TEACHER STRATEGIES IN ENHANCING STUDENTS' ENGAGEMENT IN LEARNING ENGLISH DURING *KURIKULUM MERDEKA* IMPLEMENTATION

THESIS

Submitted by:

Alfaturraudhah Sumar Alwy
NIM. 210203070

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2025 M / 1446 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by:

ALFATURRAUDHAH SUMAR ALWY
NIM. 210203070

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by :

Supervisor

Prof. Jarjani Usman, S.Ag., S.S.,
M.Sc., Ph.D.

Date: 27 / 12 / 2024

It has been defended in *Sidang Munaqasyah*
in front of the board of Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor's Degree of Education in English Language Teaching

on

Tuesday,   07 January 2025 M
                           07 Rajab 1446 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,   Secretary,

Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D   Fithriyah, M. Pd.

Examiner 1,   Examiner 2,

Prof. Habiburrahim, S. Ag., M.Com, MS., Ph.D   Siti Khasinah, S.Ag., M.Pd

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.Ed., M.A., Ph.D
197301021997031003

Declaration of Originally

Saya yang bertandatangan di bawah ini

Nama	: Alfaturraudhah Sumar Alwy
NIM	: 210203070
Tempat/tanggal lahir	: Depok, 30 September 2003
Alamat	: Jln. Imam Bonjol No. 74 Seuneubok, Aceh Barat

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

TEACHER STRATEGIES IN ENHANCING STUDENTS' ENGAGEMENT IN LEARNING ENGLISH DURING *KURIKULUM MERDEKA* IMPLEMENTATION

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24/ 12/ 2024

Saya yang membuat surat pernyataan

Alfaturraudhah Sumar Alwy

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

By mentioning the name of Allah SWT and thanking Alhamdulillah for his grace which has provided guidance and ease in completing this paper. With all humility, I dedicate this paper to:

1. My parents (Mr. Sudarman Alwy, S.Ag., M.Ag. and Mrs. Maria Baren S.Ag., M.M) who have provided support both morally and materially, endless love, and endless prayers,

2. My siblings (Assyifa Dabria Fatien, Ahmad Fidel Al-Alif, and Ahmad Faiz Al-Afif) who have also given me support and prayers,

3. My entire extended family that has provided support, input, and motivation for me, so I can complete this paper.
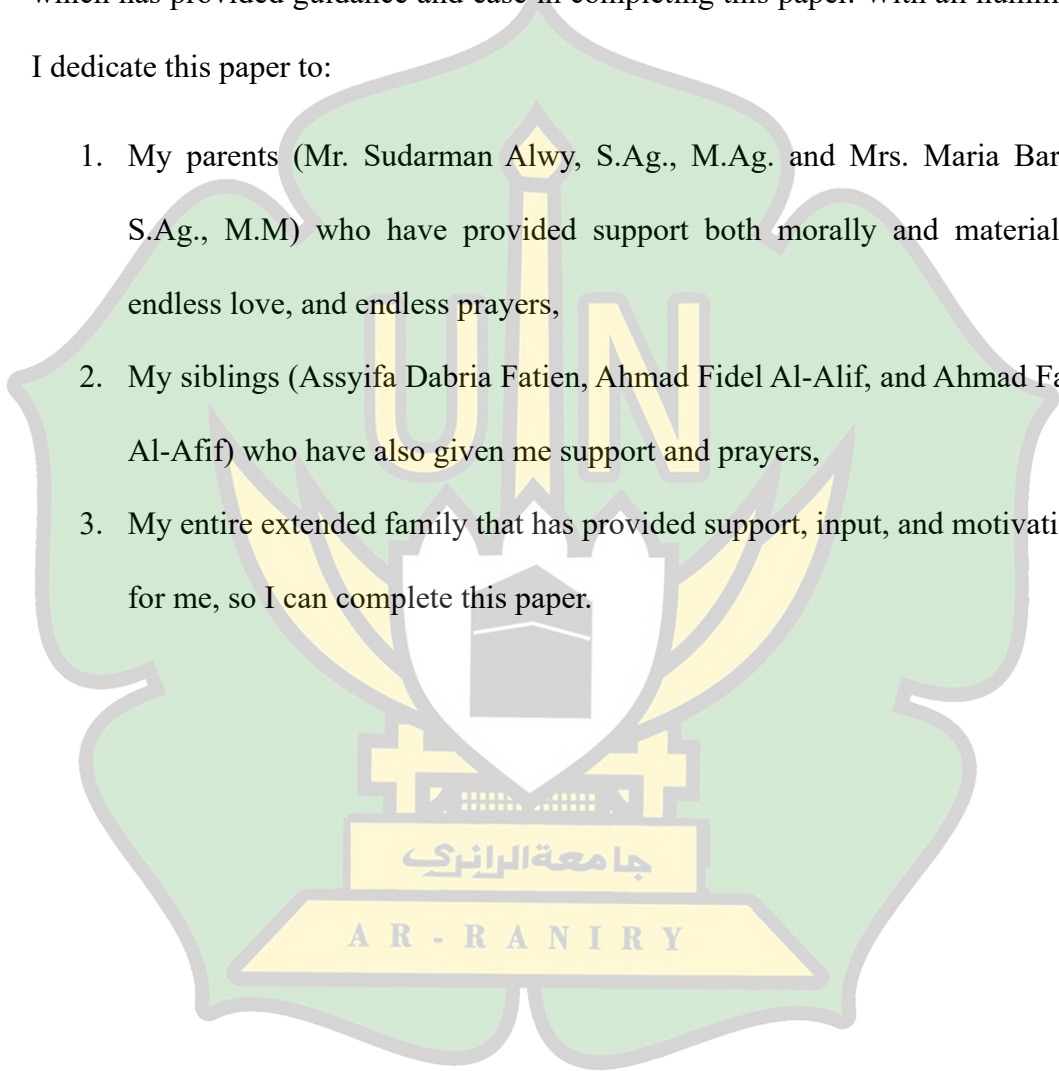
ACKNOWLEDGEMENT

Alhamdulillahi rabbil 'alamin, all praises belong to Allah SWT the almighty the king of the world and the last day who has given me the opportunity, health, and strength with His guidance and blessings until I can complete my thesis entitled "Teacher Strategies in Enhancing Students' Engagement in Learning English During *Kurikulum Merdeka* Implementation". Peace be upon the Prophet Muhammad SAW and his family and companions who have brought us from the darkness to the lightness.

On this occasion, I would like to express my deepest gratitude and appreciation to my supervisor, Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D who has given his time, advice, guidance, and support with great patience during the process of writing and completing this thesis. I also want to thank all the lecturers and teaching staff in the English Language Education study who have educated, guided, and provided knowledge during the lecture period. May the grace and love of Allah Subhanahu wa Ta'ala always be bestowed on all of them.

Then, I also want to express my deepest gratitude to everyone who has given color to my life. I would like to express my deepest gratitude to my comrades in arms who, in going through difficult times in this final semester, have always helped, motivated, advised, prayed, and supported me at all times. They are Lia, Taya, Azyyati, Rahmi and Satria. Then a special thank you to my beloved friends, namely Erida, Zahra, Azizah, Lady, Joe, and others, whose names I cannot mention one by one, who have gone through the PPKPM program together and have supported me, thank you because you have given happiness, beautiful stories,

advice and prayers for me, and lastly, my online friends, Liyana, Abdullah and Rahma, thank you for your emotional support, thanks for listening to my problems and stories and for Abdullah thank you for helping me generating the idea for the interview questions, May Allah be with you all at every step that you take.

Banda Aceh, 24-12-2024

Alfaturraudhah Sumar Alwy
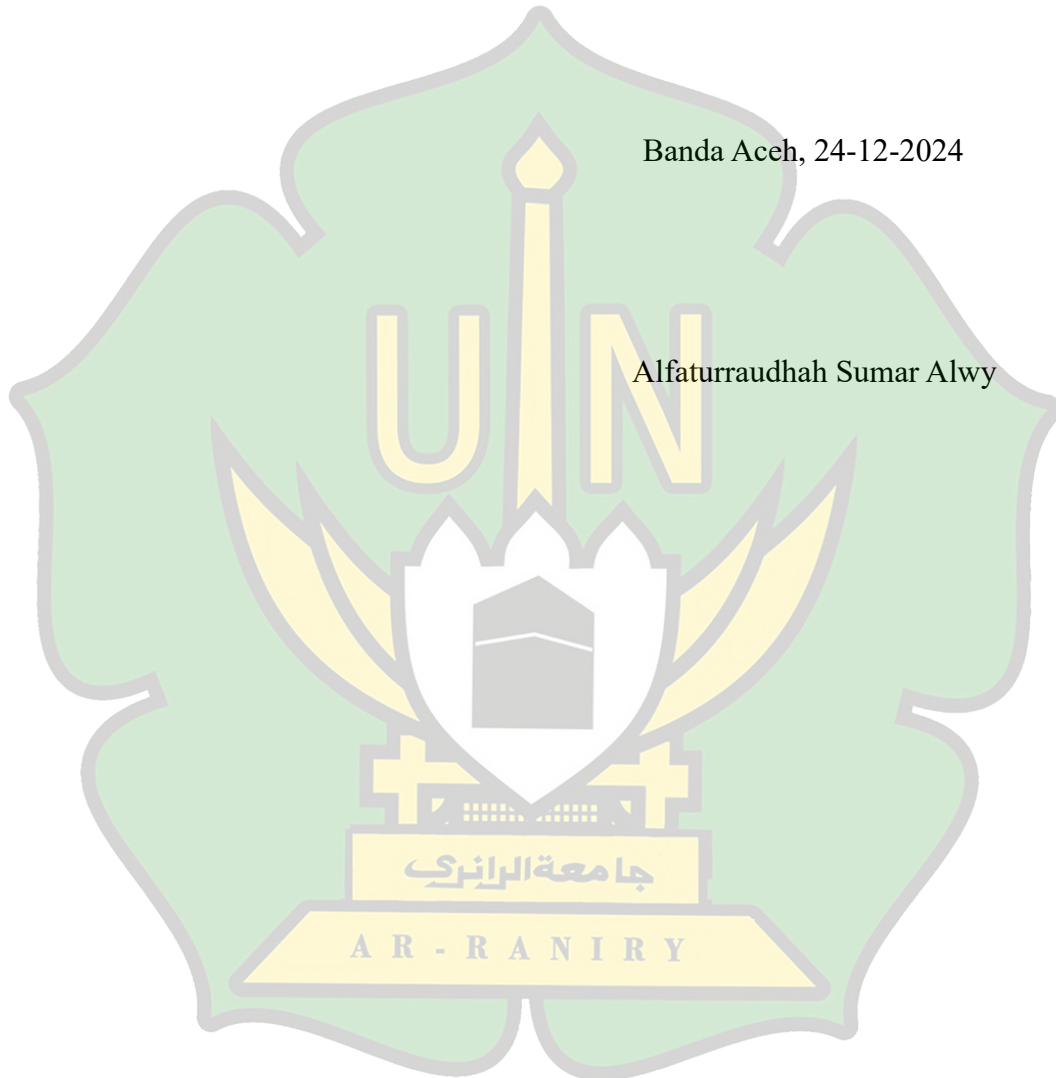
ABSTRACT

Name	:	Alfaturraudhah Sumar Alwy
Reg. Number	:	210203070
Faculty	:	*Fakultas Tarbiyah dan Keguruan*
Major	:	Department of English Language Education
Thesis working title	:	Teacher Strategies in Enhancing Students' Engagement in Learning English During *Kurikulum Merdeka* Implementation
Main Supervisor	:	Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D.
Keywords	:	Teaching Strategy, Students' Engagement, *Kurikulum Merdeka*.

This study investigated the strategies used by English teachers to enhance student engagement within the Indonesian *Kurikulum Merdeka* (Independent Curriculum) framework. This curriculum emphasizes student-centered learning by combining interactive, problem-solving, and collaborative approaches to foster greater autonomy and active participation among learners. The study focused on identifying specific teaching strategies and evaluating their effectiveness in fostering behavioral, emotional, and cognitive engagement. Using a qualitative methodology, the study involved classroom observations and semi-structured interviews with three English teachers at MAN 1 Banda Aceh. Findings indicated that methods such as Project-Based Learning (PBL), Inquiry-Based Learning, and the Flipped Classroom approach were widely implemented. PBL emerged as a highly effective method, helping students connect classroom material to real-world applications and encouraging deeper interest and participation. Teachers also used individual support and collaborative activities to meet the varying needs of their students. However, the study also uncovered challenges, including initial student reluctance and variations in engagement levels between different types of classes and teaching phases. These findings underscore the important role of teacher adaptability in successfully implementing the *Kurikulum Merdeka*. This study offers practical recommendations, including professional development initiatives for educators and reflective practices to ensure continued student engagement. This study contributes a deeper understanding of effective teaching strategies in EFL classrooms and provides actionable insights for educators and policymakers aiming to optimize the implementation of the Merdeka Curriculum.

TABLE OF CONTENTS

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of Study

The role of teachers in engaging students in English as a Foreign Language (EFL) learning is crucial, especially under the new Independent Curriculum *"Kurikulum Merdeka"* in Indonesia. This curriculum promotes a more student-centered learning environment, offering learners greater autonomy by emphasizing interactive, problem-solving, and collaborative activities (Krishnapatria, 2021). However, the shift from traditional teacher-centered approaches to these new methodologies poses challenges. English teachers must learn how to deal with the change during the transition, to effectively engage students in this new system, fostering both participation and language proficiency while addressing the demands of the curriculum.

Each teacher has their own way of encouraging student engagement, such as asking or answering questions to encourage students to participate in class. Teachers can choose various activities that develop student participation in the learning process. Teachers also need to avoid activities that waste time. In English classes, teachers need to make students want to participate in class activities. To stimulate student participation, teachers have their own ways, such as controlling the topic and keeping students active in the learning process.

Previous research has shown that English teacher strategies play a significant role in enhancing student engagement, especially in EFL contexts. For

1

instance, interactive methods such as group work, peer learning, and project-based assignments have been linked to improved student engagement and language outcomes (Pratiwi and Suryani, 2022). Studies by Arifin and Hidayat (2023) have highlighted the positive effects of problem-solving activities and real-life language tasks in improving motivation and language proficiency. Additionally, Suryani and Ramli (2022) found that students engaged in Project-Based learning showed increased motivation, creativity, and ability to work independently, which not only increases engagement but also helps students develop critical thinking and problem-solving skills in English, which are crucial in a rapidly changing global environment. Therefore these studies align with the need for more targeted investigations into how teachers can effectively implement such strategies under the *Kurikulum Merdeka*, which prioritizes student autonomy and active engagement.

Indonesia's education system has undergone significant reforms in recent years, with the introduction of the *Kurikulum Merdeka* representing a major shift in pedagogical philosophy. Launched in 2022, the *Kurikulum Merdeka* is designed to foster critical thinking, creativity, and problem-solving through a student-centered learning approach (Ibrahim, et al., 2022). This curriculum breaks away from the traditional focus on memorization, encouraging more active participation and engagement from students. However, the success of such reforms depends heavily on the ability of teachers to adapt their teaching strategies to align with these new educational goals.

The motivation for this study stems from the increasing importance of engaging students in the learning process, especially in language acquisition.

Although the *Kurikulum Merdeka* has potential benefits, there is still a gap in understanding how high school English teachers adapt their teaching methods to meet the demands of this new educational framework. This study was motivated by the need to explore whether the strategies are successful in increasing student engagement in English learning, which is an important factor in improving language proficiency and academic achievement. Although there has been substantial research on the benefits of active learning strategies and student-centered approaches, limited attention has been paid to how English teachers in Indonesia specifically implement these strategies under the *Kurikulum Merdeka*. Previous studies, such as those by Limbong and Limbong (2024), have discussed the general challenges faced by teachers in implementing the curriculum, but little research has focused on the specific pedagogical techniques used to enhance student engagement in the EFL context. This study aims to fill this gap by providing empirical evidence on how these strategies are implemented and their effectiveness in promoting student engagement in the English classroom.

B. Research Question

This study is guided by the following research question:

1. What teaching strategies do the English Teachers use to increase Student Engagement in Learning English during the *Kurikulum Merdeka* implementation?

2. What are the types of students' engagement employed by English teachers*?*

C. Research Aims

This research aims to find out what kind of strategies the English Teachers applied in the class to enhance the students' engagement during the implementation of *Kurikulum Merdeka* and to know what types of students' engagement are employed by the English teachers.

D. Research Significance

This study contributes to the theoretical understanding of teacher strategies in EFL contexts, particularly within the framework of curriculum reforms like the *Kurikulum Merdeka*. By identifying effective strategies for engaging students, the research adds to the body of knowledge on best practices in language teaching and student motivation.

From a practical perspective, this research provides valuable insights for English teachers, school administrators, and policymakers in Indonesia. The findings will inform professional development programs, offering concrete examples of how teachers can enhance student engagement in line with the goals of the *Kurikulum Merdeka*. Furthermore, the study may provide recommendations for improving curriculum implementation, helping to address challenges related to teacher preparedness and resource allocation.

E. Terminology

To Avoid ambiguous meanings of some terms in this research, the researcher provides the operational definition of the topics.

1. Strategy

A strategy is a plan of action designed to achieve specific goals or objectives. In the educational context, strategies are frameworks for present and future actions that align with a school's vision or direction and focus on medium to long-term goals (Carvalho, et al., 2021). Its mean strategy refers to approaches that the teachers can use to achieve the learning goal.

2. Teacher strategy

Nickols (2016) said, the term 'strategy' originally comes from the Greek 'strategia' which means 'generalship'. In the military, strategy refers to the command for the troops to be in their appointed position before the enemy is ready to start the war. In this context, the placement of the soldiers is referred to as strategy. According to Nickols, strategy also refers to basic directional decisions such as goals and missions. The strategy consists of the important actions necessary to realize these directions. Thus, the required activities teachers do in the classroom to assist the students achieved the learning goal can be defined as 'teacher's strategy'. This is a crucial role, so the teacher must choose the right action carefully and they should be able to decide which actions are effective and ineffective to make their student achieve the learning goals.

3. Students' engagement

Trowler (2010) states that students' engagement is all about how students and their institutions interact with each other and how they invest time, energy, and other related resources to maximize the learning experience, improve students' development, and improve the institution's performance and

reputation. Connell and Wellborn (1991), Skinner and Belmont (1993), Finn, Pannozzo, and Voelkl (1995), and Birch and Ladd (1995) state that student engagement is linked to their school experiences, which support their learning attempts. Behavior, emotion/affective, and cognitive engagement are the three types of engagement. These three engagements are all linked together. Thus, students' engagement is about students' learning activities, their reactions, and the way they are performed in the class. From the perspective of this theory, we know that motivation would be a result, so the focus is on the design of activities to increase motivation.

4. *Kurikulum Merdeka*

The Independent Curriculum, or *Kurikulum Merdeka*, is an educational framework in Indonesia designed to provide greater autonomy and flexibility to schools, teachers, and students, allowing them to innovate and engage in self-directed learning. This curriculum aims to address the evolving needs of education in line with technological advancements and the fundamental requirements of modern learning environments (Jaka, et al., 2023).

CHAPTER II

LITERATURE REVIEW

A. Teaching Strategies

1. Definition of teaching strategies

   Teaching strategies refer to the systematic plans, techniques, and methods employed by educators to facilitate effective learning, educational goals, and promote student engagement. These strategies are influenced by the educational context, subject matter, and the specific needs of the students (Killen, 2016). Teaching strategies are crucial in shaping how students learn and how they interact with the material. In the context of the *Kurikulum Merdeka*, teaching strategies are tailored to meet the diverse needs of students and often emphasize flexibility and student-centered learning. Killen (2016) also said that effective teaching strategies help bridge the gap between instructional goals and student outcomes by adapting to various learning preferences.

   In conclusion, Teaching strategies are planned methods used by teachers to promote learning and meet educational goals.

2. Types of Teaching Strategies

   The *Kurikulum Merdeka* places a strong focus on differentiated instruction, adapting teaching methods to meet the diverse needs, interests, and learning preferences of students. This approach is vital in promoting student involvement and active learning. Teachers implement various techniques, such as project-based learning and ongoing assessments, to help each student reach their full potential. The curriculum also incorporates the use of technology and

collaborative learning activities, creating a more inclusive and engaging educational experience (Hasanah, et al., 2022; Safrudin and Wijaya, 2024). According to Schallert, et al., (2022); and Loizou M., and Lee K. (2020) there are various types of teaching strategies are commonly employed under this curriculum:

a. Inquiry-Based Learning (IBL)

Inquiry-Based Learning is a strategy that encourages students to engage in critical thinking and problem-solving by asking questions and seeking answers through exploration. Inquiry-based learning is effective in fostering deep understanding and promoting student curiosity (Banchi and Bell, 2014)

b. Project-Based Learning (PBL)

This method allows students to work on real-world problems and projects over an extended period. It encourages collaboration, critical thinking, and practical application of knowledge, aligning with the goals of the *Kurikulum Merdeka* (Blumenfeld, et al., 2014)

c. Differentiated Instruction (DI)

Central to the *Kurikulum Merdeka*, differentiated instruction involves tailoring teaching methods to the diverse needs of students. Teachers may vary the content, process, or product based on students' learning profiles to ensure that all students can access the material effectively (Tomlinson, 2017)

d. Flipped Classroom (FC)

In this approach, students are introduced to new concepts outside of the class, typically through digital resources, and classroom time is used for deeper engagement with the material through discussions, activities, and problem-solving (Bergmann and Sams, 2014).

B. Students' Engagement

1. Definition of engagement

Student engagement refers to the level of involvement, attention, curiosity, enthusiasm, and commitment students exhibit in learning. High levels of student engagement are linked to positive academic outcomes and the development of important skills, including critical thinking, collaboration, and creativity (Fredricks, Blumenfeld, & Paris, 2004). The student's engagement is a multidimensional construct critical to the success of any educational program, including the *Kurikulum Merdeka*.

2. Types of Engagement

Fredricks, Blumenfeld, and Paris (2004) highlight that student engagement can be categorized into three types:

a. Behavioral engagement

This engagement focuses on students' participation in academic and extracurricular activities, their involvement in class discussions, and their ability to follow rules and complete tasks (Fredericks et al., 2004)

b. Emotional Engagement

Connell and Wellborn, (1991); and Skinner and Belmont, (1993) state that emotional engagement refers to students' affective reactions in the

classroom, including interest, boredom, happiness, sadness, and anxiety. Similarly (Reschly and Christenson, 2012) also said that students' emotional engagement refers to the emotional responses that students have toward their learning experiences, including their sense of belonging, interest in the subject matter, and relationships with teachers and peers. Positive emotional engagement is linked to better academic outcomes and motivation.

c. Cognitive Engagement

Cognitive engagement involves the intellectual investment that students make in their learning, including their willingness to go beyond basic understanding and engage in deeper, and more complex thinking (Greene, Miller, Crowson, Duke, and Akey, 2004)

Each type of engagement is essential for student success, as they collectively contribute to students' overall academic achievement and personal development.

C. The Relationship Between Teaching Strategies and Students' Engagement

The relationship between teaching strategies and student engagement is well-documented in educational literature. The literature emphasizes that student-centered approaches, such as inquiry-based learning and project-based learning, have been shown to enhance cognitive, emotional, and behavioral engagement (Reeve, 2016). When students are given more autonomy and opportunities for active learning, their engagement levels tend to increase.

Differentiated instruction, a key component of the *Kurikulum Merdeka*, also plays a significant role in promoting engagement. By adjusting content and teaching

methods to meet the varied needs of students, differentiated instruction can help ensure that all students remain challenged, motivated, and engaged (Tomlinson, 2017). Students who feel that their learning needs are being met are more likely to take an active role in their education, leading to better academic outcomes (Wright, 2015).

Furthermore, active learning strategies, such as the flipped classroom model, have been particularly effective in promoting engagement. By allowing students to explore new concepts at their own pace outside of class and using classroom time for interactive, hands-on activities, the flipped classroom can foster deeper learning and enhance both cognitive and emotional engagement (Bergmann and Sams, 2014). Studies have found that students are more motivated and invested in their learning when they are given the opportunity to actively apply what they have learned in meaningful ways (Cavanagh, 2014).

Differentiation not only addresses the varying abilities within a classroom but also caters to different learning preferences, which enhances student engagement. By using a variety of teaching methods, teachers can engage students more effectively across all three dimensions of engagement behavioral, emotional, and cognitive (Tomlinson, 2017).

D. *Kurikulum Merdeka*

The *Kurikulum Merdeka*, as implemented in various educational systems, emphasizes a student-centered approach that allows teachers to employ flexible and differentiated teaching strategies. This curriculum policy is Indonesia's effort to provide students with the freedom to shape their learning paths and adapt the curriculum to their individual needs. The implementation of this curriculum has led

to increased student participation in learning activities that are more aligned with their interests, talents, and personal requirements. Consequently, it aims to enhance students' learning motivation, creativity, and independence, enabling them to reach their full potential (Susanna, et al., 2023). According to Pratycia et al., (2023) in their journal *Analisi perbedaan Kurikulum 2013 dengan Kurikulum Merdeka*, this curriculum emphasizes flexibility, allowing schools and teachers to adapt the curriculum to students' individual needs, interests, and local contexts. It shifts towards a student-centered approach, incorporating innovative strategies such as Project-Based Learning and Inquiry-Based Learning. Assessments are holistic, including both academic and character-building aspects, aligning to prepare students for real-world challenges.

Ministry of Education and Culture, (2020) also states this curriculum is rooted in the belief that students learn best when instructional practices are tailored to their unique abilities, interests, and learning preferences. By promoting active learning and engagement, the *Kurikulum Merdeka* encourages teachers to shift from traditional, one-size-fits-all instruction to more individualized strategies. The relationship between this curriculum and teaching strategies is significant, as both are designed to promote higher levels of student engagement. In particular, *Kurikulum Merdeka*'s flexible framework allows teachers to use methods that not only align with students' developmental needs but also increase their participation, motivation, and cognitive involvement in the learning process.

Differentiated instruction is a central tenet of the *Kurikulum Merdeka* and a critical strategy for enhancing student engagement. As Tomlinson (2017) explains, differentiated instruction involves modifying the content, process, and products of

learning to meet the diverse needs of students. This strategy allows teachers to provide appropriate challenges for students at varying levels of readiness and helps maintain engagement by ensuring that tasks are neither too easy nor too difficult. Under the *Kurikulum Merdeka*, differentiated instruction is often employed in the form of tiered assignments, flexible grouping, and varied instructional materials that cater to multiple learning styles. Such strategies are especially effective in promoting behavioral engagement, as students are more likely to participate and stay on task when the learning activities are appropriately challenging and relevant to their interests (Wright, 2015). Additionally, differentiated instruction supports cognitive engagement by encouraging deeper thinking and problem-solving through tasks that are tailored to individual learning profiles.

Project-Based Learning (PBL) is rooted in constructivism, which emphasizes that students learn best by actively constructing knowledge themselves, rather than passively receiving it. To achieve this, students need access to clear input that enables them to produce meaningful output. PBL supports this goal by making projects the core of the learning process. These projects require students to follow specific steps, engage in real-world and interesting tasks, and collaborate with peers to improve their language skills, subject knowledge, and other abilities. Teachers guide and facilitate the process while students focus on both the steps and the final result, helping them develop fluency and accuracy throughout the project. (Menggo, S., and Ndiung, S. (2024)

Inquiry-based learning is another effective strategy under the *Kurikulum Merdeka* that promotes student engagement. This approach involves encouraging students to ask questions, conduct investigations, and seek out answers through

exploration and research. As Banchi and Bell (2014) note, inquiry-based learning is a dynamic method that places students at the center of the learning process, fostering a sense of ownership and curiosity. In the context of the *Kurikulum Merdeka*, teachers often use inquiry-based projects to promote both cognitive and emotional engagement by allowing students to explore topics that interest them deeply. When students are given the autonomy to investigate real-world problems or explore interdisciplinary topics, they are more likely to become emotionally invested in their work. Furthermore, inquiry-based learning promotes higher-order thinking skills, as students must analyze, synthesize, and evaluate information to form conclusions. The *Kurikulum Merdeka*'s emphasis on inquiry encourages teachers to act as facilitators, guiding students through their explorations while allowing them to take the lead in their learning journey.

Another key strategy within the *Kurikulum Merdeka* is the use of collaborative learning, which has been shown to enhance student engagement across various dimensions. Collaborative learning involves students working together to complete tasks, solve problems, or discuss ideas in a group setting. According to Johnson and Johnson (2019), collaborative learning fosters social interaction, communication skills, and a sense of community among students, all of which contribute to increased engagement. In the *Kurikulum Merdeka*, teachers are encouraged to design group-based activities that promote collaboration and teamwork, aligning with the curriculum's focus on preparing students for real-world challenges. By working together on projects or problem-solving tasks, students can develop critical interpersonal skills while deepening their understanding of the subject matter. Collaborative learning is particularly effective in promoting

behavioral and emotional engagement, as students are motivated by their peers and feel a sense of accountability to the group. Furthermore, when teachers structure group activities to include diverse perspectives and contributions, students become more engaged in the learning process, recognizing the value of different viewpoints and approaches.

The flipped classroom model is another teaching strategy that aligns with *Kurikulum Merdeka*'s goals of fostering active learning and engagement. In a flipped classroom, students are introduced to new material outside of class, typically through readings or video lectures, and class time is reserved for applying the knowledge through interactive activities (Bergmann and Sams, 2014). This approach shifts the traditional teacher-centered model to a more student-centered one, where classroom time is used for deeper engagement with the material. This strategy allows students to review assigned materials beforehand, boosting their curiosity and focus on analyzing topics, which helps them actively participate in class discussions (Septiani, et al., 2024).

The *Kurikulum Merdeka* supports the use of flipped classrooms as it allows teachers to maximize face-to-face instructional time by focusing on problem-solving, discussion, and collaboration during class. The flipped model enhances cognitive engagement by requiring students to come to class prepared with background knowledge, which they then use to participate in higher-level thinking activities. Additionally, this strategy increases behavioral engagement by promoting active participation during class time, as students are no longer passive recipients of information but active contributors to the learning process.

In conclusion, the *Kurikulum Merdeka* provides a framework that encourages the use of diverse teaching strategies aimed at enhancing student engagement. By promoting methods such as differentiated instruction, inquiry-based learning, collaborative learning, and the flipped classroom model, this curriculum fosters a learning environment where students are actively involved in their education. These strategies support various forms of engagement behavioral, emotional, and cognitive by tailoring instruction to students' individual needs and promoting active participation in the learning process. The flexibility of the *Kurikulum Merdeka* allows teachers to move away from traditional approaches and instead adopt strategies that are more effective in meeting the diverse needs of their students. As a result, students are more likely to be engaged, motivated, and successful in their academic pursuits, contributing to better learning outcomes and a more personalized educational experience.
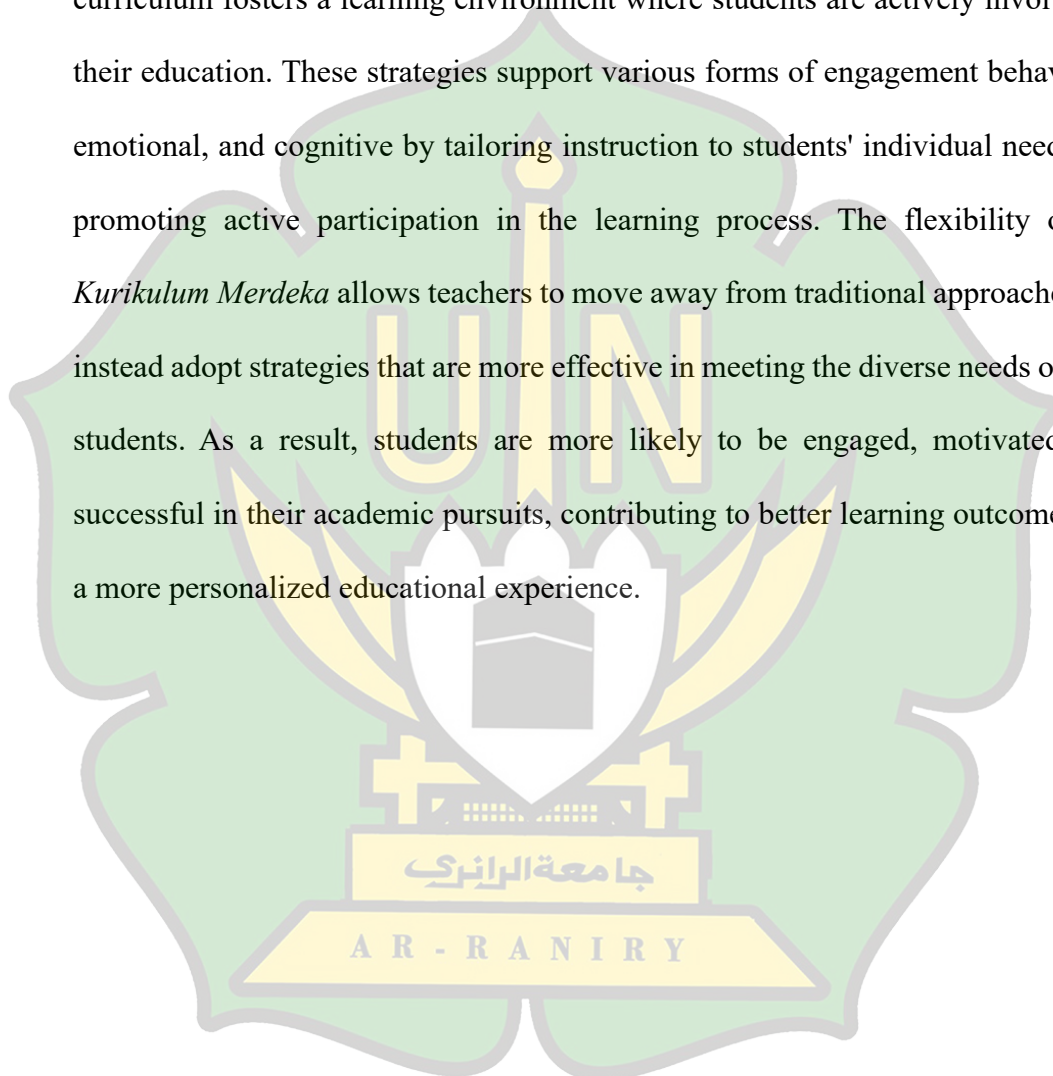
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative approach because the focus of the study was to observe the strategies applied by the teacher to enhance students' engagement in learning English during the implementation of *Kurikulum Merdeka* and what kind of students' engagements were employed by English teachers. Creswell (2014) states that the qualitative approach is an approach that was used to explore and understand the meaning of an individual or group associated with the social problem to be studied. This qualitative approach serves to "build on the obtained data and seek to explore participants' view in more depth" (Creswell and Clark 2007).

The fundamental goal of qualitative research, according to Cropley (2019), is to investigate how individuals conceptualize and articulate their own actual real-world experiences. Most or all of the teaching tactics that teachers employ are mentioned, and systematic interviews are described in detail in the section of data collection and research instruments to indicate the success of the teaching strategies. The information provided by teachers is expressed in everyday language using everyday concepts.

B. Participants

The participant in this research was taken from the English teachers of MAN 1 Banda Aceh. This study disregards the ages, races, sexuality, cultural background, and economic background because it does not require these criteria to answer both research questions accurately. The researcher chose three English teachers out of seven from the school that implemented the *Kurikulum Merdeka* in their classes, and each teacher

was observed in two different classes but due to the limited time, there was one teacher who was observed only in one class.

C. Data Collection and Research Instruments

This research used observation with observation rubrics and interviews with the list of questions as the data collection and research instruments. The details are described as the following:

1. Observations

Observation is the main technique of this study, namely observing data or information that appears on the research object systematically and observation guidelines as the instruments (Arif and Suwarto, 2007). The data collection used is non-participant observation, which means the researcher does not participate in class activities but only as an independent observer (Sugiono, 2010). In this study, the researcher observed teachers, students, and class situations to find out the teacher strategies that encourage student participation and what students' engagements were employed in the learning activities.

2. Interview

The second method that I used was the interview with the list of questions as the instrument. The interview is a process of gathering data or information by asking someone questions about the related topic. Here, the researcher used the semi-structured interview to get the data or information about the strategies that were applied by the teacher and the effect on the student's engagement. In this research, for the interview section, the researcher chooses the same teachers that were observed. The researcher gave the teachers 10 questions to get information about the teaching strategies that were applied by the teacher to enhance the

students' engagement in learning English during the implementation of *Kurikulum Merdeka*.

D. Data Analysis

Miles, et al., (2014) in his books, stated that data analysis is a process of finding and then arranging data in an orderly manner, and generating insights from qualitative data, typically the data can be obtained from interview results, field notes, and other materials so that they can be easily understood and the findings can be an information for others. Therefore, after collecting the data, the data analysis process began.

The data collected from the observation were analyzed qualitatively by using descriptive analysis involving all the activities that happened in the classroom. The researcher attempted to note the strategies that were observed while collecting the data such as the situation in the classroom, how the students act in the class during the learning process, and how the instructional media used by the teacher, then the result of the observations described narratively.

The data collected from the interview were analyzed using a thematic analysis approach. Braun and Clarke (2006) said thematic analysis is a method to identify, analyze, and report the patterns or themes within the data. Braun and Clarke (2006) also stated that there are six phases of analysis; 1) familiarising the data by transcribing it, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining the themes, and 6) producing the report. After that, the answers from the interview were interpreted based on several general categories in the statement of results given by the teacher. The categories are about the strategies that have been implemented by the teacher and the teaching strategies preferred by the students. The interview results were then interpreted descriptively.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter discussed the research findings and discussion regarding the topic to answer the research questions. This study aims to determine Strategies that teachers used to enhance students' engagement during the implementation of *Kurikulum Merdeka* and what kind of students' engagement that employed when they used the strategies. The result of this study was obtained from observation conducted in five classes at MAN 1 Banda Aceh and also from semi-structured interviews with three English teachers from the school, each teacher was observed in two different classes but due to the limited time, there is one teacher that observed only in one class. The data was collected over two weeks with 6 effective working days. Participants were designated as Teacher 1, Teacher 2, and Teacher 3. After analyzing the data, the researcher found several findings related to this research. Below are the findings from this research.

1. Observation Result

Due to the limited time, Teacher 1 and Teacher 2 were observed in two meetings of the teaching and learning process, and Teacher 3 was observed in one meeting. The observation mainly focused on three phases of teaching: the opening phase, core activities, and closing phase. The focus of the observation was the three types of students' engagement: behavioral engagement, emotional engagement, and cognitive engagement.

During the opening phase, the observation criteria for behavioral engagement are whether the students display attentive listening and focus during the initial explanation. Then, for emotional engagement, the observation criteria are Whether the students exhibit interest and respond positively to the teacher when she introduces the material. And the last is cognitive engagement, with the observation criteria Being Whether the students are curious and engaged with introductory questions or prompts.

During the core phase activities, For the behavioral engagement, the observation criteria are do students engage actively in discussions or activities as directed? And do students complete assigned tasks with minimal prompting? Then for the emotional engagement, do students enjoy and collaborate positively with peers during the activities? And last, for the cognitive engagement, are students contributing ideas and demonstrating critical thinking in activities? And do students ask questions and demonstrate understanding through responses?

During the last phase, namely the closing phase, for the behavioral engagement, the criteria of the observation is, do students maintain attention and focus during the summary? The next engagement is emotional, they are does the students reflect positively on the lesson or show a sense of accomplishment? Do the students ask questions or make comments reflecting lesson comprehension?

a) **Teacher 1**

1) **First Observation**

In the first meeting, teacher 1 taught using the project-based learning strategy in class XI-7. In the opening phase, the teacher greets students warmly one by one establishes a positive learning environment, and uses

positive language to engage students' emotions, and then she mentions the lesson objective but she does not give much detail or context about the material.

Table 4.1.

Opening phase for Teacher 1 first observation

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Opening Phase	Behavioral Engagement	Students display attentive listening and focus during the initial explanation.	Students show consistent eye contact, nodding, or active note-taking throughout the introduction.	Students appear generally attentive but occasionally distracted or disengaged.	Students are largely disengaged, distracted, or fail to show attentive listening. √
	Emotional Engagement	Students exhibit interest and respond positively to the teacher's introduction	Students are enthusiastic, responsive, and display interest in the lesson introduction.	Students show mild interest and limited responsiveness to the teacher's efforts.	Students appear indifferent or uninterested in the teacher's introduction √
	Cognitive Engagement	students curious and engaged with introductory questions or prompts	Students ask/answer questions, show curiosity, or make connections to prior knowledge.	Students respond to questions but without much depth or curiosity.	Students do not engage with questions or show minimal effort in responding. √

Table 4.1 shows that during this phase, the behavioral engagement turns out to be low or we can say the students are largely disengaged/fail to show attentive listening. Then, for the emotional engagement, the result is the students appeared indifferent or uninterested in the teacher's introduction (the result was also low). And the last is cognitive engagement

the result is the students do not engage with introductory questions or show minimal effort in responding (low). That is why the result turns out that all of the students' engagements (behavioral, emotional, and cognitive engagement) at this phase are low.

Table 4.2

Core activities phase for Teacher 1 first observation

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Core Activities Phase	Behavioral Engagement	Students engage actively in discussions or activities as directed.	Majority of students participate actively, with visible enthusiasm and focus on the activities or discussions.	Some students participate, though engagement varies; teacher prompts are required to maintain involvement. √	Few students participate, with limited engagement in discussions or activities.
		Students complete assigned tasks with minimal prompting.	Students work independently, completing tasks with minimal reminders or assistance from the teacher.	Students show some independence but need periodic prompts to stay on task. √	Students require frequent reminders or assistance to complete tasks, indicating low engagement.
	Emotional Engagement	students enjoying and collaborating positively with peers during activities	Students show enthusiasm, collaborate well, and demonstrate a sense of belonging.	Students participate but lack consistent enthusiasm or struggle with teamwork. √	Students show frustration, boredom, or reluctance to participate, impacting engagement negatively.
	Cognitive Engagement	students contributing ideas and demonstrating critical thinking in activities	Students actively contribute ideas, ask deep questions, and engage in	Students provide basic answers or follow instructions without exploring	Students show minimal effort, avoid challenging tasks, and demonstrate limited

		problem-solving.	concepts deeply. √	understanding.
	Students ask questions and demonstrate understanding through responses.	Students frequently ask insightful questions or make comments, indicating deep understanding and engagement.	Some students ask questions, though responses often lack depth or critical thinking.	Students ask few questions, with responses indicating limited understanding or cognitive engagement. √

Table 4.2 shows the next phase of the teaching phase which is the core activities phase. During this phase, the teacher occasionally encourages participation by asking some questions, though some students may not fully engage. Here, the behavioral engagement result is moderate, which means some students participated, although their involvement in the discussion varied, and teacher direction was necessary to maintain the participation also the students showed some independence but needed periodic prompts to stay on task. The next engagement is emotional, and the answer is also moderate, which means the students participate but lack consistent enthusiasm or struggle with teamwork. For the last engagement (cognitive) for the first observation criteria, the answer is moderate or students provide the basic answer or follow instructions without exploring the concept deeply and for the second criteria, the answer is low or we can say that students ask a few questions or make comments that show limited comprehension or cognitive engagement.

Table 4.3

Closing phase for Teacher 1 first observation

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Closing Phase	Behavioral Engagement	Students maintain attention and focus during the summary.	Most students remain attentive and show interest during the closing summary.	Some students appear attentive, though engagement may wane toward the end.	Students are largely disengaged or distracted, showing minimal interest in the summary. √
	Emotional Engagement	students reflect positively on the lesson or show a sense of accomplishment	Students express satisfaction, actively reflect on their learning, and show emotional closure.	Students respond neutrally to the closing, showing limited reflection.	Students seem indifferent or uninterested, with no visible emotional connection to the lesson's conclusion. √
	Cognitive Engagement	Students ask questions or make comments reflecting lesson comprehension.	Students ask thoughtful questions or make comments that show understanding of key points.	Some students ask questions or make comments, though these are not always reflective of deep understanding.	Students ask few questions or make comments that show limited comprehension or cognitive engagement. √

Table 4.3 shows the last phase, which is the closing phase. During this phase, the teacher did not summarize the key points of the lesson to reinforce learning outcomes and assign follow-up tasks or reflections to extend learning beyond the class, therefore the learning outcomes were unreinforced, and no assigned follow-up tasks or reflections. That is why, the behavioral and cognitive engagement appeared to be low, and there were no emotional engagements.

2)   **Second Observation**

During the second meeting, Teacher 1 also taught about the same material and used the same strategy it is Project-Based learning. But this time the teacher taught in a different class it is XI-10 class.

Table 4.4

Opening phase for Teacher 1 (second observation)

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Opening Phase	Behavioral Engagement	Students display attentive listening and focus during the initial explanation.	Students show consistent eye contact, nodding, or active note-taking throughout the introduction.	Students appear generally attentive but occasionally distracted or disengaged. √	Students are largely disengaged, distracted, or fail to show attentive listening.
	Emotional Engagement	Students exhibit interest and respond positively to the teacher's introduction	Students are enthusiastic, responsive, and display interest in the lesson introduction.	Students show mild interest and limited responsiveness to the teacher's efforts. √	Students appear indifferent or uninterested in the teacher's introduction
	Cognitive Engagement	students curious and engaged with introductory questions or prompts	Students ask/answer questions, show curiosity, or make connections to prior knowledge.	Students respond to questions but without much depth or curiosity.	Students do not engage with questions or show minimal effort in responding. √

Table 4.4 shows that in this class, during the opening phase, the teacher still greets all students individually, establishes a positive learning environment, and uses positive language. The teacher also mentioned the lesson objective but without much detail or context. Here, the behavioral, for the first criteria, appeared to be high but for the second appeared to be

moderate, the emotional engagement appeared to be moderate too, and the cognitive engagement appeared to be low or you can say the students were not curious and did not engage with questions (the students show minimal effort in responding).

Table 4.5

Core activities phase for Teacher 1 second observation

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Core Activities Phase	Behavioral Engagement	Students engage actively in discussions or activities as directed.	Majority of students participate actively, with visible enthusiasm and focus on the activities or discussions. √	Some students participate, though engagement varies; teacher prompts are required to maintain involvement.	Few students participate, with limited engagement in discussions or activities.
		Students complete assigned tasks with minimal prompting.	Students work independently, completing tasks with minimal reminders or assistance from the teacher.	Students show some independence but need periodic prompts to stay on task. √	Students require frequent reminders or assistance to complete tasks, indicating low engagement.
	Emotional Engagement	students enjoying and collaborating positively with peers during activities	Students show enthusiasm, collaborate well, and demonstrate a sense of belonging.	Students participate but lack consistent enthusiasm or struggle with teamwork.. √	Students show frustration, boredom, or reluctance to participate, impacting engagement negatively.
	Cognitive Engagement	students contributing ideas and demonstrating critical thinking in activities	Students actively contribute ideas, ask deep questions, and engage in problem-solving.	Students provide basic answers or follow instructions without exploring	Students show minimal effort, avoid challenging tasks, and demonstrate limited understanding.

| | | | | concepts deeply. √ | |

| | | Students ask questions and demonstrate understanding through responses. | Students frequently ask insightful questions or make comments, indicating deep understanding and engagement. | Some students ask questions, though responses often lack depth or critical thinking. | Students ask few questions, with responses indicating limited understanding or cognitive engagement. √ |

This table shows the next phase, which is the core activities phase, the teacher also occasionally encourages participation, though some students may not be fully engaged. Here, the three students' engagement namely behavioral engagement, emotional engagement, and cognitive engagement appeared to be moderate.

Table 4.6.

Closing phase for Teacher 1 (second observation)

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Closing Phase	Behavioral Engagement	Students maintain attention and focus during the summary.	Most students remain attentive and show interest during the closing summary.	Some students appear attentive, though engagement may wane toward the end.	Students are largely disengaged or distracted, showing minimal interest in the summary.
	Emotional Engagement	students reflect positively on the lesson or show a sense of accomplishment	Students express satisfaction, actively reflect on their learning, and show emotional closure.	Students respond neutrally to the closing, showing limited reflection.	Students seem indifferent or uninterested, with no visible emotional connection to the lesson's conclusion.
	Cognitive Engagement	Students ask questions or	Students ask thoughtful	Some students ask questions or	Students ask few questions or

	make comments reflecting lesson comprehension.	questions or make comments that show understanding of key points.	make comments, though these are not always reflective of deep understanding.	make comments that show limited comprehension or cognitive engagement.

Table 1.6 shows the last phase (the closing) the teacher also did not summarize and no follow-up task or reflection activities were assigned, leaving the learning outcomes unreinforced. That is why, the behavioral, emotional, and cognitive engagement appeared to be low.

b) Teacher 2

1) First observation

Table 4.7

Opening phase for Teacher 2 first observation

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Opening Phase	Behavioral Engagement	Students display attentive listening and focus during the initial explanation.	Students show consistent eye contact, nodding, or active note-taking throughout the introduction. √	Students appear generally attentive but occasionally distracted or disengaged.	Students are largely disengaged, distracted, or fail to show attentive listening.
	Emotional Engagement	Students exhibit interest and respond positively to the teacher's introduction	Students are enthusiastic, responsive, and display interest in the lesson introduction. √	Students show mild interest and limited responsiveness to the teacher's efforts.	Students appear indifferent or uninterested in the teacher's introduction
	Cognitive Engagement	students curious and engaged with introductory	Students ask/answer questions, show curiosity, or make	Students respond to questions but without much depth or curiosity.	Students do not engage with questions or show minimal

	questions or prompts	connections to prior knowledge. √		effort in responding.

Table 4.7 shows that during the first meeting teacher 2, greets students as a group and conveys a positive tone but lacks individual engagement. The lesson objectives are clearly communicated, with examples or context to engage students immediately. The results show that the behavioral and emotional engagement is high, or the students show consistent eye contact, nodding, or active note-taking throughout the introduction and are also enthusiastic, responsive, and display interest in the lesson introduction. For cognitive engagement, it shows that students respond to questions but without much depth or curiosity.

Table 4.8

Activities phase for Teacher 2 first observation

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Core Activities Phase	Behavioral Engagement	Students engage actively in discussions or activities as directed.	Majority of students participate actively, with visible enthusiasm and focus on the activities or discussions. √	Some students participate, though engagement varies; teacher prompts are required to maintain involvement.	Few students participate, with limited engagement in discussions or activities.
		Students complete assigned tasks with minimal prompting.	Students work independently, completing tasks with minimal reminders or assistance from the teacher.	Students show some independence but need periodic prompts to stay on task. √	Students require frequent reminders or assistance to complete tasks, indicating low

				engagement.
Emotional Engagement	students enjoying and collaborating positively with peers during activities	Students show enthusiasm, collaborate well, and demonstrate a sense of belonging. √	Students participate but lack consistent enthusiasm or struggle with teamwork..	Students show frustration, boredom, or reluctance to participate, impacting engagement negatively.
Cognitive Engagement	students contributing ideas and demonstrating critical thinking in activities	Students actively contribute ideas, ask deep questions, and engage in problem-solving.	Students provide basic answers or follow instructions without exploring concepts deeply. √	Students show minimal effort, avoid challenging tasks, and demonstrate limited understanding.
	Students ask questions and demonstrate understanding through responses.	Students frequently ask insightful questions or make comments, indicating deep understanding and engagement.	Some students ask questions, though responses often lack depth or critical thinking. √	Students ask few questions, with responses indicating limited understanding or cognitive engagement.

The next phase is the core activities phase, based on Table 4.8. here the teacher consistently encourages participation by asking some questions, facilitating group activities and actively involving all students. Here, the behavioral engagement result is high, which means the majority of students participate actively, with visible enthusiasm and focus on the activities or discussion (high) also the students show some independence but need periodic prompts to stay on task (moderate). The next engagement is cognitive engagement, and the answer is high, which means the students show enthusiasm collaborate well, and demonstrate a sense of belonging.

For the last engagement (cognitive) for both of the observation criteria, the answer is moderate or students provide the basic answer or follow instructions without exploring the concept deeply and the students ask questions though responses often lack depth or critical thinking.

Table 4.9

Closing phase for Teacher 2 first observation

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Closing Phase	Behavioral Engagement	Students maintain attention and focus during the summary.	Most students remain attentive and show interest during the closing summary.	Some students appear attentive, though engagement may wane toward the end.	Students are largely disengaged or distracted, showing minimal interest in the summary.
	Emotional Engagement	students reflect positively on the lesson or show a sense of accomplishment	Students express satisfaction, actively reflect on their learning, and show emotional closure.	Students respond neutrally to the closing, showing limited reflection. √	Students seem indifferent or uninterested, with no visible emotional connection to the lesson's conclusion.
	Cognitive Engagement	Students ask questions or make comments reflecting lesson comprehension.	Students ask thoughtful questions or make comments that show understanding of key points.	Some students ask questions or make comments, though these are not always reflective of deep understanding.	Students ask few questions or make comments that show limited comprehension or cognitive engagement.

Table 4.9. shows the last phase of the teaching process, it is the closing phase. During this phase, the teacher didn't summarize the material and left the learning outcomes unreinforced even though she did assign

follow-up tasks or reflections. That's why, the behavioral and cognitive engagement appeared to be low, and the emotional appeared to be moderate.

2) **Second Observation**

Table 4.10.

Opening phase for Teacher 2 (second observation)

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Opening Phase	Behavioral Engagement	Students display attentive listening and focus during the initial explanation.	Students show consistent eye contact, nodding, or active note-taking throughout the introduction.	Students appear generally attentive but occasionally distracted or disengaged. √	Students are largely disengaged, distracted, or fail to show attentive listening.
	Emotional Engagement	Students exhibit interest and respond positively to the teacher's introduction	Students are enthusiastic, responsive, and display interest in the lesson introduction.	Students show mild interest and limited responsiveness to the teacher's efforts. √	Students appear indifferent or uninterested in the teacher's introduction
	Cognitive Engagement	students curious and engaged with introductory questions or prompts	Students ask/answer questions, show curiosity, or make connections to prior knowledge.	Students respond to questions but without much depth or curiosity. √	Students do not engage with questions or show minimal effort in responding.

Table 4.10. shows that during the second meeting, teacher 2 also greets students as a group and conveys a positive tone but lacks individual engagement. The lesson objectives are communicated, with examples or context to engage students immediately. The results show that all of the students' engagement namely the behavioral and emotional cognitive engagement, are moderate, which means that the students appear generally attentive but occasionally distracted or disengaged, students also show mild interest and limited

responsiveness to the teacher's effort and also respond to questions but without much depth or curiosity.

Table 4.11.

Core activities phase for Teacher 2 second observation

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Core Activities Phase	Behavioral Engagement	Students engage actively in discussions or activities as directed.	Majority of students participate actively, with visible enthusiasm and focus on the activities or discussions. √	Some students participate, though engagement varies; teacher prompts are required to maintain involvement.	Few students participate, with limited engagement in discussions or activities.
		Students complete assigned tasks with minimal prompting.	Students work independently, completing tasks with minimal reminders or assistance from the teacher.	Students show some independence but need periodic prompts to stay on task. √	Students require frequent reminders or assistance to complete tasks, indicating low engagement.
	Emotional Engagement	students enjoying and collaborating positively with peers during activities	Students show enthusiasm, collaborate well, and demonstrate a sense of belonging. √	Students participate but lack consistent enthusiasm or struggle with teamwork..	Students show frustration, boredom, or reluctance to participate, impacting engagement negatively.
	Cognitive Engagement	students contributing ideas and demonstrating critical thinking in activities	Students actively contribute ideas, ask deep questions, and engage in problem-solving.	Students provide basic answers or follow instructions without exploring concepts deeply. √	Students show minimal effort, avoid challenging tasks, and demonstrate limited understanding.
		Students ask questions and demonstrate understandin	Students frequently ask insightful questions or make comments,	Some students ask questions, though responses often lack	Students ask few questions, with responses indicating limited understanding

	g through responses.	indicating deep understanding and engagement.	depth or critical thinking. √	or cognitive engagement.

The next phase is the core activities phase, table 4.11. shows that the teacher occasionally encourages participation by asking some questions, though some students may not fully engage. Here, the behavioral engagement result is moderate, it is the same with teacher 1 at the first observation, which means Some students participated, although their involvement in the discussion varied, and teacher direction was necessary to maintain the participation and also the students showed some independence but need periodic prompts to stay on task. The next engagement is emotional, and the answer is also moderate, which means the students participate but lack consistent enthusiasm or struggle with teamwork. For the last engagement (cognitive) for the first observation criteria, the answer is moderate or students provide the basic answer or follow instructions without exploring the concept deeply and for the second criteria, the answer is low or we can say that students ask a few questions or make comments that show limited comprehension or cognitive engagement. For the next engagement, it is the emotional engagement, and the answer is high, which means the students show enthusiasm collaborate well, and demonstrate a sense of belonging. The last engagement (cognitive) for both of the observation criteria, the answer is moderate or students provide the basic answer or follow instructions without exploring the concept deeply and the students ask questions though responses often lack depth or critical thinking.

Table 4.12.

Closing phase for Teacher 2 (second observation)

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Closing Phase	Behavioral Engagement	Students maintain attention and focus during the summary.	Most students remain attentive and show interest during the closing summary.	Some students appear attentive, though engagement may wane toward the end.	Students are largely disengaged or distracted, showing minimal interest in the summary.
	Emotional Engagement	students reflect positively on the lesson or show a sense of accomplishment	Students express satisfaction, actively reflect on their learning, and show emotional closure.	Students respond neutrally to the closing, showing limited reflection. √	Students seem indifferent or uninterested, with no visible emotional connection to the lesson's conclusion.
	Cognitive Engagement	Students ask questions or make comments reflecting lesson comprehension.	Students ask thoughtful questions or make comments that show understanding of key points.	Some students ask questions or make comments, though these are not always reflective of deep understanding.	Students ask few questions or make comments that show limited comprehension or cognitive engagement.

Table 4.12. shows the last phase, which is the closing phase. At this phase, the teacher also didn't summarize the material and left the learning outcomes unreinforced even though she did assign follow-up tasks or reflections. That's why, the behavioral and cognitive engagement appeared to be low, and the emotional appeared to be moderate.

c) **Teacher 3**

Table 4.13.

Opening phase for Teacher 3

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Opening Phase	Behavioral Engagement	Students display attentive listening and focus during the initial explanation.	Students show consistent eye contact, nodding, or active note-taking throughout the introduction.	Students appear generally attentive but occasionally distracted or disengaged. √	Students are largely disengaged, distracted, or fail to show attentive listening.
	Emotional Engagement	Students exhibit interest and respond positively to the teacher's introduction	Students are enthusiastic, responsive, and display interest in the lesson introduction. √	Students show mild interest and limited responsiveness to the teacher's efforts.	Students appear indifferent or uninterested in the teacher's introduction
	Cognitive Engagement	students curious and engaged with introductory questions or prompts	Students ask/answer questions, show curiosity, or make connections to prior knowledge.	Students respond to questions but without much depth or curiosity. √	Students do not engage with questions or show minimal effort in responding.

Teacher 3 was observed only in one meeting. Table 4.13. shows that during the opening phase, the teacher greets students warmly one by one establishes a positive learning environment, and uses positive language to engage the student emotion. The lesson objectives are communicated, with examples or context to engage students immediately. The result shows that for the behavioral engagement, the result is moderate which means the students appear generally attentive but occasionally distracted or disengaged. The emotional engagement is high, or the students are enthusiastic, and responsive and display interest in the lesson

introduction. For cognitive engagement, it shows that students respond to questions but without much depth or curiosity (moderate).

Table 4.14.

Core activities phase for Teacher 3

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Core Activities Phase	Behavioral Engagement	Students engage actively in discussions or activities as directed.	Majority of students participate actively, with visible enthusiasm and focus on the activities or discussions.	Some students participate, though engagement varies; teacher prompts are required to maintain involvement. √	Few students participate, with limited engagement in discussions or activities.
		Students complete assigned tasks with minimal prompting.	Students work independently, completing tasks with minimal reminders or assistance from the teacher.	Students show some independence but need periodic prompts to stay on task. √	Students require frequent reminders or assistance to complete tasks, indicating low engagement.
	Emotional Engagement	students enjoying and collaborating positively with peers during activities	Students show enthusiasm, collaborate well, and demonstrate a sense of belonging.	Students participate but lack consistent enthusiasm or struggle with teamwork. √	Students show frustration, boredom, or reluctance to participate, impacting engagement negatively.
	Cognitive Engagement	students contributing ideas and demonstrating critical thinking in activities	Students actively contribute ideas, ask deep questions, and engage in problem-solving.	Students provide basic answers or follow instructions without exploring concepts deeply. √	Students show minimal effort, avoid challenging tasks, and demonstrate limited understanding.

	Students ask questions and demonstrate understanding through responses.	Students frequently ask insightful questions or make comments, indicating deep understanding and engagement.	Some students ask questions, though responses often lack depth or critical thinking. √	Students ask few questions, with responses indicating limited understanding or cognitive engagement.

The next phase is the core activities phase, here, Table 4.14. show that the teacher consistently encourages participation by asking some questions, facilitating group activities and actively involving all students. Here, the behavioral engagement result is high, which means the majority of students participate actively, with visible enthusiasm and focus on the activities or discussion (high) also the students show some independence but need periodic prompts to stay on task (moderate). The next engagement is cognitive, and the answer is high, which means the students show enthusiasm, collaborate well, and demonstrate a sense of belonging. For the last engagement (cognitive) for both of the observation criteria, the answer is moderate or students provide the basic answer or follow instructions without exploring the concept deeply and the students ask questions though responses often lack depth or critical thinking.

Table 4.15.

Closing phase for Teacher 3

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Closing Phase	Behavioral Engagement	Students maintain attention and focus during the summary.	Most students remain attentive and show interest during the closing summary.	Some students appear attentive, though engagement may wane	Students are largely disengaged or distracted, showing minimal

				toward the end.	interest in the summary.
	Emotional Engagement	students reflect positively on the lesson or show a sense of accomplishment	Students express satisfaction, actively reflect on their learning, and show emotional closure.	Students respond neutrally to the closing, showing limited reflection.	Students seem indifferent or uninterested, with no visible emotional connection to the lesson's conclusion.
	Cognitive Engagement	Students ask questions or make comments reflecting lesson comprehension.	Students ask thoughtful questions or make comments that show understanding of key points.	Some students ask questions or make comments, though these are not always reflective of deep understanding.	Students ask few questions or make comments that show limited comprehension or cognitive engagement.

Table 4.15. shows the last phase of the teaching process it is the closing phase. At this phase, she didn't summarize, and no follow-up tasks or reflection activities were assigned, leaving the learning outcomes unreinforced. That's why, behavioral, emotional, and cognitive engagement cannot be observed.

With the result from all of the observations, the researcher concluded, that even though the teacher used the same material and the same strategies in both of the classes, the students' engagements that employ are different. And during the closing phase, the teachers did not do it appropriately.

2. Interview Result

This section provided all the interview content from the 3 selected participants it is the three teachers from MAN 1 Banda Aceh that used the *Kurikulum Merdeka* to teach English in the class.

Table 4.16.

as an example of how the researcher concluded the data for the interview

No.	Transcript	Codes	Categories	Conclusion
1.	I am not really familiar with all of the strategies, but I prefer to used project-based learning in my class, because it makes students become enthusiastic, and also attracted to learn.	Project-Based Learning, students become enthusiastic, and also attracted to learn.	1. Strategies 2. Behavioral engagements 3. Emotional Engagements	Teacher 1 prefers to use project-based learning, to engage the students, because it can make the students actively participate and become enthusiastic, happy, and also understand how to connecting the material with real-life.
2.	I implemented the project-based learning in the class, during the observation before and I think it works, because when I implemented it, they became more motivate and happy to learn english	the project-based learning, they became more motivate and happy to learn English		
3.	When *Kurikulum Merdeka* implemented in man 1, at first, I feel that this is not really good. But then, day by day passed, the students feel free, and then also they can learn anything, they can learn contextual learning, I think that's good for them. I think *Kurikulum Merdeka* are good for our generations. It effected the students in positive way.	the students feel free, and then also they can learn anything, they can learn contextual learning, it effected the students in positive way		
4.	Because they not really interested, most of them thinks that English is hard and also is boring also difficult, so that's why maybe first they not enthusiastic in the	Interested, boring, difficult, not enthusiastic, enthusiastic, emotionally, ask them personally, one by one, are not		

class but after that if we give them the instruction, we give them activities they will feel <u>enthusiastic</u> to learn English. My way to engage them in <u>emotionally</u> is I will go around the class and <u>ask them personally</u> I am not doing that in front of the class but <u>one by one</u>. For the <u>cognitive engagement</u> it because some of them are <u>not into English</u> and also last time is the last session for English so they feel like it enough miss, I think it also affect them. But for the second class the class situation its better than the first one, that's because the second class are the Science class but for the first class, they are social studies class so you know the different right? for the second class <u>they are more obedient, quiet and more have respect</u> but for the first class <u>they are rebellious and noisy</u>. I talk to them to see to know the condition the situation in the class and <u>their emotional</u> in that day, I think it will work, so that's why we do not have to focus only to the cognitive one, but we should be able to engage them and will make the relation between teacher and student become better.

<u>into English, they, more obedient, quiet and have respect, they are rebellious and noisy, their emotional, engage them</u>
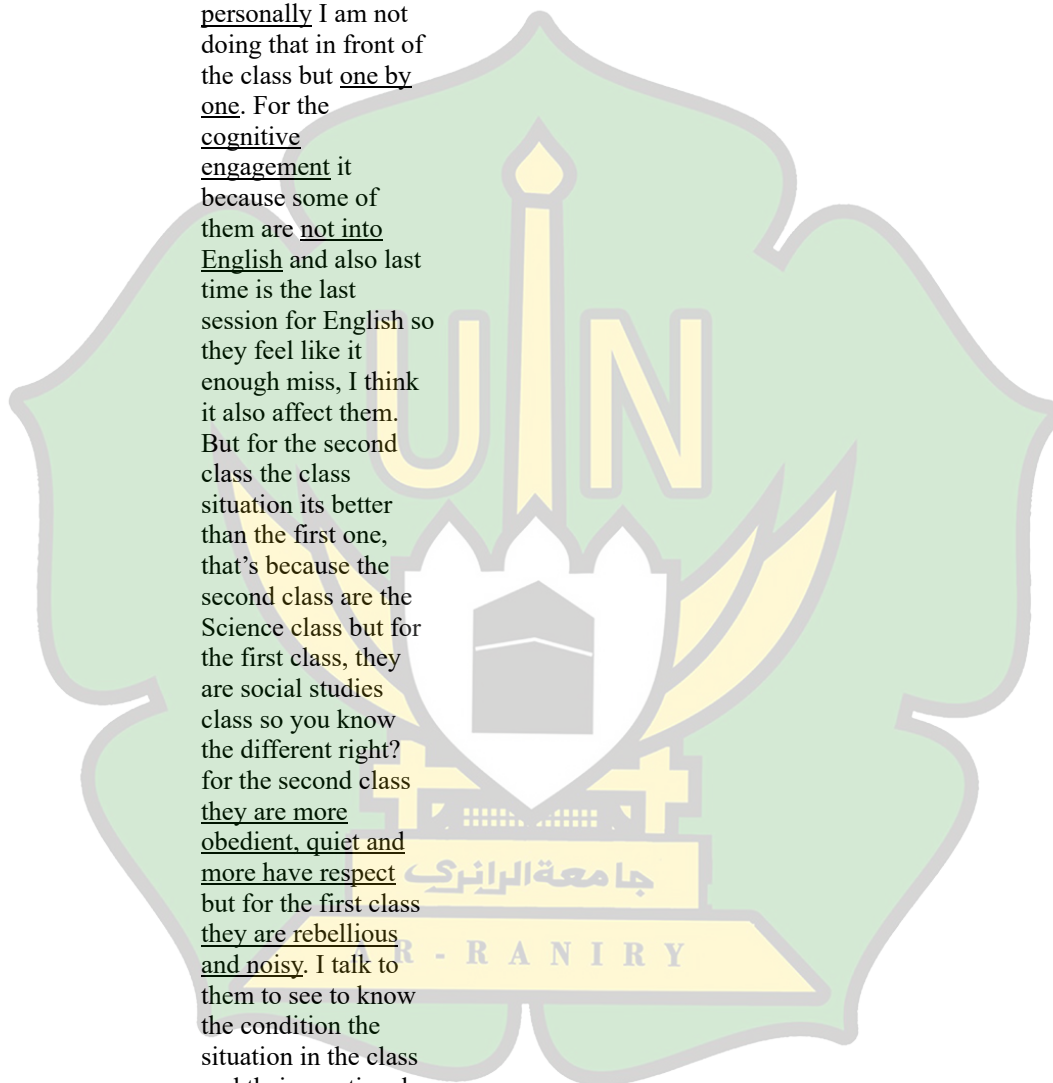
After analyzing the interview data from Teacher 1, Teacher 2, and Teacher 3 the researcher found several findings as follows:

a. The strategies used by the teacher to engage the students

1) Project-Based Learning (PBL)

This strategy is often used by the teachers to enhance the student's engagement. They think this strategy is really helpful to engage all of the students' engagement, namely behavioral engagement, emotional engagement, and cognitive engagement. Where the students can learn contextual learning, and try to connect the real-life activities with the material that they learn.

Teacher 1 said: I implemented the Project-Based Learning in the class, during the observation before and I think it works because when I implemented it, they became more motivated and happy to learn English.

Similarly, she also said: My way to engage them emotionally is I will go around the class and ask them personally,

Additionally, Teacher 3 said: When I teach about descriptive text, I use project-based learning because I think it's related to the students after I give them the knowledge, the cognitive step about what is descriptive text, and what is something related to descriptive text, and my explanation all about it.

Some of the keywords above ex; motivate and happy refer to the students' engagement, namely emotional engagement.

2) Flipped Classroom

This strategy allows the students to search for the material or information about the material at home and then present it at the school. To let the students have enough time to understand about the material. That's why this strategy can help teachers and students use their time efficiently.

Teacher 2 said: I used project-based learning and also flipped classroom actually in my classroom, but when you observe I only used the flipped classroom because we have no project anymore and yeah at night, I told them to search for the material that we will discuss tomorrow at home, and then I ask them about the material one by one in the class.

Additionally, Teacher 3 said: …And flipped classroom, I give them work and then I asked them to read, to find information about one subject at home, find information related to that subject, and then they present it at school, yeah, that's about 11th grader, It's about suggestions.

3) Inquiry-Based Learning

Inquiry-Based Learning is a strategy that teachers use to engage the students by connecting the material with real-world examples through explorations and high-level questioning.

Like teacher 3 said: I use inquiry, so they can inquire. They can try to involve the idea that they had about a sentence, an active sentence, and then they try to change it into a passive one.

4) Differentiate instruction

The teachers also used differentiated instruction to teach the students in the class. They used this method to teach the narrative text and the other

material as well, to engage the students by grouping them students or classifying them based on their style of learning.

Teacher 3 said: I also use <u>differentiate</u> for a narrative text subject, because they are <u>grouping or differentiate based on their skills</u>, their styles of learning. I have grouped them into some groups and <u>classified</u> them based on their style of learning. And then I give them something to do like that.

b. **Variability in Students' Engagement**

The study revealed that student engagement varied across classes and phases of the lesson:

1) **Opening Phase**

Teachers' efforts to build rapport and establish a positive environment influenced behavioral and emotional engagement. However, cognitive engagement was often low due to limited contextual explanations.

2) **Core Activities Phase**

Moderate engagement was observed in most cases. Active participation was encouraged, but variability depended on teacher prompts and the class dynamics.

3) **Closing Phase**

Teachers often neglected summarization and follow-up tasks, which resulted in low behavioral and cognitive engagement. Emotional engagement was occasionally observed when teachers encouraged reflection.

B.   Discussion

The research findings are discussed in this section. This research examined the teacher's strategies in teaching reading to students at Madrasah Aliyah. This part attempts to answer the research questions and then compare and contrast them with previous studies.

1. What strategies do the English Teachers use to enhance Student Engagement in Learning English during the *Kurikulum Merdeka* implementation?

Based on the findings in the previous section, the teachers used various teaching strategies to enhance students' engagement during the *Kurikulum Merdeka* implementation. The researcher found 4 strategies that have often been used by the teachers to enhance the students' engagement during this curriculum, based on observation and interviews. Namely; Project-Based Learning (PBL), Flipped Classroom, Inquiry-Based Learning, and Differentiated Instruction.

a.   Project-Based Learning

According to the teachers, PBL was particularly effective in engaging students by linking classroom material to real-life contexts. This method motivated students and encouraged active participation. For example, activities like creating descriptive texts allowed students to apply their learning to practical situations, fostering both enthusiasm and interest.

b.   Flipped classroom

The Flipped Classroom approach involved students studying materials at home and then engaging in discussions and presentations during class. This strategy helped students use class time effectively for collaboration and deeper

exploration of concepts. While it promoted critical thinking and accountability, some students struggled to adapt to the self-directed nature of this method.

c. Inquiry-Based Learning

This strategy encouraged students to explore, question, and connect their learning to real-world applications. For instance, tasks such as converting active sentences into passive forms challenged students to think critically and apply grammatical rules in meaningful ways.

d. Differentiated Instruction

Differentiated Instruction focuses on catering to students' diverse needs by adjusting lessons to their learning preferences and abilities. Teachers grouped students based on their strengths and interests, ensuring a more inclusive and participatory classroom environment. This approach was particularly effective in activities like analyzing narrative texts.

2. What type of Student' Engagement that employed when they used the strategies?

The study identifies three types of engagement; namely behavioral engagement, emotional engagement, and cognitive engagement.

a. Behavioral Engagement

Students demonstrated active involvement in tasks, particularly during hands-on activities and group discussions. However, the level of engagement varied across classes, with some requiring additional teacher intervention to sustain focus.

b. Emotional Engagement

Many students expressed enthusiasm and positive attitudes toward learning, particularly when teachers created supportive and interactive environments. Teachers also enhanced emotional engagement by providing individual feedback and fostering a sense of belonging among students.

c. Cognitive Engagement

Cognitive engagement was most evident in activities that required deep thinking and problem-solving, such as those in Inquiry-Based Learning and Flipped Classroom approaches. Students actively analyzed information and demonstrated intellectual curiosity when engaging with these strategies.

The findings of this study align with and expand upon earlier research. This research supports the conclusions of studies like those by Thomas (2000) and Larmer et al. (2015), which emphasized the ability of PBL to foster active learning and real-world connections. Similarly, the benefits of the Flipped Classroom approach, as observed in this study, mirror the findings of Bergmann and Sams (2012), who highlighted its role in promoting independent learning. The critical thinking benefits of Inquiry-Based Learning also reflect previous findings by Zion and Mendelovici (2012).

While earlier studies often described these strategies as consistently effective, this research revealed some variability in their success, particularly during different phases of the lesson. For example, engagement levels were lower during the opening and closing phases when teachers did not provide structured introductions or reflective summaries.

This study also highlighted the role of classroom dynamics, noting that science classes generally showed higher levels of responsiveness and discipline compared to social studies classes. This factor introduces a layer of complexity that is not widely explored in earlier research.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents several conclusions and suggestions. Section A draws two conclusions based on the research questions. Section B presents several suggestions for teachers in analyzing students' engagement and suggests future research based on the limitations of this study.

A. Conclusion:

1. Strategies Used to Enhance Student Engagement

This study identified four key teaching strategies used by teachers: Project-Based Learning (PBL), Flipped Classroom, Inquiry-Based Learning, and Differentiated Instruction. PBL was the most often strategy that the teachers used, it can help students connect academic content to real-life situations, which increases their motivation and participation. The Flipped Classroom encouraged independent learning at home and deeper discussions in class. Inquiry-Based Learning developed critical thinking and problem-solving skills, while Differentiated Instruction addressed the varied needs of students through tailored activities. These strategies proved effective in creating engaging, student-centered learning environments, though their success relied on proper implementation and adaptation to classroom dynamics.

2. Types of Student Engagement Fostered by These Strategies

The study also found that these strategies fostered three types of student engagement: behavioral, emotional, and cognitive. Behavioral engagement was most visible during group activities, where students actively participated.

Emotional engagement occurred when students felt supported and motivated by their teachers. Cognitive engagement was evident in strategies like Inquiry-Based Learning and Flipped Classroom, which encouraged deeper thinking and exploration. However, there were challenges in maintaining engagement during the opening and closing phases of lessons, often due to a lack of structured introductions or reflective summaries.

B. Suggestion

Based on the findings of this research, the researcher would like to provide some suggestions. The suggestions in this part may be useful for educators, for students, and for future research.

1. For teachers

Teachers must utilize more teaching strategies to ensure *Kurikulum Merdeka* implementation and also the types of students' engagement, ensuring a balance between behavioral, emotional, and cognitive engagement across all teaching phases. To enhance engagement during the opening and closing phases, teachers should incorporate more structured introductions and reflective closures.

2. For school administrators

The study highlights the need for professional development programs to train teachers in implementing strategies like PBL and Inquiry-Based Learning effectively. Policymakers can also use the findings to evaluate and enhance the *Kurikulum Merdeka*'s implementation, ensuring it supports the development of active and autonomous learners.

3. For future research

This study has several limitations. First, because of the limited time, one of the teachers could only be observed once. Second, because of the lack of samples that could be studied during the *Kurikulum Merdeka* implementation, only a few teachers implemented it, even though all of the teachers were not senior experienced teachers. The implementation of the Kurikulum Merdeka is also not optimal because the classes that implemented the Kurikulum Merdeka were only class X and class XI, but for XII, they were back to implementing the K13 curriculum, therefore the teachers who implemented the *Kurikulum Merdeka* were still not optimal. Therefore the researcher hopes that future research can pay more attention to the things that have been mentioned.
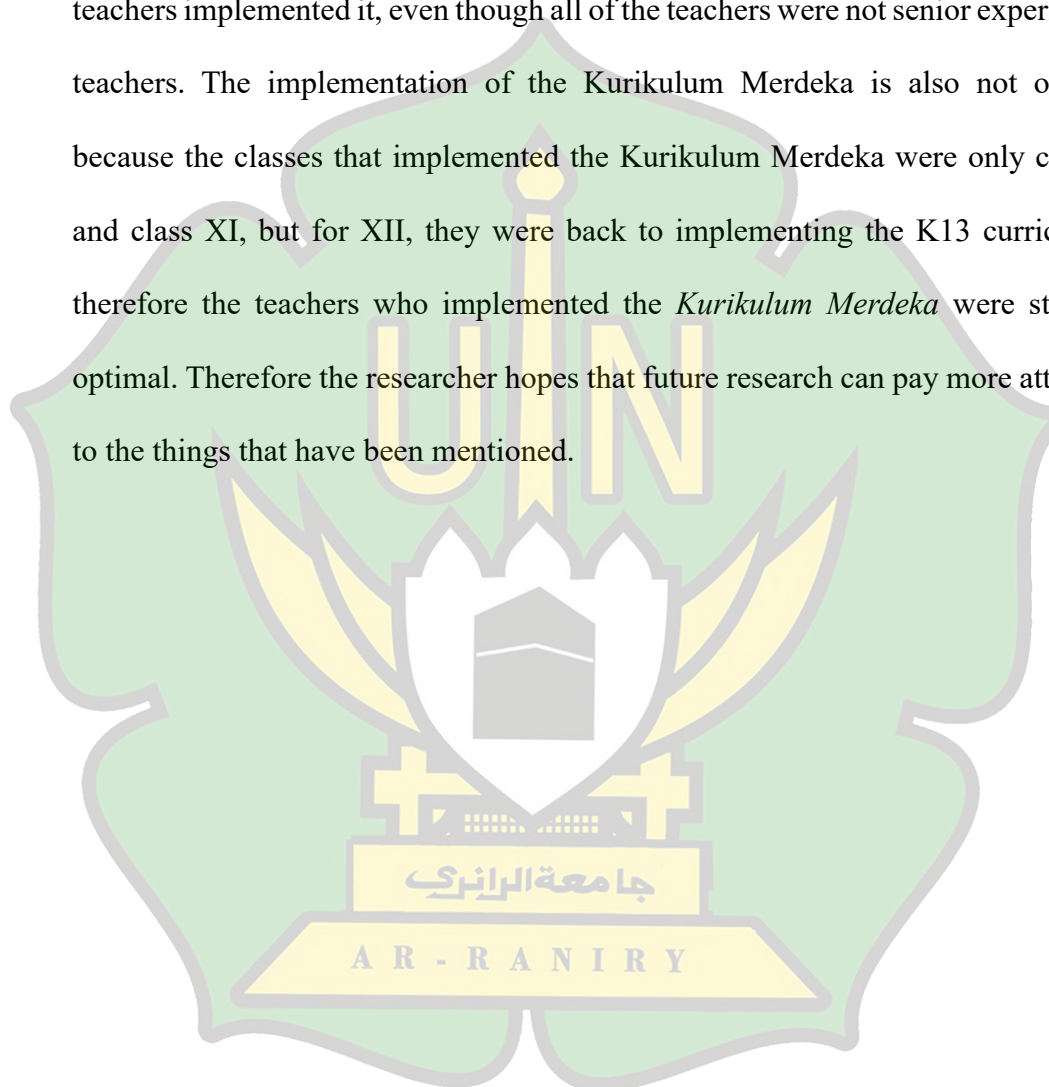
REFERENCES

Arifin, Z., & Hidayat, A. (2023). Promoting active learning and engagement in EFL classrooms through Kurikulum Merdeka: Teachers' perspectives. *Journal of English Language Teaching and Education, 10*(1), 55–70.

Banchi, H., & Bell, R. (2014). The many levels of inquiry-based learning. *Science and Children, 46*(2), 26–29.

Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement.* International Society for Technology in Education.

Birch, S., & Ladd, G. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology, 1*, 61–79.

Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (2014). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist, 26*(3–4), 369–398.

Carvalho, M., Cabral, I., Verdasca, J. L., & Alves, J. M. (2021). Strategy and strategic leadership in education: A scoping review. *Frontiers in Education, 6*, 706608. https://doi.org/10.3389/feduc.2021.706608

Cavanagh, M. (2014). Students' experiences of active engagement through cooperative learning activities in lectures. *Active Learning in Higher Education, 15*(1), 23–33.

Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy, and relatedness: A motivational analysis of self-system processes. In M. Gunnar & L. Sroufe (Eds.), *Minnesota Symposium on Child Psychology*. University of Chicago Press.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach.* Sage.

Creswell, J. W., & Plano Clark, V. (2007). *Designing and conducting mixed methods research.* Sage.

Finn, J. D., Pannozzo, G. M., & Voelkl, K. E. (1995). Disruptive and inattentive withdrawn behavior and achievement among fourth graders. *Elementary School Journal, 95*(1), 421–454.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59–109.

Greene, B. A., Miller, R. B., Crowson, H. M., Duke, B. L., & Akey, K. L. (2004). Predicting high school students' cognitive engagement and achievement: Contributions of classroom perceptions and motivation. *Contemporary Educational Psychology, 29*(4), 462–482.

Hasanah, E., Suyatno, S., Maryani, I., & Badar, M. I. A. (2022). Conceptual model of differentiated instruction based on teachers' experiences in Indonesia. *Education Sciences, 12*(10), 650. https://doi.org/10.3390/educsci12100650

Ibrahim, F., Agustang, A. T. P., & Sriwahyuni, E. (2022). Analysis of readiness and constraints of Sekolah Penggerak teachers on the implementation of the prototype curriculum (Merdeka Curriculum). *Journal on Teacher Education, 4*(2), 1512–1520.

Jaka, W., Zulmi, R., Andi, A., Zulfikri, A., & Yogi, A. (2023). Tantangan dan strategi implementasi kurikulum merdeka pada jenjang SD: Sebuah temuan multi-perspektif. *Jurnal Teknologi Pendidikan,* 11(1), 296-311..https://sinta.kemdikbud.go.id/journals/profile/3450#

Johnson, D. W., & Johnson, R. T. (2019). Cooperative learning: The foundation for active learning. *Active Learning in Higher Education, 20*(2), 135–150.

Krishnapatria, K. (2021). Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: Challenges and opportunities. *ELT in Focus, 4*(1), 12–19. https://doi.org/10.24815/siele.v10i3.28596

Killen, R. (2016). *Effective teaching strategies: Lessons from research and practice.* Cengage Learning.

Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project-based learning.* ASCD.

Limbong, M., & Limbong, A. M. N. (2024). Obstacles and difficulties in implementing the independent learning curriculum in high schools. *Jurnal Pendidikan dan Pembelajaran, 6*(3). https://doi.org/10.23887/jp2.v6i3.66084

Loizou, M., & Lee, K. (2020). A flipped classroom model for inquiry-based learning in primary education context. *Research in Learning Technology, 28*:2287. https://doi.org/10.25304/rlt.v28.2287

Marisa, M. (2021). Inovasi kurikulum "Merdeka Belajar" di era Society 5.0. *Santhet: Jurnal Sejarah, Pendidikan, dan Humaniora, 5*(1), 66–78.

Menggo, S., & Ndiung, S. (2024). Project-based learning: Does it improve students' ICT literacy skills and English learning autonomy? *Englisia: Journal of Language, Education, and Humanities, 12*(1), 164–183. https://doi.org/10.22373/ej.v12i1.23436

Ministry of Education and Culture. (2020). *Independent curriculum: Guidelines for differentiated learning.* Government Press.

Nickols, F. (2016). *Strategy: Definition and meaning.* https://www.nickols.us/strategy_definitions.pdf

Pratycia, A., Putra, A. D., Salsabila, A. G. M., Adha, F. I., & Fuadin, A. (2023). Analisi perbedaan Kurikulum 2013 dengan Kurikulum Merdeka. *Jurnal Pendidikan Sains dan Komputer, 3*(1), 1–10. https://doi.org/10.47709/jpsk.v3i01.1974

Pratiwi, D., & Suryani, E. (2022). Teacher strategies for enhancing student engagement in EFL classrooms under the Kurikulum Merdeka. *Jurnal Pengajaran Bahasa Inggris dan Pendidikan, 8*(2), 101–115.

Reeve, J. (2016). Autonomy-supportive teaching: What it is, how to do it. *Educational Psychology Review, 28*(2), 169–179.

Reschly, A. L., & Christenson, S. L. (2012). Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct. *Handbook of Research on Student Engagement, 3*(2), 3–19.

Safrudin, S., & Wijaya, E. (2024). Innovative learning strategies (Differentiated learning perspective on Merdeka Curriculum). *Jurnal Ilmiah Mandala Education, 10*(1), 25-30. https://doi.org/10.58258/jime.v9i1.6467

Schallert, S., Lavicza, Z., & Vandervieren, E. (2022). Towards inquiry-based flipped classroom scenarios: A design heuristic and principles for lesson planning. *International Journal of Science and Mathematics Education, 20*(3), 277–297. https://doi.org/10.1007/s10763-021-10167-0

Septiani, R., Muluk, S., & Habiburrahim, H. (2024). The implementation of the flipped classroom approach to improve the EFL students' reading ability. *Englisia: Journal of Language, Education, and Humanities, 11*(2), 181–198. https://doi.org/10.22373/ej.v11i2.22732

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal's effect of teacher behavior and student engagement across the school year. *Journal of Educational Psychology, 85*(1), 571–581.

Suryani, E., & Ramli, I. (2022). Enhancing student autonomy and engagement through project-based learning: A case study in the Kurikulum Merdeka framework. *Journal of Education and Learning, 16*(3), 145–162.

Susanna, S., Usman, J., & Suyanta, S. (2023). Guru di persimpangan kurikulum baru: Dilema implementasi kurikulum merdeka berbasis keislaman. *Fitrah: Journal of Islamic Education, 4*(2), 356–369. https://doi.org/10.53802/fitrah.v4i2.478

Tomlinson, C. A. (2017). *The differentiated classroom: Responding to the needs of all learners.* ASCD.

Wright, P. (2015). Differentiated instruction in the independent curriculum. *Educational Leadership, 72*(6), 24–29.

Zion, M., & Mendelovici, R. (2012). Moving from structured to open inquiry: Challenges and limits. *Journal of Science Education International, 23*(4), 383–399.
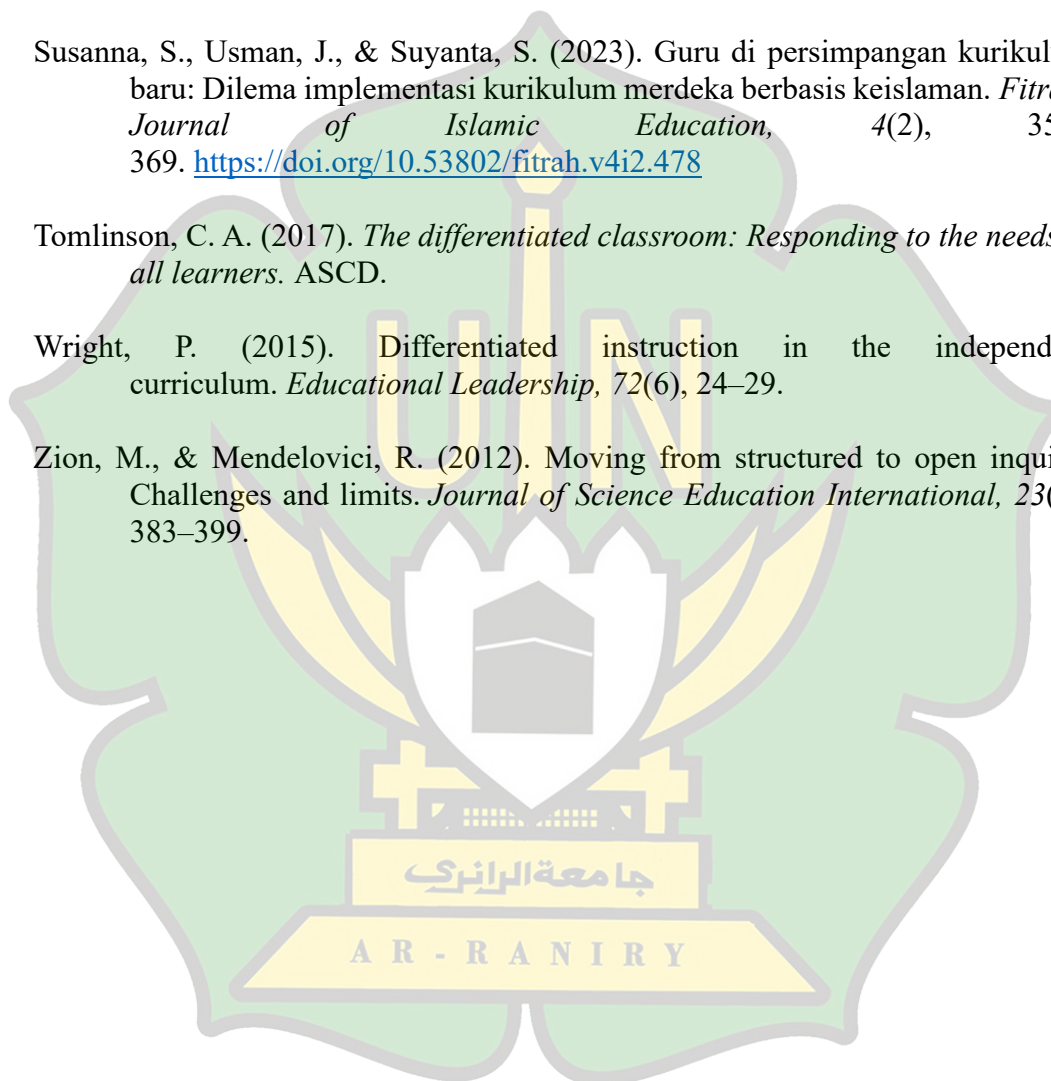
APPENDICES

Appendix 1: Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 542 TAHUN 2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Prof. Jarjani, S.Ag., S.S., M.Sc., Ph.D

Untuk membimbing Skripsi

Nama : **Alfaturraudhah Sumar Alwy**
NIM : 210203070
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Teacher Strategies in Enhancing Students' Engagement in Learning English During Kurikulum Merdeka Implementation**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 11 November 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

1

Appendix 2: Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to Conduct the Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor   : B-9995/Un.08/FTK.1/TL.00/11/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Kantor Kementerian Agama Kota Banda Aceh ; Kepala MAN 1 Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM   : 210203070
Nama   : ALFATURRAUDHAH SUMAR ALWY
Program Studi/Jurusan   : Pendidikan Bahasa Inggris
Alamat   : Jln. imam bonjol No. 74

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *TEACHER STRATEGIES IN ENHANCING STUDENTS' ENGAGEMENT IN LEARNING ENGLISH DURING KURIKULUM MERDEKA IMPLEMENTATION*

Banda Aceh, 20 November 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 31 Desember 2024

Appendix 3:   Confirmation Letter from MAN 1 Banda Aceh

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH ALIYAH NEGERI 1 BANDA ACEH
Jalan Pocut Baren No.116 Kelurahan Keuramat Kecamatan Kuta Alamn Banda Aceh
Laman: manmodelbna.sch.id, Pos-el: mandelbandaaceh@gmail.com

Nomor   : B-3043/Ma.01.90/TL.00/12/2024   21 Desember 2024
Lamp   : -
Hal   : Telah Melakukan Penelitian

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum warahmatullahiwabarakatuh.

Dengan hormat,

Memenuhi maksud surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah Universitas Islam Negeri Ar-Raniry Nomor : B-9995/Un.08/FTK-1/TL.00/ 11/2024 tanggal, 20 November 2024, dan Surat rekommendasi Kepala Kantor Kementerian Agama Kota Banda Aceh Nomor : B-7302/Kk.01.07/TL.00/11/2024 tanggal 20 November 2024 perihal Izin Penelitian dan rekomendasi melakukan penelitian, maka dengan ini menyatakan bahwa:

Nama   : Alfaturraudhah Sumar Alwy
N I M   : 210203070
Program Studi : Pendidikan Bahasa Inggris
Fakultas   : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Jenjang   : S1

Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Skripsi dengan judul *"Teacher Strategies In Enhancing Students' Engagement In Learning English During Kurikulum Merdeka Implementation"*, di Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.

Kepala,

Dr. Nursiah, S.Ag.,M.Pd.
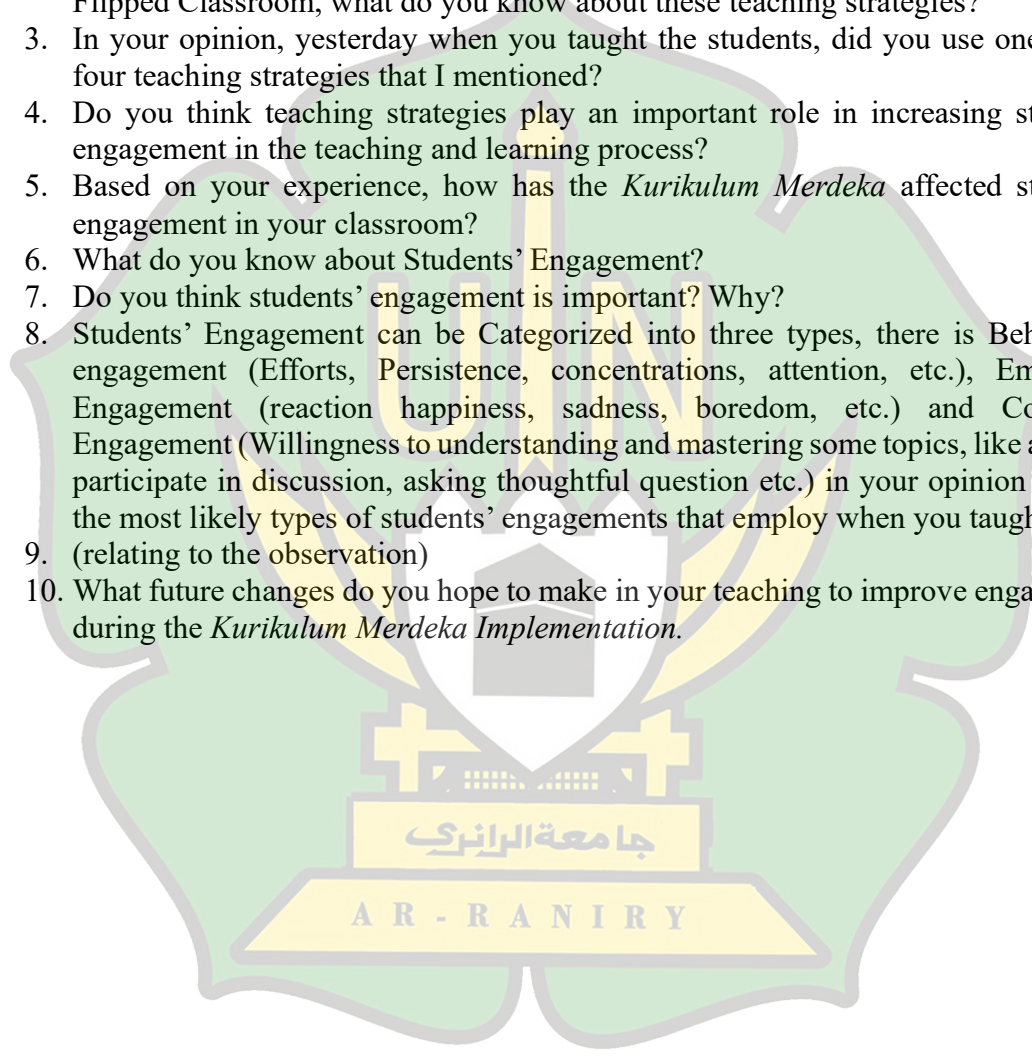
Appendix 4: Documentation

Appendix 5: Interview Question

SEMI-STRUCTURED INTERVIEW QUESTION LIST

1. How long have you been teaching English and how familiar are you with the *Kurikulum Merdeka*?
2. In the *Kurikulum Merdeka* there are several teaching strategies that can be used, such as Inquiry-Based, Project-Based Learning, Differentiated-instruction, and Flipped Classroom, what do you know about these teaching strategies?
3. In your opinion, yesterday when you taught the students, did you use one of the four teaching strategies that I mentioned?
4. Do you think teaching strategies play an important role in increasing students' engagement in the teaching and learning process?
5. Based on your experience, how has the *Kurikulum Merdeka* affected students' engagement in your classroom?
6. What do you know about Students' Engagement?
7. Do you think students' engagement is important? Why?
8. Students' Engagement can be Categorized into three types, there is Behavioral engagement (Efforts, Persistence, concentrations, attention, etc.), Emotional Engagement (reaction happiness, sadness, boredom, etc.) and Cognitive Engagement (Willingness to understanding and mastering some topics, like actively participate in discussion, asking thoughtful question etc.) in your opinion what is the most likely types of students' engagements that employ when you taught?
9. (relating to the observation)
10. What future changes do you hope to make in your teaching to improve engagement during the *Kurikulum Merdeka Implementation.*

Appendix 6: Transcript of Interview

Participant: Teacher 1

1.	It been a long time ago, but at MAN 1, I have been teaching English since 2022, and about *Kurikulum Merdeka* I think it is about two years ago, because in the third grade in MAN 1 we still not implemented the *Kurikulum Merdeka* yet, we still used K-13 as the curriculum.
2.	Im not really familiar with all those things but I prefer to used project-based learning in my class, because it makes students become enthusiastic, and also attracted to learn.
3.	Yes, I implemented the project-based learning in the class before and I think it works, because when I implemented it, they became motivated and happy to learn english
4.	Yeah, of course, because before we implemented any other method in learning we should asess the students first, we should know their need, and also their ability in learning. That's why we need to do assessment first like diagnostic assessment maybe.
5.	I think when *kurikulum merdeka* implemented in man 1, at first, I feel that this is not really good. But then, day by day passed, the students feel free and then also they can learn anything, they can learn contextual learning, I think that's good for them. I think kurikulum merdeka is good for our generations. It effected the students in positive way
6.	I think most of student in MAN, will have that one, because in the three engagement that you said before, I think it (the strategies in *kurikulum merdeka*) will gain more about that one, so I think that is good.
7.	I will assess the behavior and also the cognitive one because it cannot be separated, so we should assess all of the things, their behavior their happiness, we should consider about that one, as a teacher we should able to understand their behavior in the class why they do this, why they do that and why they are not enthusiastic with our class so I think we should know more about that one.
8.	Yes, it is important.
9.	Because they not really interested, most of them thinks that English is hard and also is boring and also is difficult, so that's why maybe in the first time they will not enthusiastic in the class but after that if we give them instruction, we give them activities they will feel enthusiastic to learn English. My way to engage them in

	emotionaly is I will go around the class and <u>ask them personally,</u> I am not doing that in front of the class but <u>one by one</u>. For the <u>cognitive engagement</u> it because some of them is <u>not into English</u> and also last time is the last session for English so they feel like it is enough miss, I think it also affect them. But for the second class the class situation its better than the first one, that's because the second class are the Science class but for the first class, they are social studies class so you know the different right? for the second class <u>they are more obedient, silence and more have respect</u> but for the first class <u>they are rebellious and noisy</u>. I <u>talk to them</u> to see to know the condition the situation in the class and <u>their emotional</u> in that day, I think it will work, so that's why we do not have to focus only to the <u>cognitive one</u>, but we should be able to <u>engage them</u> and will make the relation between teacher and student become better.
10.	I think I will learn more about the models of the teaching, the strategies, and also the approach, and I will challenge myself to learn more about the character of the students, because as a good teacher we have to understand the students' needs so that we can implemented the suitable strategies for the teacher.

Participant: Teacher 2

1.	I have been teaching English especially at school, for 9 month and actually the first time i entered this school I am not familiar yet with *Kurikulum Merdeka,* because I learn about K-13 at my college, so especially at man, *kurikulum merdeka* is new applied for 2 years before I entered, its mean when I entered, it has been 2 years learning by using *kurikulum merdeka*
2.	For four of strategies that you said, I already familiar with two of them, <u>project-based learning</u> and <u>flipped classroom</u> because I used it in my classroom, and for two others, I also knew that, but I rarely used those strategies in my class.
3.	I used <u>project-based learning</u> and also <u>flipped classroom</u> actually in my classroom, but when you observe I only used the <u>flipped classroom</u> because we have no project anymore and yeah at night, I told them to search for the material that we will discuss tomorrow at home, and then I ask them about the material one by one in the class.
4.	I think teacher strategies is very important in our learning process, because effective strategy fostering <u>motivation</u>, <u>interest</u> and also <u>active participate</u> and for the teacher,

	it can make the teacher more creative because the teacher have to create an interesting material or something interesting to build the motivation for the students, besides it helps the student it also helps the teacher to be more creative.
5.	The first things that this curriculums affect are the students more active in the classroom, because this curriculum is focusing on the students-centered they have curiosity in knowing anything then if there is something they don't familiar they will ask that until they understand. Then after that this curriculum also effect to build their creative thinking because in our module in every chapter, there is a test that can build their creative thinking like, looking for the main idea, asking for the conclusion or asking the moral value that can made them think hard than just answering choices question.
6.	In my opinion students' engagement is the students' participation actively inside the class or outside the classroom
7.	Yeah, obviously students' engagement is really important in the classroom, because the class will be cheerful and active, so they will ask about many more, something about material or something about they don't understand yet, so I think students' engagement also affect the teacher, because the teacher will know whether the students understand about the material or not.
8.	Then for the students' engagement, I think cognitive engagement is the one that appeared in my class because some of them mastered the material after explained by me, and some others tried to understand by asking some question or things that made them clear about the material. Beside that if there is a student who still didn't understand the material, their friends will help them by explained the material, then the student didn't only understand the material but they also can explain it to their friends
9.	Ya. Sometimes it happened. I think I depended on time schedule. First class that I entered it comes after resting time. Then, they still feeling good after eating or drinking or having a chit chat with their friend. But, in the second class, I entered after physics subject and it also in last time before going home. So, I think many students felt sleepy. But, it different after having a break for lunch, because of that I said the statement above.

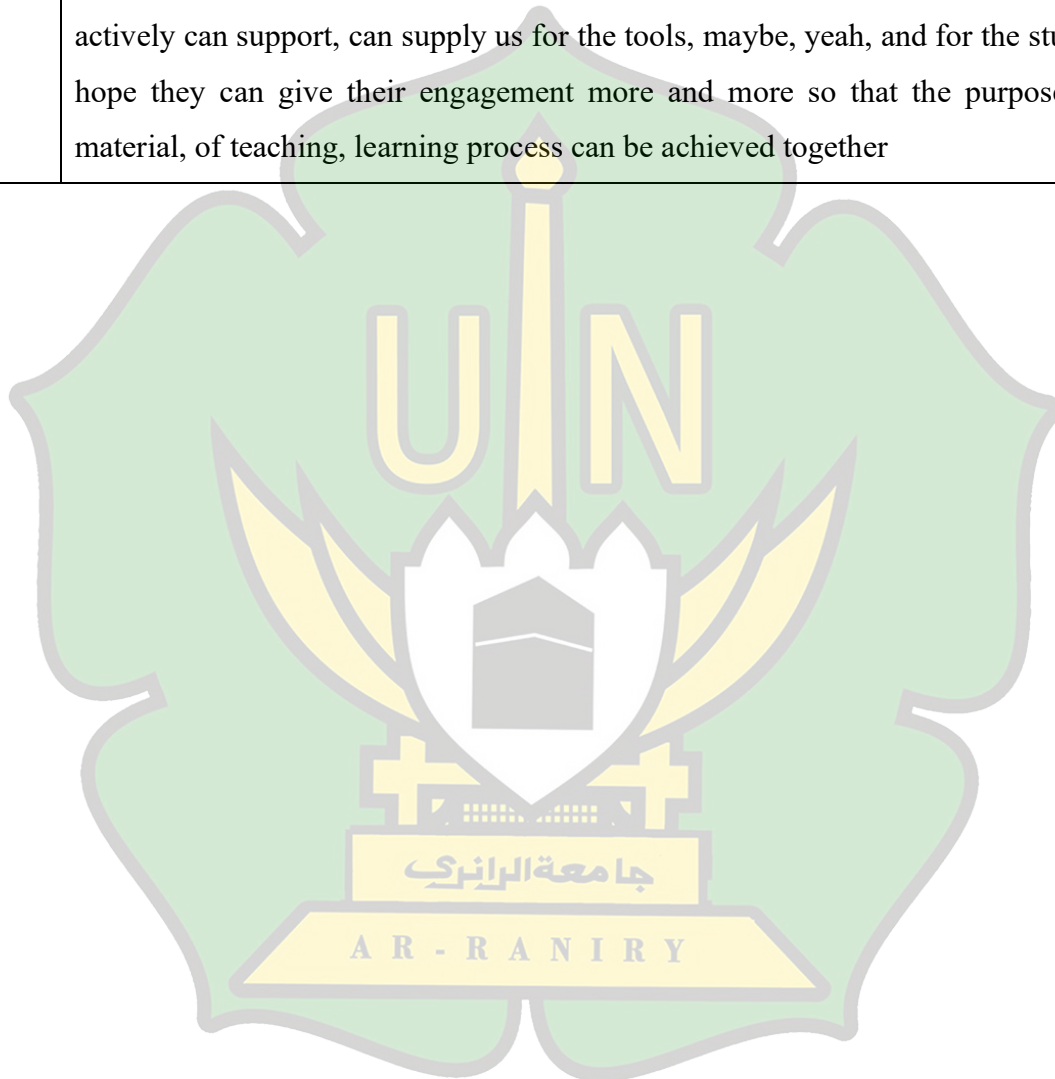|	
	Then, for the closing one actually I remember, but because I gave them the task and it need finished at that time, so the bell is rung then I have no time to conclude the material. Another thing because that was a last day entering English subject before examination. Because of that I need to collect or student assignment
10.	If you ask me about the future change, one thing that can be sure, I will ask the students to made a group, then I will to explain the material before I explain it. So they not only receive the material or the explanation from me, but they also have to looks for the material by their own self, before we entered new chapter I will ask them to made a group then they have to learn before we discuss in the class, after they explained it in the class I will concluded it. I think everyone have a chance to learn and explained the material for their friends so hopefully by this activity, they will understand more about the material. Because what I see in this semester when they only receive from me, some of them understand the material and some of them difficult to understand the material.

Participant: Teacher 3

1.	I really interested in Merdeka curriculum, because it involves the students and teachers soft skills, and it's make us freely to express some ideas, and it easy to us to connected, to make relationship between our habitual or Our how to say, our behavioral, our to say, how to say? *Kearifian lokal*, in our cultural especially in this school.
2.	yeah, teaching strategies is really important, and those four strategies, I have applied them in my teaching learning process, but not involved all those four in one time. For example, I used one or two strategies for one subject or one material, like when I teach about descriptive text, I used project based learning because I think it's really related to the students after I give them the knowledge, the cognitive step about what is descriptive text, and what is the something related to descriptive text, and my explanation all about it. And then I give them project, project based learning. They have to visit some place and then they document it, and they try to find something that really related to their description about one place.

3.	So, in that material, the strategies that really connected, I think, in my opinion, is project based learning, and for some others, title or other subjects, for example, like you, have been observed My way of teaching. It's about passive voice. I use <u>inquiry</u>, so they can inquire. They can try to involve the idea about a sentence, active sentence, and then they try to change it into passive. They use their <u>inquiry based learning</u>, and then for differentiate. I also use <u>differentiate</u> for a narrative text subject, because they are <u>grouping or differentiate in based on their skills</u>, their styles of learning. I have been grouped them into some groups and <u>classified</u> them based on their style of learning. And then I give them something to do like that. And <u>flipped classroom</u>, I give them work and then I asked them to read, to find information about one subject at home, find information related to that subject, and then they present it at school, 11th grader, It's about suggestions. The material is about suggestion, asking opinion. It's about internet. It's about what gen z that should know gen alpha should do something like that.
4.	Yes, I think it's really play important role. Yeah, because by using <u>strategies</u>, teachers can easily reach the point what they want to teach what they the students want to get from one material. So by using a strategy, the teachers know the proper way to the proper how to deliver their material, exactly to the students, and the students also easily get the point, what they want to learn that day. So by using <u>teaching strategies</u>, teachers easily to reach their goals, yeah, the first one is to make the <u>time efficiency</u>, and then to make the goal, to reach the goal, and then to suitable and proper plan. Yeah or way to the students. Because I think every teachers Yeah, each teachers that come into the class, they must know what their students characters, only she or he knows yeah about their students, condition, their students, capabilities, their students, styles of learning only he or she knows about it. Yes. So they have to gain. They have to find the strategies that the proper strategies to deliver her way of teaching.
5.	Yeah, I think, based on my point of view, based on my experience, when we implemented curriculum, they have already affected, yeah, what affected? The first one is behavioral and then emotional? Yeah, you know that you have ever seen maybe way that I have always gained engaged, firstly that they're emotional when I come into the class, I always call them one by one, and then I ask them, I try them to involve,

	to engage their curiosity to study on that day. For example, on your observe observations that day, do you see? Did you still remember that I called their name, one by one, and then I asked them to use For example, that day I asked them to make their definition yeah about school. Yeah. Each one of them make their own definition about school, And then after that, they can easily to make example on to other two material that they will learn on that day, they will learn about passive voice. And then they use that words, what they have been written on the whiteboard, to their sentence, yeah, about passive voice. And then on that phase, I try to involve their emotional. I try to engage their emotional, their habit, their behavioral, to involve in our material that day.
6.	I think students engagement is the students level, or students curiosity, students willingness to involve to get in in our teaching learning process. How far their their activity, their attracted in our material, yeah, how far their curiosity, their willingness to get involved in our teaching learning process. Yeah, so I can make definition some of definition is the first one is, I think, and students engagement is the students level to give their attention to their curiosity. The next is students willingness to get involved in our teaching learning process, I think like that, yeah, that's right.
7.	Yeah it is important.
8.	yeah, the first one is behavioral. Yeah, like what you say, when I enter, when I get in, into the classroom, I try to engage their behavioral Yeah. Like, what you say that I try to ask them to write or to answer my question Each one of students, so they can engage their behavioral more. So I think it's one of my stimulation to wake up them, to raise them, to raise their curiosity of what will we learn on that day, for example, a passive voice that I try to engage their curiosity about a word that related to the school. Yeah, I asked the write some words and that words will be used in passive ways, when they will make or give me some examples that related to it. So I think mostly I engage them in behavioral, but sometimes I also apply emotional and I hope it can make them engage in cognitive, But the but the portion, I think mostly in behavioral. When you said there are three types of student engagement, emotional, behavioral and cognitive. For me, mostly I did behavioral, but sometimes I use emotional. And I think for me, it's, it's homework. For me, yes, I will do, I will engage also in cognitive engagement,

9.	Yeah, it's okay, it's my I think it's my reflection, yeah, for the future that I have to do another way. Maybe I have to, to be stressed in another way, maybe so that they can give their attention more and more to my engagement. I think it's okay. It will be my reflection for the future that I have to do another way. Maybe they have to make another stressing. Maybe it's for me and it will be my reflection. It's okay, I will improve it. Yeah, so yes, you know that students in junior high school, it's in teenager age, yeah, sometimes they just involved in their own business, like you say, some of them is talking each other with their friends, yeah, but it's okay. It's I think it's my homework how to make them more give me attention For it Okay. maybe there is a lot of reasons for it.
	The first one is maybe they on that day, they have many thoughts. It's about because they will face some events that they haven't finished yet. So they asked me to you know that our material have Finished, but yeah, they have not achieved that materials well, so I asked them to make it strengthen on that day, yeah. And they also have a stress thing from Yeah, because they haven't finished their business on bazaar. Yeah, they, they have preparation on it. But I think it also that will be my reflection, like what I have told you that I have to improve my way of teaching, maybe the class is too big. Maybe the class is have a big number of students, yeah, so I have to more actively come to them, come to their roles, yeah, to ask them, each one of each one of them, yeah, one by one, what you don't understand my students? Yeah, I think it's it is okay. It will be my reflection. I will improve my way of teaching. It's okay.
	I can conclude, like, I think the observation that I told before is a special situation, because there is no more actually, there is no more meeting, there is no more class, but it's okay, because when you say it that, oh, it's a really match, because they have been because, in my opinion, they have been reached the material, but passive points, passive voice yet. So that time is exactly the time. It's match time to review, yeah, the material. And then you can observe also my class. But it's okay. I think it will be my homework that when we teach in one class, we have to do well preparation so that students can easily engage and involve in it.

10.	Yeah, I think in the future, there are some suggestions here for me as a facilitator here, in doing *Merdeka* curriculum, that for me myself, that I have to improve my skills, my way of teaching. I have to improve in all places, yeah, well, so that my students, also able easily to get to reach the purpose, yeah, and also to the to the schools, to the maybe to the to the education policies, stakeholders can facilitate, can give, can Support us from facility, facility, can facilitate the tools. Maybe, yeah, the tools more actively can support, can supply us for the tools, maybe, yeah, and for the students, I hope they can give their engagement more and more so that the purpose of the material, of teaching, learning process can be achieved together

Appendix 7: Observation Rubrics

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
Opening Phase	Behavioral Engagement	Students display attentive listening and focus during the initial explanation.	Students show consistent eye contact, nodding, or active note-taking throughout the introduction.	Students appear generally attentive but occasionally distracted or disengaged.	Students are largely disengaged, distracted, or fail to show attentive listening.
	Emotional Engagement	Students exhibit interest and respond positively to the teacher's introduction	Students are enthusiastic, responsive, and display interest in the lesson introduction.	Students show mild interest and limited responsiveness to the teacher's efforts.	Students appear indifferent or uninterested in the teacher's introduction
	Cognitive Engagement	students curious and engaged with introductory questions or prompts	Students ask/answer questions, show curiosity, or make connections to prior knowledge.	Students respond to questions but without much depth or curiosity.	Students do not engage with questions or show minimal effort in responding.
Core Activities Phase	Behavioral Engagement	Students engage actively in discussions or activities as directed.	Majority of students participate actively, with visible enthusiasm and focus on the activities or discussions.	Some students participate, though engagement varies; teacher prompts are required to maintain involvement.	Few students participate, with limited engagement in discussions or activities.
	Emotional Engagement	students enjoying and collaborating positively with peers during activities	Students show enthusiasm, collaborate well, and demonstrate a sense of belonging.	Students participate but lack consistent enthusiasm or struggle with teamwork..	Students show frustration, boredom, or reluctance to participate, impacting engagement negatively.

Phase	Focus Area	Observation Criteria	High Detail	Moderate Detail	Low Detail
	Cognitive Engagement	students contributing ideas and demonstrating critical thinking in activities	Students actively contribute ideas, ask deep questions, and engage in problem-solving.	Students provide basic answers or follow instructions without exploring concepts deeply.	Students show minimal effort, avoid challenging tasks, and demonstrate limited understanding.
Closing Phase	Behavioral Engagement	Students maintain attention and focus during the summary.	Most students remain attentive and show interest during the closing summary.	Some students appear attentive, though engagement may wane toward the end.	Students are largely disengaged or distracted, showing minimal interest in the summary.
	Emotional Engagement	students reflect positively on the lesson or show a sense of accomplishment	Students express satisfaction, actively reflect on their learning, and show emotional closure.	Students respond neutrally to the closing, showing limited reflection.	Students seem indifferent or uninterested, with no visible emotional connection to the lesson's conclusion.
	Cognitive Engagement	Students ask questions or make comments reflecting lesson comprehension.	Students ask thoughtful questions or make comments that show understanding of key points.	Some students ask questions or make comments, though these are not always reflective of deep understanding.	Students ask few questions or make comments that show limited comprehension or cognitive engagement.

Appendix 8:   Autobiography

Name   : Alfaturraudhah Sumar Alwy

Student Number   : 210203070

Place/Date of Birth   : Depok, 30 September 2003

Gender   : Female

Religion   : Islam

Status   : Single

Occupation   : Student

Nationally   : Indonesia

Address   : Jln. Imam Bonjol No. 74, Seuneubok, Aceh Barat.

Email   : 210203070@student.ar-raniry.ac.id

Phone Number   : 082272121226

Parents

    Name of Father   : Sudarman Alwy, S.Ag., M.Ag.

    Name of Mother   : Maria Baren, S. Ag., M. M.

    Father's Occupation   : State Civil Apparatus

    Mother Occupation   : Civil servant

    Address   : Jln. Imam Bonjol No. 74, Seuneubok, Aceh Barat.

Education

Elementary   : MIN Drien Rampak (2009-2015)

Junior High School   : MTsN 3 Aceh Barat (2015-2018)

Senior High School   : MAN 1 Aceh Barat (2018-2021)

University   : UIN Ar-Raniry Banda Aceh (2021-2024)