

REFERENCES

- Alfian. (2019). Contextual teaching and learning approach (CTL) in English teaching. *Journal Eduscience*, 4(2), 58–66. <https://ejurnal.esaunggul.ac.id/index.php/EDU/article/view/2732>
- Aringka, Y. (2022). Diagnostic assessment in implementing curriculum merdeka on senior high school. *JUPE: Jurnal Pendidikan Mandala*, 8(3), 913. <https://doi.org/10.58258/jupe.v8i3.5917>
- Astari, D. A. M. J., Padmadewi, N. N. & Dewi, N. L. P. E. S. (2022). The implementation of assessment in teaching english in merdeka curriculum. *Journey: Journal of English Language and Pedagogy*, 6(2), 411–420. <https://doi.org/10.33503/journey.v6i2.3182>
- Ayua, G. A. (2017). Effective teaching strategies. *In Workshop Paper*, 2(3), 10. <https://doi.org/10.13140/RG.2.2.34147.09765>
- Azmi, F. and Iswanto, J. (2021). Merdeka belajar. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, 3(3), 157–172. <https://doi.org/10.47006/ijierm.v3i3.90>
- Bandura, A. (2021). Analysis of Modeling Processes. *In Psychological Modeling* (p. 62). Routledge.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Chen, J. (2019). Exploring the impact of teacher emotions on their approaches to teaching: A structural equation modelling approach. *British Journal of Educational Psychology*, 89(1), 57–74. <https://doi.org/10.1111/bjep.12220>
- Delgado, D. G. L., Delgado, F. E. A. & Quiroz, P. M. Z. (2019). Permanent application of diagnostic assessment on learning teaching process. *International Journal of Linguistics, Literature and Culture*, 5(4), 34–45. <https://doi.org/10.21744/ijllc.v5n4.699>

- Emaliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning? *Jurnal Sosial Humaniora*, 10(2), 59–70. <http://dx.doi.org/10.12962/j24433527.v10i2.2161>
- Fan, T., Song, J. & Guan, Z. (2021). Integrating diagnostic assessment into curriculum: a theoretical framework and teaching practices. *Language Testing in Asia*, 11(1). <https://doi.org/10.1186/s40468-020-00117-y>
- Gall, Gall & Borg. (2007). Situated ethics in educational research society for educational studies. *British Journal of Educational Studies*, 49(3), 362–365. <http://www.jstor.org/stable/3121583> .
- Gusteti, M. U. and Neviyarni. (2022). Pembelajaran berdiferensiasi pada pembelajaran matematika di kurikulum merdeka. *Lebesgue: Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika*, 3(3), 636–646. <https://doi.org/10.46306/lb.v3i3>
- Hamid, F., Rinawati, D., Abdul, M., Silmi, F., Husna, N., Hidayat, N., Miftahul, A. & Mursyid, M. (2022). Teaching strategies in efl hybrid classrooms : a case study in a junior high school. *Journal of Language Teaching and Learning, Linguistics and Literature*, 10(1), 135–151. <https://doi.org/10.24256/ideas.v10i1.2522>
- Hayati, A. R., Afriani, Z. L. & Akbarjono, A. (2022). Teacher's teaching strategies in efl class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 330–341. <https://doi.org/10.52690/jadila.v1i3.126>
- Hikmah, D. (2019). Media for language teaching and learning in digital era. *International Journal of English Education and Linguistics (IJoEEL)*, 1(2), 36–41. <https://doi.org/10.33650/ijoeel.v1i2.963>
- Hossein, Hosseinnia, M., Moghadam, H. A. & Ahmadi, F. (2018). EFL teachers' creativity and their teaching's effectiveness: A structural equation modelling approach. *International Journal of Instruction*, 11(1), 227–238.

<https://doi.org/10.12973/iji.2018.11116a>

- Hung, D. M. & Thuy, P. T. (2021). Reflective teaching perceived and practiced by efl teachers - a case in the south of vietnam. *International Journal of Instruction*, 14(2), 323–344. <https://doi.org/10.29333/iji.2021.14219a>
- Ilyas, A (2022). Pelaksanaan asesmen diagnostik non kognitif dalam kurikulum merdeka di min 2 kota sawahlunto. *Jurnal Pustaka Cendekia Pendidikan*, 01(01), 44–49.
- Imran. (2022). Merdeka curriculum : assessment implementation and reporting system at mujahidin pontianak. *JURNAL SCIENTIA*, 12(4), 874–880. <https://doi.org/10.58471/scientia.v12i04.2046>
- Jassim, L. L. (2018). The impact of using video in developing english language proficiency. *The Journal of Social Sciences Research, SPI4*, 16–22. <https://doi.org/10.32861/jssr.spi4.16.22>
- Jubhari, Y., Sasabone, L. & Nurliah, N. (2022). The effectiveness of contextual teaching and learning approach in enhancing indonesian efl secondary learners' narrative writing skill article history keywords ctl efl narrative text contextual teaching quasi-experimental. *Journal of Research and Innovation in Language ISSN*, 4(1), 54–66. <https://doi.org/10.31849/reila.8633>
- Kemendikbudristek. (2022). *Capaian pembelajaran mata pelajaran bahasa inggris fase a-fase f*. Badan Standar Kurikulum dan Asesmen PendidikanBadan Standar Kurikulum dan Asesmen Pendidikan.
- Kemendikbudristek. (2022). *Kajian akademik kurikulum untuk pemulihan pembelajaran*. Badan Standar Kurikulum dan Asesmen PendidikanBadan Standar Kurikulum dan Asesmen Pendidikan. <http://repositori.kemdikbud.go.id/id/eprint/24972>
- Kemendikbudristek. (2022). *Dimensi , elemen , dan subelemen profil pelajar pancasila*. Badan Standar Kurikulum dan Asesmen PendidikanBadan Standar Kurikulum dan Asesmen Pendidikan.

<https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/07/V.2-Dimensi-elemen-subelemen-Profil-Pelajar-Pancasila-pada-Kurikulum-Merdeka.pdf>

Kemendikbudristek. (2022). *Panduan pembelajaran dan assesmen*. Badan Standar Kurikulum dan Asessmen Pendidikan Badan Standar Kurikulum dan Asessmen Pendidikan. <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/Panduan-Pembelajarn-dan-Asesmen.pdf>

Kodrle, S. & Savchenko, A. (2021). Digital educational media in foreign language teaching and learning. *E3S Web of Conferences*, 273. <https://doi.org/10.1051/e3sconf/202127312018>

Komang, N., Suwastini, A., Kadek, N., Rinawati, A., Agung, I. G. & Rwa, S. (2021). Differentiated Instruction Across Efl Classrooms : A Conceptual Review. *TELL-US Journal*, 7(1), 14–41. <https://doi.org/10.22202/tus.2021.v7i1.4719>

Nathan, S., Newman, C. & Lancaster, K. (2019). Qualitative interviewing. In *Handbook of Research Methods in Health Social Sciences*. https://doi.org/10.1007/978-981-10-5251-4_77

Nikmard, F. & Tavassoli, K. (2020). The effect of diagnostic assessment on efl learners' performance on selective and productive reading tasks. *Journal of Modern Research in English Language Studies*, 7(1), 79–104. <https://doi.org/10.30479/jmrels>.

Nurhayati, Jamaris & Sufyarma Marsidin. (2022). Strengthening pancasila student profiles in independent learning curriculum in elementary school. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 1(6), 976–988. <https://doi.org/10.55227/ijhess.v1i6.183>

Pertiwi, A. K. & Pusparini, R. (2021). Vocational high school english teachers' perspectives on “merdeka belajar” curriculum. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 1982–1992. <https://doi.org/10.31004/edukatif.v3i5.672>

- Prakoso, B. H., Ramdani, Z. & Rahmah, B. (2021). Teacher's perception on merdeka belajar policy. *Indonesian Journal of Educational Assessment*, 3(2), 128-137. <https://doi.org/10.26499/ijea.v3i2.84>
- Riyanti, D. (2021). Teacher professional development through reflective teaching. *English Education: Journal of English Teaching and Research*, 6(2), 101–110. <https://doi.org/10.29407/jetar.v6i2.16526>
- Salih, A. A. & Omar, L. I. (2022). Reflective teaching in efl online classrooms: teachers' perspective. *Journal of Language Teaching and Research*, 13(2), 261–270. <https://doi.org/10.17507/jltr.1302.05>
- Salma, N. (2020). Collaborative learning: an effective approach to promote language development. *International Journal of Social Sciences & Educational Studies*, 7(2), 1-5. <https://doi.org/10.23918/ijsses.v7i2p57>
- Senthamarai, S. (2018). Interactive teaching strategies. *Journal of Applied and Advanced Research*, 3(1), 36–38. <https://dx.doi.org/10.21839/jaar.2018.v3S1.166>
- Sihombing, A. A., Anugrahsari, S., Parlina, N. & Kusumastuti, Y. S. (2021). Merdeka belajar in an online learning during the covid-19 outbreak: concept and implementation. *Asian Journal of University Education*, 17(4), 35–48. <https://doi.org/10.24191/ajue.v17i4.16207>
- Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F. & Sari, I. P. (2022). Pembelajaran berdiferensiasi dalam rangka mewujudkan merdeka belajar. *Jurnal Jendela Pendidikan*, 2(04), 529–535. <https://www.ejournal.jendelaedukasi.id/index.php/JJP>
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). SAGE Publications. https://www.researchgate.net/publication/308385754_Robert_K_Yin_2014_Case_Study_Research_Design_and_Methods_5th_ed_Thousand_Oaks_CA_Sage_282_pages

Yulianto, H. (2022). An implementation of learning assessment model on the curriculum of merdeka belajar. *Technical and Vocational Education International Journal*, 2(2), 22–34. <https://doi.org/10.556442/taveij.v2i2>