

Teachers' and Students' Perspective on Implementation of Merdeka Curriculum

Ocktin Mahashelly Elok Setya, Putu Dian Danayanti Degeng

Universitas Brawijaya, Indonesia

Email: eloksetya19@student.ub.ac.id, dian_degeng@ub.ac.id

ABSTRACT

This study examines teachers' and students' perspectives on the implementation of the Merdeka Curriculum in English language learning at SMPN 6 Kota Kediri, Indonesia. Adopting a qualitative descriptive design, data were collected through semi-structured interviews with two English teachers and six purposively selected students from different classes. Thematic analysis indicated that the curriculum promotes flexibility, creativity, and student-centered learning through projects, group discussions, and the use of interactive media. Teachers valued the autonomy to adapt instructional content to students' interests and needs, while students appreciated the variety and engagement of learning activities. Nevertheless, several challenges were identified, including limited vocabulary, difficulty understanding instructions in English, low classroom participation due to shyness, inadequate learning facilities, and disparities in student ability levels. A notable perception gap emerged, with teachers believing that creativity and autonomy were sufficiently embedded, whereas some students perceived their learning needs as unmet. The findings underscore that successful implementation of the Merdeka Curriculum requires clear instructional guidelines, equitable resource allocation, differentiated teaching strategies, integration of interest-based learning, and ongoing professional development for teachers. This study contributes to the discourse on curriculum reform in junior secondary education and highlights the necessity of aligning policy intentions with classroom realities.

Keywords: Merdeka Curriculum, English learning, perceptions, curriculum implementation, qualitative research

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

INTRODUCTION

The development of education in Indonesia has entered a transformative phase with the introduction of the Merdeka Curriculum (Independent Curriculum) by the Ministry of Education, Culture, Research, and Technology (Liu, 2023; Wu & Kabilan, 2025). Launched as part of a national reform agenda, this curriculum aims to shift from a content-heavy, standardized instructional model to a more flexible, student-centered approach (Farouck et al., 2017; Indarta et al., 2022). According to Kementerian Pendidikan dan Kebudayaan (2020), the Merdeka Curriculum emphasizes differentiated learning, project-based activities, and competency development, giving both schools and teachers the autonomy to design learning experiences that address students' needs, potentials, and learning contexts. This new curriculum framework moves away from the rigid structures found in the 2013 Curriculum (K-13), promoting creativity, critical thinking, and student agency in the learning process (Boardman et al., 2024; Chen & Yang, 2023; Condliffe et al., 2017).

Curriculum implementation, however, is not merely a technical matter of policy dissemination; it is deeply influenced by how stakeholders, especially teachers and students, perceive and interpret the curriculum in practice (Mubarok et al., 2023; Ningsih & Adnan, 2023). Perspective, as defined by Sampson and Garrison (2019), refers to an individual's way of understanding, interpreting, and giving meaning to experiences based on their roles, prior knowledge, and context. In the educational setting, both teachers' and students' perspectives

can significantly affect how curriculum innovations are received, applied, and sustained. As Fullan (2016) emphasized, successful educational change is contingent not only on sound policy design but also on how it is perceived and enacted by those involved at the classroom level.

Existing studies have acknowledged several critical factors influencing the implementation of curriculum reforms in Indonesia (Shafiei Rezvani Nejad, 2024). Rahmawati (2019) argued that teachers' positive perceptions, professional readiness, and access to continuous training are fundamental to effective curriculum application. Similarly, Putri and Nugroho (2020) highlighted that student motivation and engagement are often shaped by how teachers implement learner-centered strategies in the classroom. Moreover, Santoso and Arini (2020) identified significant barriers such as limited infrastructure, insufficient professional development, and resistance to change, which frequently hinder teachers in adapting to the demands of new curricula.

Previous research on curriculum implementation in Indonesia has predominantly focused on policy analysis and teacher perspectives, often conducted in urban contexts with limited attention to student voices. Studies by Rahmawati (2019) and Santoso and Arini (2020) provided valuable insights into teacher readiness and implementation barriers but did not systematically explore student experiences or perception gaps between educators and learners. Research by Putri and Nugroho (2020) examined student-centered approaches but focused primarily on teacher perceptions rather than actual student experiences. International studies on curriculum reform have similarly emphasized administrative and teacher perspectives, with limited attention to student agency and voice in curriculum evaluation processes (Tran & Vuong, 2024; Zhang & Wang, 2024).

Despite these valuable insights, a critical gap remains in the literature. Most prior research has predominantly focused on the perspectives of teachers or school administrators, often neglecting the voices of students, particularly those at the junior secondary (SMP) level (Zein et al., 2020). This is a notable oversight, considering the Merdeka Curriculum's fundamental aim to promote student-centered learning. According to Ningsih (2020), understanding students' perspectives is essential in evaluating whether educational reforms truly meet their learning needs, interests, and preferences. Furthermore, much of the existing research has been conducted in urban centers like Yogyakarta, Tangerang, and North Nias, or focused on elementary (SD) and senior high school (SMA) levels, leaving junior high schools in regions such as Kediri underrepresented in academic discourse.

The research problem in this study centers on the significant gap between curriculum policy intentions and their practical implementation in classroom settings, particularly regarding the dual perspectives of teachers and students. While the Merdeka Curriculum was designed to promote student-centered learning and teacher autonomy, there remains limited empirical understanding of how both educators and learners actually experience and interpret these reforms in their daily interactions. This problem is particularly acute in English language learning contexts, where communication barriers and varying proficiency levels may compound implementation challenges.

The urgency of this research stems from the national scale of the Merdeka Curriculum implementation across Indonesia, affecting millions of students and teachers. As educational institutions nationwide transition from the previous K-13 curriculum, there is a critical need to

understand whether the policy's intended benefits are being realized at the classroom level. Without empirical insights into stakeholder perspectives, curriculum reforms risk becoming mere policy documents that fail to improve actual learning outcomes. Furthermore, the rapid pace of implementation demands immediate feedback to inform necessary adjustments and prevent systemic educational disruptions.

The research gap specifically lies in the absence of comparative studies that systematically examine both teacher and student perspectives on curriculum implementation within the same educational context. This dual-perspective approach is crucial for understanding perception gaps that may indicate misalignment between policy intentions and classroom realities. Additionally, there is limited research on how these perspectives specifically relate to English language learning, which presents unique challenges due to its status as a foreign language in the Indonesian context.

The novelty of this research lies in its integrated examination of dual stakeholder perspectives within a single study design, providing a more comprehensive understanding of curriculum implementation dynamics than previous single-perspective studies. Unlike existing research that treats teacher and student perspectives separately, this study explores their interrelation and identifies perception gaps that may indicate implementation challenges. Furthermore, the focus on English language learning in a regional Indonesian context provides insights into subject-specific and location-specific implementation dynamics that have been underexplored in the literature.

In response to these gaps, this study seeks to examine teachers' and students' perspectives on the implementation of the Merdeka Curriculum in English language learning at SMPN 6 Kota Kediri. The specific objectives of this study are: (1) to explore teachers' perspectives on implementing the Merdeka Curriculum in English language learning contexts, (2) to examine students' experiences and perceptions of English learning under the new curriculum, (3) to identify perception gaps between teachers and students regarding curriculum implementation, and (4) to analyze factors that influence the effectiveness of curriculum implementation from both stakeholder perspectives.

This research aims to explore how both groups perceive the curriculum's objectives, challenges, and impacts on classroom learning processes. By doing so, the study contributes to a more comprehensive understanding of curriculum implementation dynamics and provides empirical insights that could inform future policy development and educational practice in Indonesia. The benefits of this research include providing evidence-based recommendations for improving curriculum implementation strategies, informing teacher professional development programs, guiding policy adjustments to better align with stakeholder needs, and contributing to the theoretical understanding of curriculum change processes in developing country contexts. The practical implications extend to educational administrators, curriculum developers, and teacher training institutions seeking to optimize the implementation of educational reforms. The findings are expected to enrich the discourse on curriculum reform and highlight the importance of integrating stakeholder perspectives, particularly those of students, into evaluations of educational innovation.

METHOD

This research employed a qualitative descriptive design to explore and understand the perspectives of teachers and students on the implementation of the Merdeka Curriculum in English language learning at SMPN 6 Kota Kediri. A qualitative descriptive approach was chosen because it enables researchers to examine participants' views, experiences, and interpretations in a natural setting, providing a detailed understanding of the phenomenon being studied (Creswell, 2018). The study was conducted at SMPN 6 Kota Kediri, a public junior high school located in East Java, Indonesia, during July and August 2025. This time frame provided sufficient opportunity to collect in-depth data through direct interviews with both teachers and students.

The participants of this study were selected using purposive sampling, which allows researchers to intentionally choose individuals based on criteria relevant to the research objective (Palinkas et al., 2015). The teacher participants consisted of three English language teachers at SMPN 6 Kota Kediri who had at least one year of experience implementing the Merdeka Curriculum in their English classes. The student participants comprised six students selected based on recommendations from the school's student affairs coordinator (*Kepala Kesiswaan*). These students were represented at different classes specifically from classes 9A and 9B to ensure diverse perspectives reflecting different stages of curriculum exposure. The students were chosen based on their active participation in English language learning under the Merdeka Curriculum. Data were collected exclusively through semi-structured interviews with both teachers and students. The teacher interviews explored their perceptions and teaching experiences, in curriculum implementation, and applied teaching strategies. Meanwhile, the student interviews focused on their perspectives on English learning activities, their experiences in the classroom, and any challenges they encountered related to the Merdeka Curriculum. The interview guides were developed based on relevant previous research (Rahmawati, 2019; Putri & Nugroho, 2020) and validated by two English education experts to ensure clarity and content validity.

All interviews were conducted face-to-face at SMPN 6 Kota Kediri, with each interview lasting approximately 30 to 45 minutes. The interviews were recorded upon receiving participants' consent to ensure accuracy in data transcription and analysis. Ethical standards, including informed consent, confidentiality, and participants' right to withdraw at any stage, were upheld throughout the research process. Thematic analysis, as proposed by Braun and Clarke, was applied to analyze the data (Ahmed et al., 2025). This process involved familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and compiling the final report. Thematic analysis allowed the researcher to identify significant patterns and categories that emerged from the participants' narratives.

To ensure the credibility and trustworthiness of the findings, the researcher applied data triangulation by comparing data obtained from teacher and student interviews. Member checking was conducted by asking participants to review and confirm their interview transcripts, ensuring the accuracy of the data. This research assumed that participants provided honest and reflective responses based on their actual experiences. The study focused on the context of English language learning at SMPN 6 Kota Kediri, making the findings context-

specific and not necessarily generalizable to other schools or subjects. As with other qualitative studies, this research prioritized depth of understanding over broad generalization.

RESULTS AND DISCUSSION

Based on interviews with six students from classes 9A and 9B, as well as two English teachers at SMPN 6 Kota Kediri, several key themes emerged regarding the implementation of the *Kurikulum Merdeka* in English language learning.

Students' Understanding and Perceptions of the *Kurikulum Merdeka*

Most students understood that the *Kurikulum Merdeka* offers greater learning freedom, particularly through projects, group discussions, and creative activities. This freedom aligns with the principle of *student-centered learning*, which positions students as active participants in the learning process (Hmelo-Silver et al., 2007). However, some students still found the method confusing due to a lack of clear initial instructions from teachers. This finding is consistent with Telaumbanua (2024), who states that the success of the *Kurikulum Merdeka* largely depends on the clarity of teachers' instructions at the beginning of the learning process.

Classroom Engagement and Participation

Most students expressed higher levels of engagement and creativity when teachers employed interactive learning tools such as videos, language-based games, and problem-solving projects. These methods reflect Kolb's (1984) experiential learning theory, which emphasizes that active participation in hands-on activities enhances comprehension, retention, and intrinsic motivation. For example, students noted that watching videos not only improved their listening comprehension but also exposed them to authentic language use, while games made vocabulary acquisition more enjoyable and competitive. Such methods were perceived as breaking the monotony of traditional grammar-focused lessons and creating a more dynamic learning atmosphere. However, despite the overall increase in engagement, a subset of students remained passive during classroom activities, particularly those that required group collaboration or oral presentations. This reluctance was often linked to shyness, fear of making mistakes, and low confidence in speaking English, reflecting Krashen's (1982) affective filter hypothesis. According to this theory, anxiety and self-consciousness can block language acquisition by preventing students from fully participating in communicative activities. Teachers observed that this passivity was more prevalent among students with lower language proficiency, suggesting the need for differentiated participation strategies to ensure that all learners can benefit from interactive, student-centered approaches.

Students' Challenges in Adapting to the *Kurikulum Merdeka*

The main challenges faced by students included difficulty understanding project instructions in English, limited vocabulary, and a reluctance to speak in front of the class. These obstacles were compounded by limited access to facilities such as LCD projectors or the internet, both of which are essential for technology-based learning. This finding supports Wahyuni and Dewi's (2023) study, which emphasizes that the successful implementation of the *Kurikulum Merdeka* requires adequate infrastructure to ensure optimal learning outcomes.

Teachers' Perceptions of the *Kurikulum Merdeka*

The implementation of the Merdeka Curriculum at SMPN 6 Kota Kediri has significantly increased students' activeness, enthusiasm, and motivation in English language learning. Teachers have adopted a wider range of instructional techniques that actively engage students, granting them considerable freedom to choose learning activities and submit assignments in formats that align with their interests and creativity. For instance, students are given options to complete projects in ways that reflect their personal preferences and talents, a practice that aligns with Tomlinson's (2017) principle of differentiated instruction, which emphasizes adapting learning experiences to match students' interests and readiness levels.

From the teachers' perspective, every curriculum has its strengths; both the 2013 Curriculum (K-13) and the Merdeka Curriculum are considered beneficial. However, the Merdeka Curriculum is perceived as more effective in fostering student motivation, introducing varied learning methods that are not monotonous or overly teacher-centered, and encouraging students to confidently express their opinions. This is consistent with Darling-Hammond et al. (2020), who assert that giving students agency in their learning increases engagement and deepens understanding. A predominant approach employed is Project-Based Learning (PjBL), which promotes critical thinking, collaboration, and creativity, as also supported by Bell (2010), who found that PjBL enhances both content mastery and 21st-century skills. Teachers acknowledge that their role in classroom success is closely linked to the feedback they receive from students. Such feedback enables them to evaluate and adjust teaching strategies to meet learners' needs more effectively.

This finding reflects Black and Wiliam's (1998) assertion that formative feedback is a critical factor in improving learning outcomes. The application of the Merdeka Curriculum in English classes at SMPN 6 focuses heavily on student-centered activities, such as collaborative group work, where students are encouraged to freely express their ideas and showcase their creativity. Learning is no longer limited to a single resource; students have the autonomy to choose topics and materials they find engaging, echoing Hmelo-Silver et al.'s (2007) view that student-centered environments foster deeper learning. This freedom allows them to develop their skills, explore their potential, and express themselves more fully. Nonetheless, teachers recognize that the success of curriculum implementation ultimately depends on individual student adaptability. While students who adapt quickly can thrive regardless of curriculum changes, those who struggle to adjust may face greater challenges, requiring additional support and targeted instructional strategies from teachers a challenge also noted by Mustofa (2023), who stresses that curriculum flexibility must be paired with adequate learning resources and teacher guidance.

Perception Gaps Between Students and Teachers

The findings reveal a significant gap between students' and teachers' perceptions regarding the degree of learning freedom and the overall effectiveness of the *Kurikulum Merdeka* in English language learning. From the teachers' perspective, the curriculum already provides ample opportunities for creativity, autonomy, and flexibility, enabling them to design engaging lessons tailored to students' interests and needs. Teachers reported feeling empowered to implement interactive activities, such as project-based learning, group discussions, and the use of multimedia, which they believe stimulate student engagement and

motivation. They also viewed the curriculum's emphasis on student-centered learning as a positive shift toward fostering independent and critical thinking skills. However, several students expressed a different experience. While they acknowledged the presence of creative and collaborative activities, some felt that the current implementation did not fully address their learning challenges particularly in acquiring English vocabulary, understanding instructions delivered in English, and building confidence in speaking.

Limited access to adequate learning resources, such as varied English learning materials, reliable internet, and digital tools, further hindered their ability to benefit from the curriculum's intended flexibility. This mismatch between teacher intentions and student experiences supports Mustofa's (2023) assertion that learning freedom alone is insufficient to ensure meaningful learning outcomes unless it is supported by clear instructional guidance, differentiated teaching approaches, and adequate learning resources. Without bridging this perception gap, the potential of the Kurikulum Merdeka to enhance English proficiency may remain only partially realized.

Factors Influencing Students' Perceptions

Students' attitudes toward the Kurikulum Merdeka were significantly shaped by the quality and availability of learning resources. While some appreciated the interactive elements of the curriculum, many noted a lack of diverse and updated materials, as well as a shortage of printed and digital resources in English. In particular, students expressed a preference for interactive digital media such as videos, online games, and mobile learning applications, which they felt better matched their learning styles and interests. Teachers, however, faced the ongoing challenge of accommodating a wide range of student ability levels within the same classroom. For high-achieving students, the curriculum's emphasis on independence and creativity was motivating and effective. In contrast, students with weaker foundational skills often struggled to keep pace, leading to disengagement. This finding is consistent with Tomlinson's (2017) theory of differentiated instruction, which advocates tailoring teaching strategies to meet the diverse learning profiles of students.

Informal Learning and Interest-Based Strategies

Interestingly, many students used informal media such as games, music, and YouTube to improve their English skills. This suggests that interest-based learning has the potential to be an effective strategy if integrated into the curriculum in a structured way. There are even some students who actually improve their English skills through online games, where through these online games they can meet friends in various countries and are required to speak English so that their English skills can improve through that.

Need for Curriculum Policy Stability

Teachers also highlighted the importance of curriculum policy stability. Frequent curriculum changes can disrupt adaptation for both teachers and students, particularly for those who require more time to adjust.

Overall Impact and Recommendations

Overall, the *Kurikulum Merdeka* at SMPN 6 Kota Kediri has had a positive impact on student activity and creativity. However, its implementation in English language learning still requires adjustments in terms of guidance, equitable access to learning resources, and integration of media that is relevant to students' real-world experiences.

Table 1. Comparison of Students' and Teachers' Perspectives on the Implementation of Contextual Learning in a Flexible Curriculum and Its Theoretical Support

Theme	Students' Perspectives	Teachers' Perspectives	Supporting Theories / References
Learning Freedom & Engagement	Feel more active and creative with projects, discussions, and creative activities, but some find instructions unclear.	Curriculum allows flexibility to adapt lessons to student interests, increasing engagement	Student-centered learning (Hmelo-Silver et al., 2007); Importance of instruction clarity (Telaumbanua, 2024).
Learning Media & Methods	Prefer interactive media (videos, games, projects), but some remain passive during group work due to shyness/anxiety.	Use contextual and engaging materials but note the need for varied strategies for different ability levels.	Experiential Learning Theory (Kolb, 1984); Affective Filter Hypothesis (Krashen, 1982); Differentiated Instruction (Tomlinson, 2017)
Challenges in Implementation	Struggle with English instructions, limited vocabulary, reluctance to speak, and lack of facilities (LCD, internet).	Difficulty addressing diverse abilities and maintaining consistent assessment in a flexible system.	Importance of infrastructure (Wahyuni & Dewi, 2023); Need for differentiated strategies (Tomlinson, 2017).
Learning Resources	Prefer digital and interactive resources; use informal media (games, music, YouTube) for self-learning.	Acknowledge resource gaps and stress integrating relevant media to student contexts.	Interest-based learning potential (Darling-Hammond et al., 2020).
Curriculum Policy Stability	Adaptation hindered by frequent curriculum changes.	Frequent policy shifts disrupt lesson planning and student adjustment.	Policy stability for effective implementation (Wijayanti, 2023).
Overall Impact	Increased activity and creativity but not fully meeting all learning needs.	Greater innovation opportunities but require training, guidance, and stable policies.	Need for continuous teacher development (Wijayanti, 2023).

CONCLUSION

The study reveals that implementing the *Merdeka Curriculum* in English learning at SMPN 6 Kota Kediri provides valuable opportunities for fostering student creativity, engagement, and teacher innovation through interactive, student-centered methods. However, challenges persist, including students' limited vocabulary, difficulty understanding instructions, shyness, inadequate facilities, and uneven abilities. A perception gap exists where

teachers view the curriculum's flexibility and freedom as sufficient, while some students feel their learning needs remain unmet. Frequent changes in the curriculum also impede smooth adaptation. The curriculum's success relies on clear guidance, proper resources, differentiated teaching strategies, incorporation of interest-based learning, and continuous teacher training to nurture independent and engaged learners. Future research should focus on evaluating the long-term impacts of sustained teacher professional development and policy stability on reducing perception gaps and enhancing student outcomes in diverse regional contexts.

REFERENCES

- Boardman, A. G., Polman, J. L., Scornavacco, K., Potvin, A. S., Garcia, A., Dalton, B., Stamatis, K., Guggenheim, A., & Alzen, J. L. (2024). Examining enactments of project-based learning in secondary English language arts. *Journal of Literacy Research*, 56(3), 287-312. <https://doi.org/10.1177/23328584241269829>
- Chen, C. H., & Yang, Y. C. (2023). A study of the impact of project-based learning on student learning effects: A meta-analysis study. *Frontiers in Psychology*, 14, 1202728. <https://doi.org/10.3389/fpsyg.2023.1202728>
- Condliffe, B., Quint, J., Visher, M. G., Bangser, M. R., Drohojowska, S., Saco, L., & Nelson, E. (2017). Project-based learning: A literature review. MDRC.
- Creswell, J. W. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.
- Farouck, I., Hashim, H., & Bakar, N. A. (2017). Students' perception of project-based learning (PBL) to improve language learning autonomy. *Journal of Teaching and Learning in Higher Education*, 9(2), 44-58.
- Fullan, M. (2016). *The new meaning of educational change*. Routledge.
- Indarta, J., Waskito, S., & Riyanda, A. (2022). Relevansi kurikulum merdeka belajar dengan model pembelajaran abad 21 dalam perkembangan era society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, 9(4), 4046-4067. <https://doi.org/10.31004/edukatif.v9i4.3389>
- Kementerian Pendidikan dan Kebudayaan. (2020). *Kurikulum Merdeka sebagai kerangka pemulihan pembelajaran*. Jakarta.
- Liu, X. (2023). The effect of affective filter hypothesis on college students' English writing teaching and its enlightenment. *Open Journal of Modern Linguistics*, 13(5), 827-836. <https://doi.org/10.4236/ojml.2023.135045>
- Mubarok, H., Sofiana, N., & Mahendra, D. (2023). Challenges and opportunities in implementing the Merdeka Curriculum in language education: A meta-synthetic analysis. *English Review: Journal of English Education*, 11(3), 889-900. <https://doi.org/10.25134/erjee.v11i3.8356>
- Ningsih, L. K., & Adnan, A. (2023). Challenges faced by English student teachers on implementing Kurikulum Merdeka during the teaching practicum program. *Journal of English Language Teaching*, 12(2), 435-440. <https://doi.org/10.24036/jelt.v12i2.122634>
- Ningsih, S. (2020). Students' perspectives in curriculum implementation: A case study in Indonesian secondary schools. *Journal of Education Research*, 5(2), 102-110.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method

- implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1191/1478088706qp063oa>
- Putri, D. A., & Nugroho, A. (2020). Teacher perception on student-centered learning approach in curriculum implementation. *Journal of Language Teaching*, 4(1), 45-55.
- Rahmawati, E. (2019). Teacher readiness in implementing new curriculum policy. *Journal of Educational Research and Practice*, 9(3), 200–210.
- Sampson, P., & Garrison, D. R. (2019). Perspective in educational research: Theoretical underpinnings. *Journal of Qualitative Inquiry*, 25(1), 20-30.
- Santoso, H., & Arini, T. (2020). Challenges in implementing the curriculum: Indonesian teachers' voices. *Indonesian Journal of Curriculum and Educational Technology Studies*, 8(1), 15-25.
- Shafiei Rezvani Nejad, M. (2024). Differentiated instruction for English learners: Teachers' understanding and practices. *TESOL Journal*, 15(2), e817. <https://doi.org/10.1002/tesj.817>
- Tran, T. B. T., & Vuong, T. K. (2024). Mobile devices and the autonomy in English language learning: A deeper look at Van Lang University. *International Journal of TESOL & Education*, 4(3), 144-160. <https://doi.org/10.54855/ijte.24439>
- Wu, M., & Kabilan, M. K. (2025). Emotion-related theories in classroom language learning: The conceptualization and causation of emotions. *Frontiers in Psychology*, 16, 1347289. <https://doi.org/10.3389/fpsyg.2025.1347289>
- Zhang, L., & Wang, H. (2024). A study of project-based learning to intermediate EFL learners in reading class: Enhancing self-regulated learning of post-secondary students in Macao. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1), 1-23. <https://doi.org/10.1186/s40862-024-00298-6>