

## ABSTRACT

### **Nopia, Wulan Sri (2024). Teachers' Belief of Teaching EFL in the Context of Differentiated Curriculum (Kurikulum Merdeka)**

This study aims to analyze teachers' beliefs about teaching English as a Foreign Language (EFL) in the context of the implementation of the Differentiated Curriculum (Kurikulum Merdeka), specifically in tailoring instruction to meet the diverse needs of students. The research problem addressed in this study is how teachers' beliefs influence EFL teaching amidst student diversity and the challenges of implementing a differentiated curriculum. The purpose of this study is to understand teachers' perspectives on the use of differentiated approaches in EFL instruction. This research employs a qualitative approach using a descriptive method, involving Semi-structured interviews with several EFL teachers at schools that have implemented the Kurikulum Merdeka. The data collected are analyzed using thematic analysis to identify patterns in teachers' beliefs and the challenges and opportunities in teaching practices. The results of this study indicate that while teachers have positive beliefs about differentiated instruction, they face significant challenges related to resource limitations, training, and policy support in implementing a more flexible curriculum. This research provides insights into the importance of systemic support in reinforcing teachers' beliefs to optimize the implementation of the Kurikulum Merdeka.

**Keywords:** Teacher beliefs, EFL, differentiated curriculum, Kurikulum Merdeka, instructional practices