

BEYOND FUN: TEACHER’S CHALLENGES IN INTEGRATING JOYFUL,
MINDFUL, MEANINGFUL LEARNING IN ENGLISH LANGUAGE
TEACHING

Yasminar Amaerita Telaumbanua¹ April Niwati Gea², Bitta Maria Waruwu³, Alvin Ebenezer
Zamasi⁴, Celsia Angelin Gulo⁵

^{1,2,3} Universitas Nias, Jln. Yos. Sudarso No.118, Gunungsitolu 22812, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 20, 2025 Revised: December 25, 2025 Accepted: December 28, 2025)Published: December 31,2025</p> <p>Keywords: Joyful learning Mindful learning Meaningful learning Teaching for young learners Merdeka curriculum</p>	<p>The Merdeka Curriculum promotes a deep learning paradigm through the integration of joyful, mindful, and meaningful learning. However, classroom practices in Teaching English to Young Learners (TEYL) frequently prioritize enjoyment while neglecting cognitive depth and reflective awareness, creating a critical gap between policy expectations and pedagogical implementation. This study aims to examine the challenges faced by English teachers in integrating joyful, mindful, and meaningful learning within English language instruction. Employing a qualitative descriptive approach, this study was conducted at SDN 078010 Banuasibohou Onozikho. The participants comprised one English teacher and sixteen fifth-grade elementary school students. Data were collected through classroom observations and semi-structured interviews and analyzed thematically. The findings reveal that joyful learning was the most consistently implemented dimension, as reflected in high student enthusiasm, active participation, and a positive classroom atmosphere. In contrast, mindful and meaningful learning were insufficiently developed. Students tended to rely on rote repetition with limited conceptual understanding or transfer of knowledge, while teachers encountered persistent difficulties in maintaining students’ focus and self-regulation. These challenges were further intensified by limited instructional resources, restricted instructional time, and uneven student readiness. This study contributes novel empirical evidence from a rural primary school context, highlighting the imbalance in the implementation of deep learning dimensions under the Merdeka Curriculum. The findings underscore the urgency of providing systematic pedagogical support, adequate learning materials, and continuous professional development to enable teachers to integrate joyful, mindful, and meaningful learning more effectively in English language teaching.</p> 
<p>How to Cite;Telaumbanua, Y. A. ., Gea, A. N., Waruwu, B. M. ., Zamasi, A. E., & Gulo, C. A. . (2025).Beyond Fun: Teacher’s Challenges in Integrating Joyful, Mindful, Meaningful Learning In English Language Teaching. English Language Teaching Methodology, 5(3), 265–276. https://doi.org/10.56983/eltm.v5i3.1932</p>	
<p>Corresponding Author: April Niwati Gea, English Education Department, Universitas Nias Jln. Yos. Sudarso No.118/E-s, Ombolota Ulu, Gunungsitoliu, Kota Gunungsitolu 22812, Indonesia Email: aprilniwagea@gmail.com</p>	

INTRODUCTION

The education transformations in Indonesian, formalized through the Merdeka Curriculum, mandates a significant shift from traditional pedagogy focused on surface-level memorization toward a deep learning approach (Sisviana et al., 2025). However, in English language learning, particularly in Teaching English to Young Learners (TEYL), classroom practices often remain centered on vocabulary memorization, repetition drills, and enjoyment-based activities. Although these practices increase students' motivation and classroom participation, they frequently provide limited opportunities for sustained cognitive engagement, reflective awareness, and meaningful language use. This framework fundamentally requires the simultaneous and holistic integration of three essential pillars (Lingu et al., 2024): joyful learning (affective engagement), meaningful learning (conceptual comprehension and application), and mindful learning (self-awareness and cognitive focus) (Rahman et al., 2025). The synergy among these three pillars is crucial for achieving transformative learning outcomes (Ubaidila, 2025). Joyful learning boosts motivation and emotional involvement (Muslim, 2023), while meaningful and mindful learning address the cognitive and metacognitive dimensions (Ramadhan, 2025). The successful integration of these three aspect is demonstrably effective in enhancing language proficiency (Vera et al., 2025), conceptual understanding, and students' reflective thinking skill (Maknun & Niswar, 2025). Conceptually, the overarching goal of deep learning is to move beyond mere recall the cultivate a profound and lasting comprehension of the language and its application (Maknun & Niswar, 2025; Nafi & Faruq, 2025).

Despite the clear theoretical imperative for holistic integration, pedagogical reality frequently reveals a significant implementation gap (Zahwannisa & Lubis, 2025), where instruction is often reduced to only one dimension. The specific imbalance forms the core investigate substance of the current study, titled "Beyond Fun: Teachers' Challenges in Integrating Joyful, Mindful, And Meaningful Learning in English Language Teaching". The title critically highlights the pressing need for educators to move beyond the aspect of "fun" to ensure students attain necessary cognitive depth and self-reflective capacity. For Teaching English to Young Learners (TEYL), a failure to fully integrate the Meaningful and Mindful pillars risks creating learners who can only mimic without true comprehension thereby confining the learning process to memorization rather than critical understanding and application (Cahyuni & Purbani, 2025).

A case study conducted at SDN 078010 Banuasibohou Onozikho provides empirical confirmation of this pedagogical disconnection (Marthawati & Adi, 2024). Preliminary observations show that Joyful Learning is effectively implemented, evidenced by high student enthusiasm and positive affective responses (e.g., laughter, active response) during simple educational games like guessing vocabulary and the frequent use of verbal praise by the teacher (Candra & Wahzudik, 2024). However, this affective success is not paralleled by optimization of the cognitive dimensions:

- Meaningful learning deficit: the indicators review confirms that the meaningful Learning pillars are not fully realized. Students were observed to primarily engage in phonetic imitation, repeating words or sentences without grasping their semantic meaning. They struggled significantly when asked to apply learned material in different contexts or relate it to personal experience, suggesting that learning remains at a surface level (Ap et al., 2025). This underscores the fact that implementing joyful learning through games, without a foundation in psycholinguistic, risks becoming mere entertainment that fails to support substantive language acquisition
- Mindful learning obstacles: The most critical challenge resides in mindful learning. The teacher explicitly reported this aspect as the most difficult to implement, citing primary challenges in maintaining student focus and managing constant distraction. Observation data revealed a lack of self-regulation techniques (such as deep breathing) and a reliance on repetitive verbal instructions to redirect student attention. This difficulty is further compounded by infrastructural constraints, specifically the absence of necessary visual media (like flashcards or videos), which are crucial for maintaining student's engagement and making abstract concepts concrete. Such lack of adequate educational facilities is a pervasive challenge facing teachers in rural areas (Akbar et al., 2023), often hindering the quality of instruction.

Given the significant implementation gap-where affective engagement is achieved but cognitive and reflective depth is not-this study is essential for investigating the specific pedagogical and structural challenges encountered by the teacher. This research aims to comprehensively analyze the obstacles that prevent the teacher at SDN 078010 Banuasibohou Onozikho from successfully integrating joyful, mindful, and meaningful learning. The findings are intended to offer practical, adaptive pedagogical strategies to bridge this gap, ensuring that English language teaching achieves the genuine, holistic deep learning objectives required by the Merdeka Curriculum.

RESEARCH METHOD

This study used a qualitative descriptive research method because the research aimed to explore in depth the nature of teachers' difficulties, classroom interactions, and contextual factors (Braun, V., & Clarke, 2021) in integrating joyful, mindful, and meaningful learning in English language teaching for young students at SDN 078010 Banuasibohou Onozikho, as highlighted by the imbalance in implementation identified in the initial observation (Rahmi, Muhammad Tahir, 2025). Qualitative method was chosen to gain a comprehensive understanding of classroom dynamics, educators' perspectives, and environmental constraints, rather than measuring outcomes through numerical assessment (Mulyani et al., 2025). This approach is in line with academic research on the challenges of teaching English to young students in Indonesia within the framework of the Merdeka Curriculum.

This study was conducted at the fifth grade of SDN 078010 Banuasibohou Onozikho, focusing on English language teaching within the framework of in-depth learning in the Merdeka Curriculum (Mulyani et al., 2025). The main participants were English teacher and students based on their direct involvement in classroom activities, relevant expertise in the pedagogical process, and identified imbalances in the dimensions of excitement (strong), awareness, and meaning (underdeveloped).

Data was collected through classroom observation (Rahman et al., 2025) and semi-structured interviews, facilitating triangulation to generate robust insights into the challenges faced by teachers. Observations covered the implementation of joyful learning (including student engagement and classroom atmosphere), mindful learning (involving focus regulation), and meaningful learning (focusing on conceptual understanding and strategies), using systematic guidelines to maintain consistency (Minarto & Hatip, 2025). Semi-structured interviews explored perceived barriers, instructional decisions, and contextual factors such as infrastructure deficiencies, allowing flexibility for in-depth elaboration on experiences (Rahman et al., 2025).

Thematic analysis was applied to the data according to Braun and Clarke's six-phase model: transcription, familiarization, initial coding, theme search, review, and definition (Kushnir, 2025). Observation notes and interview transcripts were analyzed simultaneously to identify patterns in challenges, including disturbance management and semantic deficits, thereby strengthening findings through an integrated approach.

Credibility is maintained through continuous engagement, consistent observation, and alignment between data sources. Triangulation between observation and interviews, combined with meticulous documentation, strengthens confirmation and transferability, thereby effectively addressing the strictness of qualitative methods commonly found in educational research (Creswell, J. W., & Poth, 2018; Nowell, 2024). This methodological framework provides comprehensive insights into bridging the “beyond enjoyment” gap in the holistic integration of Teaching English to Young Learners (TEYL) (Sudirman, 2025).

RESULT AND DISCUSSION

This section outlines the research findings and presents an in-depth analysis based on qualitative data obtained from classroom observations and semi-structured interviews. In accordance with the qualitative descriptive method, the research results are organized into separate subsections to explain the implementation of joyful, mindful, and meaningful learning, culminating in an integrated examination of the challenges faced by teachers.

Classroom observation results

This section presents the results of classroom observations that focus on the application of joyful, mindful, and meaningful learning in teaching English to young students at SDN 078010 Banuasibohou Onozikho.

The observation data shows that joyful learning emerged as the most consistently applied aspect in the learning dimension (Salwa et al., 2025). Students showed high enthusiasm throughout classroom activities (Zalukhu, 2024), marked by active engagement,

positive affective responses such as smiles and laughter, and participation in games and vocabulary exercises. Educators routinely provided verbal praise and motivation to create a joyful learning environment. However, the use of visual teaching materials, such as flash cards or videos, was limited by resource constraints (Manunggal et al., 2022)

On the other hand, mindful learning was only partially observed. Although the instructor tried to create a calm classroom atmosphere by adjusting their tone of voice and teaching speed, some students had difficulty maintaining concentration and needed verbal encouragement from time to time (Kurniyatillah & Achadi, 2025). Explicit self-regulation or mindfulness techniques, such as breathing exercises or attention focusing activities, were not present in the teaching process.

Meaningful learning emerged as the least developed dimension (Salwa et al., 2025). Although educators occasionally connected the teaching material to familiar objects in the classroom, most students exhibited learning behaviors dominated by mechanical memorization. Students had difficulty applying vocabulary independently or expanding their knowledge to new contexts, demonstrating limited conceptual understanding as seen in Table 1 below.

Table 1. Classroom observation results of joyful, mindful, and meaningful learning

Learning Aspect	Table Column Head		
	Classroom Observation	Observation Result	Notes
Joyful Learning	Student enthusiasm and positive emotional expression	Observed	Students showed excitement during games and vocabulary activities
	Varied and engaging activities	Observed	Games, question-answer activities, and pronunciation drill were combined
	Use of attractive learning media	Not observed	No flashcards or videos due to limited facilities
Mindful Learning	Student focus during instruction	Partially observed	Some students required repeated reminders to stay focused
	Calm classroom regulation	observed	Teacher adjusted tone and teaching pace
	Application of self-regulation techniques	Not observed	No breathing or mindfulness techniques implemented
Meaningful Learning	Connection to daily life contexts	Observed	Real classroom objects were used as examples
	Conceptual understanding	Not observed	Students mostly

		repeated without understanding
Transfer of learning to new contexts	Not observed	Students struggled to apply knowledge independently

The data presented in Table 1 the classroom observations spanned three instructional sessions on 15, 22, and 29 November 2025, aiming to provide a thorough and reliable portrayal of the enactment of joyful, mindful, and meaningful learning. Consistent instructional patterns emerged across these sessions, suggesting a stable pedagogical approach rather than sporadic classroom dynamics. In the initial session (15 November 2025), joyful learning was notably evident through students' enthusiasm, enthusiastic involvement in vocabulary games, and favorable affective responses. Nonetheless, student engagement was predominantly confined to repetitive exercises, with scant indications of conceptual comprehension or self-regulatory practices. The second session (22 November 2025) upheld the prevalence of joyful learning, as students exhibited persistent excitement in interactive tasks. Likewise, the third session (29 November 2025) exhibited analogous implementation trends. Structured mindfulness or self-regulation methods were not observed, and students persistently struggled to generalize acquired vocabulary to novel situations. In summation, the three observation periods substantiate that joyful learning was reliably enacted throughout the sessions, while mindful and meaningful learning persisted as underdeveloped elements during the instructional timeframe.

Teacher interview results

This section describes the results obtained from semi-structured interviews conducted with English teachers, with the aim of identifying obstacles encountered in implementing joyful, mindful, and meaningful learning approaches as written in the following.

Table 2. Summary of teacher interview findings on joyful, mindful, and meaningful learning

Learning Aspect	Table Column Head	
	Interview Focus	Interview Focus
Joyful Learning	Understanding of joyful learning	Learning that makes students feel happy, comfortable, and motivated despite limited English ability
	Strategies applied	Vocabulary guessing games, simple movements, and the use of real classroom objects

Mindful Learning	Challenges encountered	Students' low proficiency and limited facilities restrict variation of learning activities
	Focus management strategies	Calling students' names, repetition, slowing speech, and giving simple instructions
	Causes of distraction	Short attention span, varied learning pace, and limited basic ability
	Main difficulty	Maintaining students' focus consistently during lessons
Meaningful Learning	Contextualization strategies	Linking learning materials to familiar objects and daily activities
	Learning difficulties	Students tend to imitate pronunciation without understanding meaning
	Barriers to application	Role-play and dialogue activities are difficult due to limited vocabulary and low confidence
General Challenges	Dominant obstacles	Lack of learning media, limited instructional time, and uneven student readiness
Teacher Needs	Required support	Visual learning media, teacher training, and improved learning facilities

The interview results, as summarized in Table 2, A semi-structured interview was administered on a single occasion, 29 November 2025, with an English teacher from SDN 078010 Banuasibohou Onozikho, comprising 20 open-ended questions. The primary objective was to investigate the educator's comprehension, pedagogical approaches, and obstacles in incorporating joyful, mindful, and meaningful learning. The results reveal that joyful learning was deliberately prioritized to sustain student motivation and alleviate anxiety. Nevertheless, mindful learning presented the most significant difficulty, especially in sustaining student concentration amid brief attention spans and inadequate self-regulation abilities. Meaningful learning was impeded by students' restricted vocabulary and diminished self-assurance, rendering autonomous language application challenging. Furthermore, inadequate instructional resources and constrained teaching periods additionally obstructed the seamless incorporation of these three learning facets.

Discussion on integration challenges across learning dimensions

This section examines the research outcomes by analyzing classroom observation and interview data to elucidate the reasons behind the predominance of joyful learning, while mindful and meaningful learning remained underdeveloped in English language instruction for fifth-grade students (Nafi & Faruq, 2025).

The prominence of joyful learning stems from both instructional objectives and learner attributes. As fifth-grade elementary pupils, students are at a developmental phase that is particularly receptive to emotional stimuli, including games, commendation, and participatory exercises (Maknun & Niswar, 2025). The educator intentionally favored joyful learning to uphold motivation, mitigate anxiety, and promote involvement, especially given the learners' constrained English competence (Az-zahra & Hikmat, 2023). This outcome corresponds with the affective component of the deep learning paradigm, which underscores emotional involvement as a foundational element for education (Maknun & Niswar, 2025; Nafi & Faruq, 2025). Nevertheless, in execution, joyful learning predominantly served as a motivational mechanism rather than a conduit to enhanced cognitive involvement.

Conversely, mindful learning was inadequately enacted owing to students' restricted self-regulatory capacities and the dearth of formalized mindfulness techniques (Nadia et al., 2025). Fifth-grade learners typically exhibit nascent, yet incomplete, attentional control abilities. Data from observations and interviews demonstrate that the teacher primarily employed verbal directives such as reiteration, addressing students by name, and decelerating the instructional tempo to preserve concentration (Ayu et al., 2025). The omission of overt self-regulation methods, like attention-focusing or respiration exercises, curtailed students' aptitude for autonomously overseeing focus. This scenario mirrors a prevalent issue in Teaching English to Young Learners (TEYL) environments, where mindful learning is frequently neglected due to temporal limitations and inadequate pedagogical preparation (Nafi & Faruq, 2025).

Meaningful learning emerged as the most deficient aspect, chiefly attributable to students' narrow vocabulary proficiency, diminished self-assurance, and reliance on imitation-oriented instruction. Despite the teacher's efforts to situate lessons within recognizable classroom artifacts, the lack of methodical scaffolding and scarce learning resources impeded students' capacity to formulate conceptual insight and extrapolate knowledge to unfamiliar scenarios. From the standpoint of deep learning, meaningful learning necessitates avenues for active linguistic application, progressive independence, and conceptual consolidation (Maknun & Niswar, 2025). The results imply that in the absence of ample instructional assistance and materials, education persists at a superficial stratum, typified by mechanical reiteration instead of genuine comprehension (Ramadhan, 2025).

Moreover, systemic impediments substantially contributed to the disparity across the three learning facets. Restricted instructional duration, deficient visual aids, and disparate student preparedness constrained the educator's ability to amalgamate joyful, mindful, and meaningful learning in a cohesive manner. Such barriers are routinely documented in rural elementary school contexts and frequently compel instructors to emphasize classroom control and student participation over profound cognitive advancement.

Pedagogically, these insights suggest that joyful learning in isolation falls short of attaining the deep learning aspirations advocated by the Merdeka Curriculum. Although enjoyment constitutes an essential base, it must be deliberately interconnected with mindful attentional management and meaningful conceptual support. Educators necessitate instructional direction, readily available teaching resources, and ongoing professional enhancement to facilitate the equitable incorporation of joyful, mindful, and meaningful learning (Nafi & Faruq, 2025). Lacking such provisions, joyful learning may persist as an appealing yet shallow endeavor, incapable of cultivating enduring comprehension and contemplative learning in Teaching English to Young Learners (TEYL).

General findings in relation to the research questions

In general, the findings of this study indicate that English teachers face distinct challenges in integrating joyful, mindful, and meaningful learning within English language instruction for young learners. In relation to the research question, the results demonstrate that joyful learning was the most consistently implemented dimension, primarily manifested through games, verbal praise, and affective engagement. However, mindful learning was only partially enacted due to students' limited self-regulation abilities and the absence of structured mindfulness strategies. Meaningful learning emerged as the most underdeveloped dimension, as students predominantly relied on rote memorization and experienced difficulty applying vocabulary meaningfully in new contexts. These findings collectively reveal an imbalance in the implementation of deep learning dimensions, confirming that joyful learning tends to dominate classroom practice, while mindful and meaningful learning remain insufficiently developed.

Limitations and future research directions

Despite its contributions, this study has several limitations that should be acknowledged. First, the research was conducted in a single rural elementary school with a limited number of participants, which may restrict the generalizability of the findings. Second, the data relied primarily on classroom observations and a single teacher interview, without incorporating students' perspectives or longitudinal data to capture changes over time. Additionally, the study focused on descriptive analysis and did not examine the effectiveness of specific instructional interventions.

Future research is encouraged to involve multiple schools and diverse educational contexts to enhance the breadth of findings. Further studies may also integrate students' voices and employ longitudinal or mixed-method designs to examine the long-term impact of integrating joyful, mindful, and meaningful learning. Experimental or action research approaches are recommended to explore practical instructional models that effectively balance these three dimensions in Teaching English to Young Learners (TEYL).

CONCLUSION

In summary, this study aimed to explore the challenges encountered by English teachers in integrating joyful, mindful, and meaningful learning within the Merdeka Curriculum framework, particularly in the context of Teaching English to Young Learners (TEYL). The findings demonstrate that although joyful learning effectively fosters students' motivation and classroom engagement, its implementation alone is insufficient to achieve the deep learning objectives promoted by the Merdeka Curriculum.

Overall, our results highlight that limited instructional time, inadequate learning resources, and uneven student readiness significantly hinder teachers' efforts to integrate joyful, mindful, and meaningful learning in a balanced and holistic manner. While joyful learning serves as a crucial affective foundation, the absence of systematic support for mindful and meaningful learning restricts students' cognitive development, reflective awareness, and conceptual understanding.

In essence, this study emphasizes the importance of intentional instructional design, adequate pedagogical resources, and continuous professional development to support teachers in implementing mindful and meaningful learning alongside joyful learning. Teacher training programs focusing on mindfulness-oriented strategies and contextualized language use are particularly essential in resource-constrained primary school settings.

To conclude, our research suggests that future studies should expand the research scope by involving multiple schools or grade levels, employing longitudinal research designs, or adopting mixed-method approaches. Such efforts would contribute to a deeper understanding of how deep learning principles can be effectively implemented in English language instruction for young learners across diverse educational contexts.

ACKNOWLEDGMENT

The researchers would like to express their sincere gratitude to SDN 078010 Banuasibohou Onozikho for granting permission to conduct this research. They would also like to thank the English teacher and students who participated in this research, as well as their academic advisor for a guidance and valuable input throughout the research process.

REFERENCE

- Akbar, T., Fajri, A., Andarwulan, T., & Brawijaya, U. (2023). *Implementation of the Merdeka Curriculum in Indonesia* : 10 (December), 204–212. <https://doi.org/https://doi.org/10.18551/erudio.10.2.2023.204-212>
- Ap, D., Tumonglo, Y. T., Husnatul, F., & Hari, R. (2025). *Differentiated Learning in the*

- Merdeka Curriculum : A Literature Review on School Practices. 10(4), 1535–1544. <https://doi.org/https://doi.org/10.31004/jele.v10i4.1297>
- Ayu, P., Sudana, P., & Paramartha, G. Y. (2025). Pelatihan Mindful Learning untuk Sekolah Dasar. 10(1). <https://share.google/Ploz158pCHnNo29ei>
- Az-zahra, S. Z., & Hikmat, M. H. (2023). English Teacher ' s Challenges in Implementing ' Joyful Learning ' Method an Indonesian Junior High School. 2021, 2226–2232. <https://doi.org/https://proceedings.ums.ac.id/iseth/article/download/5908/5195>
- Braun, V., & Clarke, V. (2021). One Size Fits All? What Counts as Quality Practice in (Reflexive) Thematic Analysis? *Qualitative Research in Psychology*, 18(3). <https://doi.org/https://doi.org/10.1080/14780887.2020.1769238>
- Cahyuni, A., & Purbani, W. (2025). Teaching English in Rural Settings : A Systematic Review of Challenges and Strategies in Non-Technological Classrooms. 8(2), 66–77. <https://ymerdigital.com/uploads/YMER2302F7.pdf%0A>
- Candra, G. E., & Wahzudik, N. (2024). Teachers ' Interpretation of the Merdeka Curriculum as a Policy Innovation : Phenomenological Exploration. 12(1), 25–35. <https://doi.org/https://doi.org/10.15294/ijcets.v12i1.16283>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing among Five Approaches**. Sage Publications. <https://us.sagepub.com/en-us/nam/qualitative-inquiry-and-research-design/book246896>
- Kurniyatillah, N., & Achadi, M. W. (2025). Kurikulum Merdeka : Strategi , Tantangan , dan Solusi Guru Pendidikan Agama Islam di SDIT Sunan Averroes Berbah Yogyakarta. 4(1), 6807–6816. <https://doi.org/https://doi.org/10.31004/jerkin.v4i1.2889>
- Kushnir, I. (2025). Thematic Analysis in the Area of Education : a Practical Guide. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2471645>
- Lingu, A., Waziana, W., Andewi, W., Studi, P., & Informasi, S. (2024). Using English Digital Learning Media to Support the Curriculum Merdeka. *Journal of English Language Teaching and Applied Linguistics*, 10(2), 118–131. <https://doi.org/https://doi.org/10.52657/js.v10i2.2303>
- Maknun, L., & Niswar, A. (2025). Implementation of Joyful Learning for Deep Learning in Indonesian Language Lessons. *IJORER : International Journal of Recent Educational Research*, 6(5), 1593–1601. <https://doi.org/https://doi.org/10.46245/ijorer.v6i5.997>
- Manunggal, D. P., Rusilowati, A., & Sunarso, A. (2022). Development of Character-Based Picture Storybooks in Indonesia Subject to Improve the Literacy Skill of First-Grade Students of SDN Mangunharjo. 11(3), 327–344. <https://doi.org/10.15294/jpe.v11i3.75249>
- Marthawati, C. R., & Adi, B. S. (2024). Learning Implementation of the Merdeka Curriculum. 10(7), 4342–4348. <https://doi.org/10.29303/jppipa.v10i7.7247>
- Minarto, A., & Hatip, A. (2025). Pedagogical Transformation in the Technological Era : A Qualitative Study of Digital Education Practices in Indonesian Senior High Schools. 6(1), 358–367. <https://doi.org/https://doi.org/10.52690/jswse.v6i1.1108>
- Mulyani, P. K., Nugraheni, N., Sari, E. F., Sana, N., Hilman, N., Hariyanti, T., & Husna, R. Al. (2025). Pemberdayaan Guru SD Gugus Muh Syafe ' i melalui Meaningful , Mindful , and Joyful , Learning (MMJL) dan Personalized Counseling Approaches untuk Meningkatkan Implementasi Deep Learning. 9(3), 905–912. <https://doi.org/https://doi.org/10.29407/ja.v9i3.26840>
- Muslim, A. (2023). A Review on the Design and Characteristics of English Language

- Learning and Teaching in a Standard-Based Curriculum : Kurikulum Merdeka. *English Language & Literature International Conference*, 6(1), 504-515. <https://doi.org/https://doi.org/10.34007/ellc.v6i1.1234>
- Nadia, Z., Halim, A., & Khatimah, K. (2025). *Mindful Learning Strategies in English Language Teaching: An Investigation of Teachers' Classroom Practices and Student Engagement*. 14(November), 331-345. <https://doi.org/https://doi.org/10.26618/wkg96q43>
- Nafi, J., & Faruq, D. J. (2025). *Conceptualizing Deep Learning Approach in Primary Education : Integrating Mindful , Meaningful , and Joyful*. 3(2). <https://doi.org/10.70376/jerp.v3i2.384>
- Nowell, L. S. et al. (2024). *The Pillars of Trustworthiness in Qualitative Research*. *International Journal of Qualitative Methods*. <https://doi.org/10.1016/j.glmedi.2024.100051>
- Rahman, F., Saputra, N., & Safitri, R. (2025). *Teaching English for Young Learners (TEYL) in Indonesia : Policies , Implementations , and Future Directions*. *Jurnal Pendidikan Anak*, 6(2), 84-99. <https://journal.unm.ac.id/jpa/article/view/>
- Rahmi, Muhammad Tahir, A. A. P. (2025). *A Qualitative Study on the Implementation of Jigsaw Model Cooperative Learning Strategies in Teaching Descriptive Texts at Senior High School: Challenges and Peer Interactions*. 4778, 3805-3829. <https://doi.org/10.24256/ideas.v13i2.7527>
- Ramadhan, A. (2025). *Deep Learning terhadap Hasil Belajar : Literature Review*. *Jurnal Pendidikan Tematik*, 6(2), 151-158. <https://doi.org/https://doi.org/10.62159/jpt.v6i2.1736>
- Salwa, S., Ade, Y., & Tri, S. (2025). *Evaluasi Model Pembelajaran Gallery Walk untuk Meningkatkan Dimensi Gotong Royong pada P5 dalam Kurikulum Merdeka*. 01(04), 106-114. <https://share.google/Zv07YhNSstpQxD1Rt>
- Sisviana, E., Malau, B. M. L., Zulfanio, B., Nur, H., & Dwi, R. (2025). *Cultural Intelligence Integration to Teaching English for Young*. *Journal of English Language Teaching and Linguistics*, 10(December), 423-440. [https://doi.org/https://doi.org/10.21462/jeltl.v10i12.\[number\]](https://doi.org/https://doi.org/10.21462/jeltl.v10i12.[number])
- Sudirman, A. P. (2025). *Implementation of Deep Learning Pedagogy in Curriculum Reform : Primary School : Teachers' Perspectives in Indonesia*. 24(11), 618-636. <https://doi.org/https://doi.org/10.26803/ijlter.24.11.29>
- Ubaidila, B. (2025). *Drilling in Teaching English to Young Learners (Teyl) in the Indonesian EFL (English as Foreign Language) Context : A Systematic Literature Review*. <https://doi.org/https://share.google/rHvoBiW15gFMaD00O>
- Vera, A., Pramudyani, R., Hanif, F., Afada, A., & Ningsih, T. N. (2025). *Literasi Bahasa pada AUD dalam Kurikulum Merdeka : Tantangan dan Peluang*. *Aulad : Journal on Early Childhood*, 8(1), 239-250. <https://doi.org/10.31004/aulad.v8i1.983>
- Zahwannisa, R., & Lubis, Y. (2025). *The Impact of Merdeka Curriculum on Students' Interest in Learning English*. 4778(20), 1722-1734. <https://doi.org/10.24256/ideas>
- Zalukhu, S. G. (2024). *Mengangkat Tradisi Merti Desa Doplang sebagai Produk Kurikulum Merdeka*. *Jurnal Ilmiah Ilmu Sosial (JIIS)*. <https://doi.org/https://doi.org/10.23887/jiis.v10i2.86615>