays a crucial role in supporting teachers during this process. Therefore, in addition to providing training and resources, it is also important for educational institutions to support teachers' emotional well-being to ensure successful curriculum implementation.

⁶⁷ Richard S. Lazarus and Susan Folkman, *Stress, Appraisal, and Coping*, 153.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. Challenges in Curriculum Transition

The findings indicate that English teachers experience moderate challenges during the transition from Curriculum 2013 to the Merdeka Curriculum. Among the identified aspects, resource and technical challenges are the most dominant, followed by professional and institutional challenges, pedagogical adaptation challenges, and psychological challenges. This shows that teachers face difficulties not only in terms of limited facilities and access to resources, but also in adapting their teaching methods, understanding new curriculum concepts, and maintaining emotional readiness. Overall, these results suggest that curriculum transition is a complex process that requires adequate support, continuous professional development, and sufficient resources to ensure effective implementation.

2. Coping Strategies in Curriculum Transition

The findings also reveal that English teachers apply coping strategies at a high level, with emotion-focused coping (97.1%) slightly higher than problem-focused coping (95.6%). This indicates that teachers not only take active steps to solve problems, such as seeking information, attending training, and improving their teaching skills, but also place strong emphasis on managing their emotional responses. Teachers tend to

maintain a positive mindset, seek emotional support, and regulate stress to remain resilient during the transition process. These results demonstrate that successful adaptation to curriculum change depends on a combination of practical problem-solving efforts and emotional resilience, which together help teachers cope effectively with the challenges they face

B. Suggestions

Based on the conclusions and implications of this study, several recommendations are proposed.

1. For English Teachers

Teachers are encouraged to continue strengthening collaborative practices, actively participate in professional development activities, and maintain positive attitudes toward curriculum changes in order to enhance their professional competence and adaptability.

2. For Schools and School Leaders

School principals and administrators should provide continuous support by facilitating teacher collaboration, reducing excessive administrative workload, and creating a supportive school environment that encourages professional learning and innovation.

3. For Education Authorities

Local education offices are recommended to provide regular training, mentoring programs, and adequate learning resources to support the

effective implementation of the Merdeka Curriculum, especially in regional areas such as Lebong Regency.

4. For Future Researchers

Future studies are suggested to explore the challenges and coping strategies using qualitative methods, such as interviews or classroom observations, to obtain deeper insights into teachers experienced. Further research may also involve a larger sample or compare different regions to provide broader perspectives on curriculum implementation.

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Appendix 1 Questionnaire of Blueprint Validated

Title : Challenges and Coping Strategies of English Teachers in Facing the Transition Era from Curriculum 2013 to Merdeka Curriculum

Scale : Likert 1–4 (SD–SA)

Respondents : Junior High School English Teachers (Public SMP in Lebong Regency)

Aspects	Indicator	Sub Indicator	Statement
Challenges in Curriculum Transition <i>Fullan, The New Meaning of educational Change, 2007, Hargreaves, Educational Change Takes Ages, 2005, Kyriacou, Teacher Stress and Coping Strategies, 2001, Lazarus & Folkman, Stress, Appraisal, and Coping, 1984, Bridges, Managing Transitions:</i>	5. Pedagogical Challenges (1-10)	Teaching Module	1. I find it difficult to design a Teaching Module aligned with CP and ATP. 2. I am unsure about how much detail should be included in the Teaching Module.
		Project-Based Learning (P5)	3. I faced challenges in assessing students in P5 project activities. 4. I am unsure how to design meaningful P5 projects that fit my school context.
		Differentiated Instruction	5. I find it difficult to differentiate tasks based on students' proficiency levels. 6. Large class size makes it difficult to implement differentiated instruction.
		Application of CP and ATP	7. I feel uncertain about interpreting CP in daily learning objectives. 8. I am unsure how to sequence activities based on ATP.

Aspects	Indicator	Sub Indicator	Statement
<i>Making the Most of Change, 2009).</i>		Lack of Contextual Examples	9. I lack clear examples of contextualized English teaching. 10. Available teaching models do not match the cultural and socioeconomic background of my students.
	6. Psychological Challenges (11-19)	Uncertainty and Confusion	11. I often feel uncertain when working with new terms such as CP, ATP, or P5. 12. I feel emotionally overwhelmed when I must apply curriculum concepts that I do not fully understand.
		Declining Self-Confidence	13. My confidence decreases when I am expected to design learning independently under the Merdeka Curriculum. 14. The lack of mentoring or guidance makes me doubt my ability to implement the curriculum well.
		Fear of Failure and Judgment	15. I worry that I will be judged by colleagues or supervisors if I apply the new curriculum incorrectly. 16. I tend to choose “safe” or familiar methods to avoid negative evaluation from others.
		Change Fatigue	17. I feel emotionally exhausted by frequent curriculum changes.
		Passive or Emotion-Focused Coping	18. I withdraw or limit my involvement when curriculum demands feel too heavy. 19. I try to ignore or minimize curriculum-related

Aspects	Indicator	Sub Indicator	Statement
	7. Institutional Challenges (20-27)		stress rather than look for solutions.
		Uneven and Inadequate Teacher Training	20. Training opportunities for the Merdeka Curriculum are uneven across teachers in my school.
		Administrative Overload	21. Administrative tasks take away my teaching time. 22. Managing administrative documents for the Merdeka Curriculum increases my stress as a teacher.
		Lack of Ongoing Mentoring or Supervision	23. I rarely receive follow-up mentoring after attending curriculum training. 24. The absence of regular guidance makes it difficult for me to improve my curriculum implementation skills.
		Weak Instructional Leadership	25. School leaders provide minimal guidance on how to implement the Merdeka Curriculum effectively. 26. Curriculum policies are communicated inconsistently.
		Policy Incoherence and Limited Communication	27. Curriculum policies are often communicated vaguely or inconsistently.
	8. Contextual and Infrastructural Challenges	Limited Access to	28. Limited or unstable internet access makes it difficult for me to use PMM or online

Aspects	Indicator	Sub Indicator	Statement
	(28-37)	Internet and Technology	teaching resources. 29. Poor technological infrastructure restricts my access to updated curriculum information or training materials.
		Inadequate Learning Facilities	30. My school lacks the physical facilities needed to support project-based learning activities. 31. Limited classroom resources make it difficult for me to apply differentiated instruction effectively.
		Absence of Localized Teaching Materials	32. I struggle to find teaching materials that reflect the local culture or daily realities of my students. 33. I often rely on generic textbooks because localized teaching resources are unavailable.
		Lack of Professional Collaboration Networks	34. I have limited opportunities to collaborate with other English teachers in my area. 35. MGMP or teacher communities are inactive or difficult to access in my region.
		Socioeconomic and Cultural Barriers	36. Limited parental support or learning resources at home affects students' engagement with the new curriculum 37. Cultural and linguistic differences sometimes make the prescribed curriculum materials unsuitable for my students' context.
Coping Strategies in	5. Instructional Adaptation	Methods Adjustment	38. I adjust my teaching methods to suit the new curriculum

Aspects	Indicator	Sub Indicator	Statement
Curriculum Transition (Lazarus & Folkman, <i>Stress, Appraisal, and Coping</i> , 1984, Fullan, <i>The New Meaning of educational Change</i> , 2007, Kyriacou, <i>Teacher Stress and Coping Strategies</i> , 2001, Hargreaves, <i>Educational Change Takes Ages</i> , 2005).	(38-40)	Simplify Classes	39. I simplify complex materials to match students' levels.
		Utilize Local Resources	40. I use local examples or contexts in my lessons.
	6. Collaborative Coping (41)	Peer Collaboration	41. I collaborate with other teachers to solve problems related to the new curriculum.
	7. Professional Learning Initiatives (42)	Self-Learning	42. I study curriculum documents or online resources independently to understand new components.
	8. Seeking Emotional Support (43)	Peer Support	43. I seek help or encouragement from other teachers when I feel stressed.
	9. Positive Reappraisal (44-45)	Growth Perspective	44. I see the curriculum change as an opportunity to improve my teaching skills.
		Resilience Building	45. I try to stay motivated and resilient when facing challenges during curriculum transition.

Validation Notes:

The validated questionnaire shows clearer structure, refined wording, and stronger alignment with the theoretical framework compared to the draft. Redundant and double-barreled items were removed or merged, while all statements were rewritten to be more concise, measurable, and relevant to the Merdeka Curriculum context. Constructs were reorganized into balanced sections with consistent Likert scaling, and terminology such as CP, ATP, P5, and MGMP is standardized. Contextual items were adjusted to reflect actual conditions in Lebong Regency, and coping strategies were expanded to cover instructional, collaborative, emotional, and professional aspects.

Curup, November 23, 2025

Validator

Rizki Indra Guci, M.Pd.

Appendix 2 Validity and reliability

Validity Testing of Challenges Instrument

No	Item Code	r-count	r-table	Remark
1	X1	,572 ^{**}	0.444	Valid
2	X2	,721 ^{**}	0.444	Valid
3	X3	,665 ^{**}	0.444	Valid
4	X4	,818 ^{**}	0.444	Valid
5	X5	,549 [*]	0.444	Valid
6	X6	,702 ^{**}	0.444	Valid
7	X7	,812 ^{**}	0.444	Valid
8	X8	,771 ^{**}	0.444	Valid
9	X9	,511 [*]	0.444	Valid
10	X10	,757 ^{**}	0.444	Valid
11	X11	,675 ^{**}	0.444	Valid
12	X12	,475 [*]	0.444	Valid
13	X13	,646 ^{**}	0.444	Valid
14	X14	,804 ^{**}	0.444	Valid
15	X15	,458 [*]	0.444	Valid
16	X16	0,365	0.444	Invalid
17	X17	,704 ^{**}	0.444	Valid
18	X18	,466 [*]	0.444	Valid
19	X19	-0,174	0.444	Invalid

No	Item Code	r-count	r-table	Remark
20	X20	,663**	0.444	Valid
21	X21	,721**	0.444	Valid
22	X22	,863**	0.444	Valid
23	X23	,708**	0.444	Valid
24	X24	,840**	0.444	Valid
25	X25	,824**	0.444	Valid
26	X26	,698**	0.444	Valid
27	X27	,704**	0.444	Valid
28	X28	0,207	0.444	Invalid
29	X29	,727**	0.444	Valid
30	X30	,631**	0.444	Valid
31	X31	,611**	0.444	Valid
32	X32	,467*	0.444	Valid
33	X33	,809**	0.444	Valid
34	X34	,457*	0.444	Valid
35	X35	,570**	0.444	Valid
36	X36	0,134	0.444	Invalid
37	X37	,569**	0.444	Valid

Source: SPSS Try-Out 2025

Validity Testing of Coping Strategies Instrument

No	Item Code	r-count	r-table	Remark
1	Y1	,772**	0.444	Valid
2	Y2	,784**	0.444	Valid

3	Y3	,902**	0.444	Valid
4	Y4	,925**	0.444	Valid
5	Y5	,757**	0.444	Valid
6	Y6	,902**	0.444	Valid
7	Y7	,731**	0.444	Valid
8	Y8	,774**	0.444	Valid

Source: SPSS Try-Out 2025

Reliability testing

Reliability of challenges Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0,952	37

Reliability of Coping Strategies Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0,917	8

Appendix 3 Detail Calculation Tables

Results of challenges in curriculum transition

Challenges	Statement	Options								F Score	Total (%)	Average
		SD		D		A		SA				
		F	%	F	%	F	%	F	%			
Pedagogical	I find it difficult to design a Teaching Module aligned with CP and ATP.	0	0,0%	12	52,2%	9	39,1%	2	8,7%	59	64.1%	66.3%
	I am unsure about how much detail should be included in the Teaching Module.	0	0,0%	9	39,1%	12	52,2%	2	8,7%	62	67.4%	
	I faced challenges in assessing students in P5 project activities.	1	4,3%	12	52,2%	9	39,1%	1	4,3%	56	60.9%	
	I am unsure how to design meaningful P5 projects that fit my school context.	0	0,0%	13	56,5%	4	17,4%	6	26,1%	62	67.4%	
	I find it difficult to differentiate tasks based on students' proficiency levels.	0	0,0%	7	30,4%	13	56,5%	3	13,0%	65	70.7%	
	Large class size makes it difficult to implement differentiated	1	4,3%	6	26,1%	12	52,2%	4	17,4%	65	70.7%	

Challenges	Statement	Options								F Score	Total (%)	Average
		SD		D		A		SA				
		F	%	F	%	F	%	F	%			
	instruction.											
	I feel uncertain about interpreting CP in daily learning	2	8,7%	9	39,1%	10	43,5%	2	8,7%	58	63.0%	
	I am unsure how to sequence activities based on ATP.	1	4,3%	10	43,5%	10	43,5%	2	8,7%	59	64.1%	
	I lack clear examples of contextualized English teaching.	1	4,3%	10	43,5%	10	43,5%	2	8,7%	59	64.1%	
	Available teaching models do not match the cultural and socioeconomic background of my students.	1	4,3%	6	26,1%	13	56,5%	3	13,0%	64	69.6%	
Psychological	I often feel uncertain when working with new terms such as CP, ATP, or P5.	3	13,0%	7	30,4%	9	39,1%	4	17,4%	60	65.2%	65,4%
	I feel emotionally overwhelmed when I must apply curriculum concepts that I do not fully	1	4,3%	5	21,7%	13	56,5%	4	17,4%	66	71.7%	

Challenges	Statement	Options								F Score	Total (%)	Average
		SD		D		A		SA				
		F	%	F	%	F	%	F	%			
	understand.											
	My confidence decreases when I am expected to design learning independently under the Merdeka Curriculum.	1	4,3%	9	39,1%	9	39,1%	4	17,4%	62	67.4%	
	The lack of mentoring or guidance makes me doubt my ability to implement the curriculum well.	1	4,3%	9	39,1%	8	34,8%	5	21,7%	63	68.5%	
	I worry that I will be judged by colleagues or supervisors if I apply the new curriculum incorrectly.	3	13,0%	10	43,5%	7	30,4%	3	13,0%	56	60.9%	
	I feel emotionally exhausted by frequent curriculum changes.	1	4,3%	9	39,1%	9	39,1%	4	17,4%	62	67.4%	
	I withdraw or limit my involvement when curriculum demands feel too heavy.	2	8,7%	14	60,9%	6	26,1%	1	4,3%	52	56.5%	

Challenges	Statement	Options								F Score	Total (%)	Average
		SD		D		A		SA				
		F	%	F	%	F	%	F	%			
Institutional	Training opportunities for the Merdeka Curriculum are uneven across teachers in my school.	1	4,3%	11	47,8%	10	43,5%	1	4,3%	57	62.0	67.0%
	Administrative tasks take away my teaching time.	1	4,3%	6	26,1%	13	56,5%	3	13,0%	64	69.6	
	Managing administrative documents for the Merdeka Curriculum increases my stress as a teacher.	3	13,0%	9	39,1%	10	43,5%	1	4,3%	55	59.8	
	I rarely receive follow-up mentoring after attending curriculum training.	0	0,0%	8	34,8%	13	56,5%	2	8,7%	63	68.5	
	The absence of regular guidance makes it difficult for me to improve my curriculum implementation skills.	0	0,0%	7	30,4%	12	52,2%	4	17,4%	66	71.7	
	School leaders provide minimal guidance on how to implement the	1	4,35	11	47,8%	9	39,1%	2	8,7%	58	63.0	

Challenges	Statement	Options								F Score	Total (%)	Average
		SD		D		A		SA				
		F	%	F	%	F	%	F	%			
	Merdeka Curriculum effectively.											
	Curriculum policies are communicated inconsistently.	0	0,0%	7	30,4%	12	52,2%	4	17,4%	66	71.7	
	Curriculum policies are often communicated vaguely or inconsistently.	1	4,3%	5	21,7%	15	65,2%	2	8,7%	64	69.6	
Contextual	Poor technological infrastructure restricts my access to updated curriculum information or training materials.	2	8,7	10	43,5%	8	34,8%	3	13,0%	58	63.0	68,8%
	My school lacks the physical facilities needed to support project-based learning activities.	1	4,3%	8	34,85	9	39,1%	5	21,7%	64	69.6	
	Limited classroom resources make it difficult for me to apply differentiated instruction	0	0,0%	4	17,4%	14	60,9%	5	21,7%	70	76.1	

Challenges	Statement	Options								F Score	Total (%)	Average
		SD		D		A		SA				
		F	%	F	%	F	%	F	%			
	effectively.											
	I struggle to find teaching materials that reflect the local culture or daily realities of my students.	0	0,0%	13	56,5%	9	39,1%	1	4,3%	57	62.0	
	I often rely on generic textbooks because localized teaching resources are unavailable.	0	0,0%	11	47,8%	8	34,8%	4	17,4%	62	67.4	
	I have limited opportunities to collaborate with other English teachers in my area.	1	4,3%	9	39,1%	8	34,8%	5	21,7%	61	66.3	
	MGMP or teacher communities are inactive or difficult to access in my region.	1	4,3%	3	13,0%	13	56,5%	6	26,1%	70	76.1	
	Cultural and linguistic differences sometimes make the prescribed curriculum materials unsuitable for	0	0,0%	7	30,4%	14	60,9%	2	8,7%	64	69.6	

Challenges	Statement	Options								F Score	Total (%)	Average
		SD		D		A		SA				
		F	%	F	%	F	%	F	%			
	my students' context.											

Results of coping strategies in curriculum transition

Coping Strategies	Statement	Options								F Score	Total (%)	Average
		SD		D		A		SA				
		F	%	F	%	F	%	F	%			
Problem-focused learning	I adjust my teaching methods to suit the new curriculum	1	4,3%	1	4,3%	15	65,2%	6	26,1%	72	91,3%	95,6%
	I simplify complex materials to match students' levels.	1	4,3%	0	0,0%	13	56,5%	9	39,1%	76	95,6%	
	I use local examples or contexts in my lessons.	0	0,0%	0	0,0%	17	73,9%	6	26,1%	75	100%	
	I collaborate with other teachers to solve problems related to the new curriculum.	0	0,0%	0	0,0%	20	87,0%	3	13,0%	72	100%	

Coping Strategies	Statement	Options								F Score	Total (%)	Average
		<u>SD</u>		D		A		SA				
		F	%	F	%	F	%	F	%			
	I study curriculum documents or online resources independently to understand new components.74	0	0,0%	2	8,7%	16	69,6%	5	21,7%	72	91,3%	
Emotion-focused learning	I seek help or encouragement from other teachers when I feel stressed.	0	0,0%	0	0,0%	18	78,3%	5	21,7%	74	100%	97,1%
	I see the curriculum change as an opportunity to improve my teaching skills.	0	0,0%	1	4,3%	18	78,3%	4	17,4%	72	95,7%	
	I try to stay motivated and resilient when facing challenges during curriculum transition.	0	0,0%	1	4,35	14	60,9%	8	34,8%	76	95,7%	

Appendix 5 Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. A.K. 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 : 1697 /In.34/FT/PP.00.9/12/2025 9 Desember 2025
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

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

Assalamualaikum Wr, Wb

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

Nama : Rimalismadona
 NIM : 22551046
 Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
 Judul Skripsi : Challenges and Coping Strategies of English Teachers in Facing the Transition Era
 from Curriculum 2013 to Merdeka Curriculum
 Waktu Penelitian : 9 Desember 2025 s.d. 9 Maret 2026
 Lokasi Penelitian : SMPN Lebong

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

Wakil Dekan I.

 Dr. Sekut Anshori, S.Pd.I., Hum
 NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth:

1. Rektor
2. Wakil 1
3. Ka. Biro AUJAK
4. Arsip

Appendix 6 Surat Rekomendasi Penelitian



PEMERINTAH KABUPATEN LEBONG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jln. Raja Curup - Muara Aman 39164

REKOMENDASI

Nomor : 070/58/DPMPSTP-04/2025

TENTANG PENELITIAN

- Dasar :
1. Peraturan Bupati Lebong Nomor 60 Tahun 2017 tentang Pendelegasian Wewenang Penadatangan Perizinan Dan Non Perizinan Pemerintah Kabupaten Lebong Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
 2. Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Nomor : 1995/In.34/FT/PP.00.9/12/2025 Tanggal 09 Desember 2025 Perihal : Izin Penelitian. Permohonan diterima di Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong Tanggal 16 Desember 2025.

Nama Peneliti /NIM	: Rimaliamadona/22551046
Maksud	: Melakukan Penelitian
Judul Penelitian	: Challenges and Coping Strategies Of English Teachers in Facing the Transition Era From Curriculume 2013 to Merdeka Curriculum
Tempat Penelitian	: SMPN Lebong
Waktu Penelitian/Kegiatan	: 09 Desember 2025 s/d 09 Maret 2026
Penanggung Jawab	: Wakil Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup

Dengan ini merekomendasikan Penelitian yang akan diadakan dengan ketentuan :

- a. Sebelum melakukan penelitian harus melapor kepada Dinas terkait.
- b. Harus menaati semua ketentuan Perundang-undangan yang berlaku.
- c. Selesai melakukan Penelitian agar melaporkan/menyampaikan hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
- d. Apabila masa berlaku Rekomendasi ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan Rekomendasi penelitian harus diajukan kembali kepada instansi pemohon.
- e. Rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang surat rekomendasi ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian rekomendasi ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.



Tembusan disampaikan kepada Yth:

1. Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Lebong
2. Wakil Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup
3. Kepala Sekolah SMPN Se Kabupaten Lebong
4. Yang Bersangkutan

Appendix 7 Surat Selesai Penelitian



PEMERINTAH KABUPATEN LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Raya Dua Jalur Komplek Perkantoran, Tubei, Lebong 39165
 Pos-el:dikbudlebong17@gmail.com

SURAT KETERANGAN

Nomor: 000.0 / 545 /DIKBUD/2026

Yang bertanda tangan dibawah ini:

Nama : Dimmy Pranata, S.Sos.
 NIP : 198303302008041001
 Pangkat/Gol : Penata Muda Tk. I (III/b)
 Jabatan : Kepala Sub Bagian Umum dan Kepegawaian

Menerangkan Bahwa:

Nama : Rimalismadona
 NIM : 22551046
 Tempat Penelitian : SMP Negeri Lebong
 Jabatan : 09 Desember 2025 s.d. 26 Februari 2026

Telah melaksanakan penelitian di SMPN Lebong, mulai tanggal 9 Desember 2025 s.d. 26 Februari 2026 untuk memperoleh data guna penyusunan tugas akhir skripsi dengan judul "Challenge and Coping Strategies of English Teachers in Facing the Transition Era from Curriculume 2013 to Merdeka Curricullum"

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya

Tubei, 27 Februari 2026

a.n. Kepala
 Sekretaris

Kasubag Umum dan Kepegawaian,



Dimmy Pranata, S.Sos.
 NIP 198303302008041001

Appendix 8 Teacher's responds on Questionnaire through Google Form



Appendix 9 Documentation



