

CHAPTER II

LITERATURE REVIEW

A. LITERATURE REVIEW

1. Instructional Media

a. The Definition of Instructional Media

According to some experts, there are various definitions of instructional media. Gunter, (2015) defines media as physical means that are used to send messages to the students and stimulate them to learn. Scanian (2019), states that instructional media encompasses all the materials and physical means an instructor or teacher might use to implement instruction and facilitate learners' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, flashcards, and videotape or film, as well as newer materials and methods such as computers, DVDs, CD-ROMs, the internet, and interactive video conferencing. Instructional media is a communication tool between teachers and students that allows them to send and receive knowledge during learning. Hikmah defines media as graphics, visual arts, or other electronic devices used to acquire, process, and transmit information verbally, visually, or both. Media is the plural of medium, encompassing various tools for communication that mediate information between the sender and the receiver. This term includes a wide range of channels such as print, broadcast, and digital media, which play a

crucial role in shaping public discourse and influencing perceptions (Proofed, 2020; Nerdfighteria, 2018).

In an educational context, instructional media are all devices that facilitate the teacher's communication of the learning materials to the students. According to Dick et al., as cited in Wamalwa (2014), state that instructional media includes all materials and physical facilities that teachers can use to convey instructions and facilitate the achievement of student learning objectives. This also highlights the aim of instructional media in the classroom. In line, Scanlan (2010) wrote that instructional media are tools used in teaching and learning to maximize student achievement by providing better materials in various ways. Meanwhile, according to Seth (2009), it refers to the devices and materials used in teaching and learning, including hardware such as blackboards, radios, televisions, tape recorders, video cassettes, and recorders and projectors; and software such as films, slides, diagrams, real objects, cartoons, models, maps, and photographs. Based on these definitions, it can be concluded that instructional media are all tools teachers use to convey the learning materials to students and enhance students' achievement and motivation during the teaching and learning process.

b. Kind of Instructional Media

According to Harmer (2008), in Sukmahidayanti (2015), several types of instructional media can be used by teachers:

- a) The Students themselves

The students represent the most valuable assets in the classroom, a notion strongly reinforced by the teacher's role in managing them effectively within the learning environment.

b) Realia or Real Objects

Realia encompasses actual items such as coins, tools, plants, animals, or collections of artifacts that teachers can introduce into the classroom. According to Huang, Y. (2016), the importance of realia in helping students relate learning to real experiences, thus making learning more meaningful and memorable.

c) Drawing or Teacher Mode Drawings

This type of media can be created and employed to reinforce the topic being taught. It is straightforward for the teacher to prepare drawings at home and implement them in the classroom to achieve teaching and learning objectives. Drawing can serve as a powerful instructional tool that enhances students' understanding and retention of concepts by allowing them to visualize information (Fisher and Frey, 2014).

d) Charts, Posters, and Cartoons

According to Mayer (2014), visual aids like charts can significantly enhance comprehension and retention of information. By presenting information visually, students can better understand complex concepts and remember them more effectively. Posters serve as effective tools for visual communication in the classroom, helping to reinforce learning objectives and engage students (Baker, 2017). Incorporating cartoons into lessons can

stimulate interest and facilitate discussions among students. According to Davis and McGowan (2019) note that cartoons make complex topics more relatable, thereby enhancing student engagement and understanding. All these forms of media can effectively facilitate the teaching and learning of the four language skills: listening, writing, reading, and speaking.

e) Audio Media

Besides using a board, a tape recorder has become a significant resource for language learners and instructors. Cassettes are particularly convenient for numerous listening activities. Teachers can enhance listening practice by utilizing radio recordings or creating their own with a recorder (Nurhasanah, 2023)

f) Textbook for the Course

Textbooks are one of the most widely used media in schools. It is a form of print media. There is a lot of information materially and verbally through this print media. It can also be used as a reference and basic instructional guide by teachers.

g) Overhead Projector (OHP)

The use of overhead projectors in the process of delivering material to students is very helpful for educators in directing students (Siti Khadijah, 2023). This media allows for better visualization, thus increasing students' understanding of the material being taught (Andi, 2021). The use of overhead projectors (OHP) in larger classes is very beneficial. It allows the teacher to interact directly with the class, as well as avoid the chaos often

associated with the use of chalk. Materials can be prepared in advance on transparencies, allowing the teacher to always face the students while providing them with a common focal point.

h) Board

The board is also one of the media tools that are still often used in the classroom, namely; blackboard, whiteboard, and interactive whiteboard (IWB). As in the picture, the board is also used for several purposes. As it mentioned by Sukmahidayanti, (2015) several benefits to using a whiteboard in teaching English in the classroom: engaging students in a lesson; monitoring students' comprehension of the lesson; can be utilized easily; saving paper; students can interact with it easily; no need technical support and not consuming time.

i) LCD Projector

The use of LCD projectors as a presentation tool in teaching can increase student motivation and involvement in the learning process (Daryanto, 2021). This media allows the delivery of material that is more interesting and interactive, thus supporting students' understanding of the concepts taught (Sari, 2022).

j) Recycled Media

Recycled objects are items that have been updated from waste materials to things that can be used (Nuss et al., 2012). Some of the waste materials that can be recycled into various creations are paper, plastic, boxes, and cans.

Various kinds of product creations can be made from waste materials, including teaching media (Uyanik et al., 2011).

In addition, according to Asyhar and Syaiful (2012), instructional media are classified into four types:

1. Visual Media

Visual media is related to the sense of sight. It can be divided into two categories, whether it contains verbal or nonverbal messages (Munadi, 2013). Verbal messages can be seen in the meaningful words that make up certain writing, such as books, comics, newspapers, etc. Visual verbal media is the most common visual media used in teaching English. Meanwhile, nonverbal 9 messages can be represented with symbols, pictures, charts, and graphs, which form a nonverbal meaningful visual. It is found in photography, posters, caricatures, etc. (Ajayi and Adeniji 2015). Visual media can be presented in the form of printed visuals, or presented through presentation software, digital images, and overhead projections. Apart from conveying knowledge or learning materials to students, the visual media used by English teachers is also able to concretize abstract ideas, encouraging students to expand their visual abilities, as well as increasing their motivation to study (Smaldino, Lowther, and Mims, 2015). Visual media, especially those containing nonverbal messages, can be used objectively to make English language teaching and learning more colorful.

2. Audio Media

Audio media is related to the listening experience. It is used to stimulate students' sense of hearing. However, in teaching English, audio media is not only used in listening comprehension activities. The information and knowledge that teachers provide through audio media to students are expected to be useful in listening comprehension, as well as in speaking, reading, and writing skills (Sari, Surono, and Arroyo, 2022). Various audio media, both created by teachers and available on the internet, are used by English teachers in teaching activities, including audiobooks, poetry narratives, dialogues, dramas, interviews, radio broadcasts, news reports, or songs.

3. Audio-Visual Media

Audio-visual media is an integration of moving images and sound at one time. (Smaldino, Lowther, and Mims, 2015) claims that this media is available for almost all educational topics and can cover all aspects of learning such as cognitive, affective, psychomotor, and interpersonal abilities. It is available in video forms such as documentaries, tutorials, and lectures; films such as dramas, fairy tales, and biographies; and TV programs such as news clips, series, and talk shows. It is hoped that audio-visual media can become a medium that can convey knowledge and learning materials to enhance students' interest in teaching and learning.

4. Multimedia

Multimedia technology refers to computer-based interactive applications that utilize both hardware and software, enabling teachers and

students to share their ideas and information effectively. This technology integrates various types of media and internet-assisted digital computing equipment into the learning process or activities. In multimedia learning, a combination of text media, static visuals, motion visuals, audio, and computer-based interactive media, along with information and communication technology, is employed to enhance educational experiences (Mayer, 2014; Hattie and Donoghue, 2016).

Examples of multimedia applications include game-based platforms such as Quizizz, Google form, Kahoot, and Duolingo, which promote engagement and interactive learning. Additionally, web-based resources like the British Council, BBC Learning English, and VOA English provide valuable content for language learners. Canva is used for teachers to create and edit interesting media. Narrated presentations created with tools like Prezi allow for dynamic storytelling, while modern enterprise video communication platforms such as Zoom, Google Meet, and Skype facilitate real-time interaction and collaboration among students and teachers, regardless of their physical locations (Baker, 2019 as cited in Zhao, 2021).

c. The Role of Instructional Media

Instructional media plays an important role in learning English. Both teachers and students are assisted in achieving learning objectives by using media. According to Tanggoro (2015), the roles of instructional media in the teaching and learning process include:

- 1) Solutions for students who lack experience. At school, teachers are faced with students with different backgrounds. Differences in family life, society, socioeconomic, culture, etc. will make them have different experiences. Thus, instructional media is a solution to the problem.
- 2) A cane that can reach things outside the classroom. The real situation in society can be presented through instructional media. Teachers use instructional media to create simulations of things that cannot be brought into class such as tourism, shopping centers, etc.
- 3) Means of interaction between teachers and students with the actual environment.
- 4) Facilities to develop students' observational abilities.
- 5) Holding the basic, concrete, and real concepts of teaching.
- 6) Motivating students to participate in learning actively.
- 7) Integrating concrete and abstract things into new meaningful experiences.

‘In general, teachers should use the media in his or her best teaching. It can facilitate learning or increase the understanding of materials. Of course, communicating to facilitate learning can be a challenging process, and creative efforts are often required to achieve a variety of implicit instructional goals (University of Saskatchewan). The implicit goals of media are as follows: attracting attention, developing interest, adjusting the learning climate, and promoting acceptance (of an idea).

d. The Advantages of Using Instructional in Teaching and Learning

There are some advantages of using instructional media in a classroom teaching-learning process, such as: encouraging the teachers and the learners to deliver the subject materials, helping the learners to understand the subject materials, facilitating the learners in learning activities, and preventing the learners being bored.

The advantages of using media in the teaching-learning process, as stated by Sukartiwi (2016) are as follows:

- a. To increase the learners' motivation.
- b. To avoid the learners bored.
- c. To make the learners understand the instructional material.
- d. To make the teaching-learning process more systematic

e. Criteria for Selecting Instructional Media

Before using instructional media, the teacher must first select and consider several things. Twoli et al. (2007) suggest the following criteria in the selection of instructional media:

- 1) That the best available material should be selected to realize a goal or lesson objective, ensuring the materials make the learning situation more realistic and concrete.
- 2) that the material should be appropriate for the age, intelligence, interests, and experience of the learners, thus making learning easier and quicker, hence ensuring that the material presents information interestingly.

- 3) These materials should also supply a concrete basis for conceptual thinking and stimulate critical thinking while providing for the integration of subject matter.
- 4) The material should be physically or visually attractive in real color and neatness to present up-to-date information on the topic as being worth the time, expense, and effort involved in its use.

2. Nature of Teaching and Learning in Secondary School

a. The Concept of Teaching and Learning

Keller (2018) defines teaching as a process that involves guiding and facilitating students, enabling them to study effectively, and creating conducive classroom conditions. According to Rajagopalan (2019), teaching is an action including people such as teacher and students; the learning objectives; and two elements including elements that the teacher cannot control (students' characteristics, class size, and so on) and elements that can be changed (teacher's strategies and techniques).

Teaching and learning are inherently interconnected processes. According to Brown (2007), learning involves acquiring knowledge or skills through various means such as study, experience, or instruction. It can be viewed as a lasting transformation, as educators facilitate change in students by fostering specific skills, altering attitudes, or helping them grasp particular scientific principles within a learning context (Sequeira, 2012). The process of teaching and learning a foreign language, in particular, presents unique challenges.

Stronge (2007) identifies several key factors in this process: 1) the individuals engaged in learning and teaching, 2) the content that students are expected to learn and what instructors impart, and 3) the methods through which learning takes place. A crucial aspect of education is the curriculum, which plays a vital role in shaping the educational system and defining the competencies that learners should develop (Pelú, 2022). Furthermore, the government's approach to education has evolved, with power being decentralized. This shift means that while the central authority no longer solely dictates curriculum matters, each educational institution (such as schools) is now responsible for organizing and implementing its curriculum.

There are variations and types of curricula at every education unit, but in general, the preparation and implementation of the curriculum are still guided by the national education standards (Government Regulation No: 19 of 2005). In this case, the educators in need or must have the competence and professional as well as strategies in the implementation level of the education curriculum so that learning activities can be implemented in an optimal, effective, and efficient. According to Mars (2002), 5 elements affect the implementation of the curriculum; the support of the Principal, teacher support from colleagues, support of learners, support from parents, and support from within the teacher as an element main.

b. Teaching and learning English in Secondary School

Teaching English involves a collaborative effort between educators and students aimed at achieving specific learning goals in the English language. Learners of English as a Foreign Language (EFL) have diverse motivations for studying the language, such as preparing for exams, advancing their careers, or furthering their education (Supriyanti et al., 2008). In secondary schools, many students are required to take English as a mandatory subject. Moreover, students exhibit different approaches to learning; some may prefer to write down new vocabulary and sentences, demonstrating a print-oriented style, while others may feel anxious and seek clarification when faced with challenges. These varying approaches can significantly influence the effectiveness of language acquisition.

Considering the differences mentioned, teachers should adopt varied approaches to accommodate each student's needs. The teaching techniques employed must align with the unique characteristics of the students. Should also cater to their specific needs, interests, and abilities. Instructional activities should resonate with students' interests, talents, and learning styles. According to Gebhard (2000), English teachers primarily fulfill two key roles: enhancing students' proficiency in English and fostering meaningful classroom interaction that benefits both teachers and students.

Teaching and learning English in secondary school is to help students achieve a high level of language proficiency (Pelú, 2022). This includes proficiency in reading, writing, speaking, and listening. Secondary school English classes focus on developing students' communication skills in the

language. This includes expressing themselves clearly, understanding others, and engaging in meaningful conversations. Secondary school English classes place significant emphasis on grammar and vocabulary. Students are taught the rules of grammar and provided with extensive opportunities to practice using new words and phrases.

According to Karimuddin (2008), the primary goal of English instruction in Indonesia is to empower students to communicate in English, both orally and in writing, as the language reveals. Additionally, the general and specialized English learning objectives in phase D of Kurikulum Merdeka (Classes VII, VIII, and IX of SMP/MTs). "By the end of Phase D, students can interact and communicate in more diverse contexts, both formal and informal, using spoken, written, and visual texts in English," states Kemendikbudristek (2022). Students can use narratives, descriptions, procedures, special texts (such as advertising or brief messages), and real texts as their main sources of information when learning English during this phase.

Table 2.1 Learning Objective in Phase D

Learning Outcomes
By the end of Phase D, learners use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Learners can use a variety of text types such as narratives, descriptions, procedures, specialised texts (short messages, adverts) and authentic texts as the main reference in learning English in this phase. Learners use English to discuss and express wishes/feelings. Their understanding of written texts is developing and inference skills begin to emerge when understanding implied information.

They produce written and visual texts in structured English with a wider range of vocabulary. They understand purpose and audience when producing written and visual texts in English.	
Elements	Learning Objective
Listening - Speaking	By the end of Phase D, learners use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in a wide variety of formal and informal familiar contexts. With repetition and vocabulary replacement, learners understand the main idea and relevant details of discussions or presentations on a wide range of familiar topics and in the context of life at school and at home. They engage in discussion, for example giving opinions, making comparisons and expressing preferences. They explain and clarify their answers using simple sentence structures and verbs.
Reading – Viewing	At the end of phase D, learners read and respond to familiar and unfamiliar texts containing learnt structures and familiar vocabulary independently. They locate and evaluate the main idea and specific information in different types of text. These texts can be print or digital, including visual, multimodal or interactive texts. They identify the purpose of the text and begin to make inferences to understand the implied information in a text.
Writing - Presenting	By the end of Phase D, learners communicate their ideas and experiences through simple, structured paragraphs, showing progress in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write and present informational, imaginative and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion. They also include basic information and

	<p>details, and vary their sentence construction in their writing. Learners express ideas in the present, future and past tenses. They use time markers, adverbs of frequency and common conjunctions to connect ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalisation consistently.</p>
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3. *Merdeka Curriculum*

a. **Definition of *The Merdeka Curriculum***

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched the Independent Curriculum. Mendikbudristek Nadiem Makarim said that since the 2021/2022 school year, the Independent Curriculum, previously known as the Prototype Curriculum, has been implemented in nearly 2,500 schools participating in the Driving School Program (PGP) and 901 Center for Excellence Vocational Schools (SMK PK) as part of the new learning paradigm. Starting in 2022, the Independent Curriculum can be applied to educational units even though it is not a driving school, beginning from TK-B, SD and SDLB grades I and IV, SMP and SMPLB class VII, SMA and SMALB, and SMK class X.

According to Kemendikbud (2021), the *Merdeka Curriculum* is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers can choose various teaching tools so that learning can be adapted to student's learning needs and interests. Projects to improve the achievement of the Pancasila student profile were developed based on certain

themes determined by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content.

According to Makarim (2022), the core of the *Merdeka curriculum* is Merdeka Learning, a concept created so that students can explore their respective interests and talents. If previously in the Kurikulum 2013, students had to study all subjects (at the kindergarten to junior high school level) and would be promoted to science/IPS at the high school level, it was different with the Merdeka Curriculum. In the Merdeka Curriculum, students will no longer be 'forced' to study subjects that are not their main interest. Students can freely choose the material they want to study according to their interests. This is what is meant by the concept of Merdeka Belajar.

Based on this statement, Merdeka Belajar is a natural learning process for achieving independence. The feeling of independence, the feeling of not being independent yet, and the narrowness of independence are still very attractive, so we need to learn about independence first. Prayoga (2021) clarified that the essence of Merdeka Belajar is that teachers and students innovate and explore their greatest potential to improve the quality of independent learning. Independent should not only follow the bureaucratic educational process and true educational innovation.

According to Azmi (2021), in the concept of Merdeka Belajar, the subject of the learning system is between teacher and student. This means that teachers and students work together to move forward and seek truth, rather than students using teachers as a source of truth. This means that the teacher's position in the

classroom is not to tell or standardize the truth in the teacher's view, but to explore truth, the power of reasoning, and the student's critical view of the world and phenomena. The Internet and technological development opportunities drive learning to be self-reliant because it can hack a strict or liberal education system. This includes reforming the workload of teachers and schools, that over-handle administrative issues. The freedom to innovate, learn independently, and be creative can therefore be exercised by educational units, teachers, and students.

Wiguna and Tristaningrat, (2022) stated that *The Merdeka Curriculum emphasizes* core subjects, character development, and proficiency in students' areas of interest and strength. According to Yamin and Syahrir (2020), The Merdeka Curriculum's objectives actualize the idea of innovative and creative critical thinking, followed by the capacity for cooperation and communication. Indarta et al., (2022) also claimed that *The Merdeka Curriculum is* in line with what society expects from students in terms of 21st century abilities and their competency to quickly adjust to changing environments. This is because education is tied to social issues. Calacar, (2020) stated that it is crucial that education fosters character development, and lifetime learning habits, cultivates advanced 4C skills (creativity, critical thinking, communication, and collaboration), and prepares students for a variety of careers in light of the advancements seen in the 21st century

\According to Hehakaya and Pollatu (2022), *The Merdeka curriculum has* a non-rigid structure, the teaching focuses on the main material which is arranged in stages rather than per year, and frees teachers to provide teaching. In the

Independent Curriculum, the material presented must be according to the needs of students. According to Zulaiha et al., (2022) The core of this curriculum is freedom of thought for educators and learners. According to Fauzan et al., (2023), the characteristics of this curriculum are: (1) project-based learning to develop students' skills and character; (2) focus on subject matter; (3) emphasis on developing students' critical thinking.

Based on the Ministry of Education and Culture's statement, *The Merdeka Curriculum* has three main characteristics, namely:

1) Skills and character development

Improving skills and developing character is a project-based learning initiative that translates national education goals into Pancasila, otherwise known as strengthening the Pancasila learner profile. It focuses on developing students' character through project-based learning activities with the hope that in the future these students can contribute to the development of a society that practices the values of Pancasila. The moral principles embedded in each precept are integrated into extracurricular, co-curricular, and intracurricular activities (Asiati and Hashanah, 2022).

2) Focusing on essential material

The learning competencies set out in *The Merdeka curriculum* are based on the efficiency and effectiveness of the material. The term 'essential material' refers to the main knowledge or subject matter that students must learn and understand. The material is directed at the basic competencies that must be well mastered, which focuses on the quality of continuous learning

for students. Teachers' involvement is crucial in identifying key content, selecting which learning is important, and ensuring that it is included in basic reading and numeracy skills. The Pancasila learner profile is strengthened by teachers' creation of learning objectives, curricular frameworks, learning pathways, and projects. This is because the program is designed to ensure that students fully understand the concepts of each lesson and how they are practically applied (Nafi'ah et al., 2023).

3) Flexible learning

As stated in Kepmendikbudristek No.56 of 2022 concerning Guidelines for Implementing The Merdeka Curriculum, the implementation of *The Merdeka Curriculum* provides an opportunity to be free in designing curriculum operations according to the learning objectives and needs of students which increases the effectiveness of learning activities, to improve the quality of learning outcomes. Teachers and students are given freedom in learning activities according to the basic skills determined by the education unit (Kurniati et al., 2020).

b. Advantages of The Merdeka Curriculum

The advantages of *The Merdeka Curriculum* according to Hamdani (2022) are as follows:

a) Simpler and deeper

The Merdeka Curriculum prioritizes essential material, allowing for a more straightforward and profound learning experience. By focusing on deep,

engaging content, students are likely to absorb information more effectively and remain interested in their studies.

b) Increased Independence

This curriculum serves as a framework for designing learning experiences, granting teachers the flexibility to tailor the educational process to meet the specific needs and outcomes of their students.

c) Relevance and Interactivity

Activities that are more relevant and interactive can significantly enhance the learning experience. Interactive methods foster greater student engagement and help develop their competencies more effectively.

c. The Urgency of Instructional Media in The Merdeka Curriculum

The choice of suitable learning media will be able to help students participate in learning activities. If there is a learning media, the teacher will be greatly helped when explaining the material to be conveyed to the students. In other cases, learning media also has a function as a good communication aid for teachers and students. (Wulandari, 2023)

According to Hamalik as cited in Wahyuningtyas (2020), said that when a learning media is used in the activities of a teaching and learning process, it can foster students' desire and interest in learning, and also students' learning motivation will increase in the presence of good learning media. In addition to helping teachers in carrying out the teaching process, the use of learning media

will be very influential in increasing student motivation in learning. (Audie, 2019).

Learning media is formed as well as possible by the teacher so that students can more easily absorb and understand any learning material and also increase student stimulation to have a desire to learn (Audie, 2019). Therefore, in making a learning media, creativity from a teacher is needed so that students can better understand the essence of what is meant in a learning material. Learning media is everything that can be used in the process of teaching and learning activities so that the information conveyed enters, can also attract students' attention and desire to learn. Learning media can convey ideas or messages to recipients, namely students. (Arunawang, 2022).

The independent curriculum concept is very relevant to be implemented in Indonesia because it has a positive impact on students' creativity and thinking patterns. This concept is remarkable because it changes the focus of learning from teachers to students and organizes learning to be fun and interesting for students. (Agustina, 2024).

d. Implementing instructional media with *Merdeka Curriculum*

The strategy in implementing instructional media in the teaching and learning process Sadiman, et al. (2015) state that media is utilized to achieve the goal in the teaching and learning process. He classifies three steps to use the instructional media efficiently:

- 1) Preparation Before Utilizing the Media Teachers should ensure that the instructional media is ready before implementation. Proper preparation minimizes the risk of errors during use. The media should be positioned in a way that allows both students and teachers to see and hear it. Additionally, if the media is intended for a group project, it should be arranged for easy access by all group members.
- 2) The Activity in Using the Media It is important to keep tranquility in the classroom even when employing media to avoid becoming disruptive while utilizing the media. Students should be able to write the ideas that are included in the media in the classroom with enough lighting. Media that is used in the group should be properly maintained. The group's members must maintain tranquility so that nobody feels uncomfortable. The teacher will ask the students to complete the phrase by answering the question as part of the learning process.
- 3) The Next Activity aims to assess students' understanding of the material supported by the instructional media. Exercises will be provided based on the content covered. If students are engaged in group activities, they should participate in discussions to collaboratively answer the questions provided by the teacher.

e. Instructional Media to facilitate Learning Differentiated

In the context of The Merdeka Curriculum, differentiated learning is one of the main principles in designing learning that is adaptive and responsive to

students' needs. Differentiated instruction is an embodiment of pro-student learning that is designed, implemented, and assessed to meet the individual needs of students by taking into students' readiness, students' interest in learning, and students learning profiles. Differentiated learning must be rooted in meeting students' learning needs and how teachers respond to these learning needs (Kemendikbud, 2022). The use of instructional media can facilitate content differentiation based on the learning styles of students. Teachers are encouraged to use various kinds of instructional media to facilitate students' styles, namely visual, auditory, and kinesthetic.

f. Instructional Media to Facilitate Student-Centered Learning in *Merdeka Curriculum*

According to Pertiwi et al. (2022), *The Merdeka Curriculum* emphasizes several student-centered learning methods, including;

a. Project-Based Learning (PBL)

This approach allows students to explore and deepen their understanding of the material through problem-solving and investigation. It aims to develop students' character and technical competencies while focusing on essential content, thereby facilitating deep learning in literacy and numeracy. PBL is a key method in *The Merdeka Curriculum*, promoting flexibility for teachers to adapt to students' abilities and local contexts.

b. Active Learning Method

This method encourages active student participation through processes such as thinking, discussing, investigating, and creating. It helps strengthen material comprehension and allows students to demonstrate their knowledge and skills while fostering soft skills through group work. The effectiveness of active learning is enhanced by adequate instructional media and resources, with various techniques such as True or False, Card Sort, Guided Teaching, and Game-Based Learning available for implementation.

c. Student Pancasila Profile in English Intra-curricular Learning

In developing the Pancasila Student Profile through English intra-curricular learning, Pancasila serves as a foundational framework reflecting the cultural values of Indonesia. This profile aims to cultivate future generations with Pancasila character, as emphasized by Srirahmawati and Hunaifi (2022).

The Pancasila Student Profile is built in every student through daily activities at school including school culture, intra-curricular, co-curricular, and extra-curricular learning. There are 6 dimensions of the Pancasila student profile; 1) Have Faith, Fear God, and Have Noble Character, 2) Global Diversity (Berkebhinekaan), 3) Cooperating, 4) Independent, 5) Critical Reasoning, and 6) Creative (Sufyadi et al., 2021).

These dimensions can be integrated into English learning using Project-Based Learning (Rahayu, 2022). This model involves utilizing projects as learning tools to foster competencies in attitudes, knowledge, and skills.

Through project-based activities, students learn to respect one another, collaborate, solve problems, and embrace diversity without discrimination, thus embodying the values of the Pancasila Student Profile (Faturrohman, 2016).

B. Previous Related Study

The researcher presented several previous studies related to the teaching of English using instructional media to highlight the novelty of the current study. The first study, conducted by Wirawan (2020), examined the teaching media utilized by English teachers in a junior high school in Malang, Indonesia. This research aimed to investigate the various instructional media employed by teachers and their advantages for learning English. A descriptive qualitative research method was used to gather data through interviews, observations, and documentation techniques. An English teacher participated in this study. The findings indicated that teachers employed a range of instructional media to teach English, including smartphones, laptops, the internet, projectors, Microsoft PowerPoint, books, posters, real objects, speakers, and YouTube videos. Furthermore, the use of these media provided several benefits, such as (1) encouraging active student participation in their education and (2) aiding students in comprehending the learning material. The researcher also noted additional findings, including the limited media utilized by English teachers. However, the study did not extensively discuss the implementation of these media, revealing a gap that would be addressed in the forthcoming research.

The second study, conducted by Rachmijati, C (2020), titled “Analysis of the Use of Instructional Media on Teaching English to Young Learners at Elementary School in Bandung,” aimed to describe the teacher's preparation and explain how media was used in the classroom. This research took place at an elementary school in Bandung, West Java, involving 30 grade 3 elementary school students and an English teacher as participants. Descriptive qualitative methods were employed, with data collected through interviews, observations, and document analysis. The findings indicated that when preparing media, the teacher needed to understand the material to be taught and align the media with the content. In this study, the teacher utilized course books, videos, realia, and pictures for teaching English. Videos were found to enhance students' speaking and listening skills, while images were used to expand children's vocabulary knowledge.

The third study, conducted by Nastiti (2018), aimed to explore how teachers used instructional media and their beliefs regarding the use of media in teaching English. The research was carried out in two locations: MTsN 2 and MTsN 7 in Aceh Besar, with two English teachers participating in the study. Data were collected through observations and interviews, and the findings were presented in a qualitative narrative. The study revealed that teachers employed flashcards, overhead projectors, whiteboards, photographs, and TC2 students in their English lessons. The methods used by the teachers included displaying the media, explaining the material with the media, and providing exercises.

Another study was conducted by Ristika et al. (2020), titled “A Study of the Instructional Media Used by English Teachers in Teaching English.” This descriptive qualitative study aimed to investigate the types of instructional media used and the implementation carried out by English teachers. The subjects of this study included five English teachers at SMPN 2 Melaya. Data were collected through observations and interviews with the teachers. The overall findings indicated that the English teachers utilized various types of instructional media, such as real objects or models, slides, pictures, videos, websites, audio, books, and boards. A significant challenge identified was the lack of facilities, which hindered the effective implementation of these media. Additionally, teachers reported insufficient time to prepare the instructional media.

Table 2.2 The Similarities and Differences Between Previous Studies and the Present Study

Previous Study Title	Similarity	Differences
Wirawan (2020) – <i>Teaching Media Used by English Teachers in Junior High School in Malang</i>	Both studies used a qualitative method and focused on English instructional media. Similar media types were found, such as PowerPoint, videos, posters, and internet-based tools	Did not discuss the stages of media implementation in detail. Not conducted within the Merdeka Curriculum context. No use of differentiated instruction or Pancasila Student Profile.
Rachmijati (2020) – <i>Analysis of the Use of Instructional Media on Teaching English to Young Learners at Elementary School in Bandung</i>	Both used observations and interviews. Both analyzed preparation and media types like videos and pictures.	Focused on elementary school students. Did not cover follow-up activities. Not within the Merdeka Curriculum context. No application of differentiated instruction.
Nastiti (2018) – <i>Teachers’ Beliefs and</i>	Both explored English teachers’ use of media	Did not include digital media like Google Forms

<i>Use of Instructional Media in English Teaching at MTsN</i>	such as flashcards, whiteboards, and visual aids. Both used classroom-based data.	or Canva. Not focused on Merdeka Curriculum or character education. Only discussed general procedures (present–explain–exercise).
<i>Ristika et al. (2020) – A Study of the Instructional Media Used by English Teachers in Teaching English</i>	Both investigated various types of media and used interviews and classroom observations. Found use of slides, pictures, books, and videos.	Did not explore modern digital media. Lacked analysis of differentiated learning or structured implementation stages. Not under Merdeka Curriculum framework.