

ABSTRACT

Muttaqin, Siti Hanifah Zainal. (2024). English For Young Learners (EYL) Classroom Management Strategies in Differentiated Curriculum (*Kurikulum Merdeka*): Novice Teachers' Perceptions

Classroom management in English for Young Learners (EYL) under the Differentiated Curriculum (*Kurikulum Merdeka*) presents unique challenges for novice teachers. As these teachers are relatively new to implementing effective classroom management strategies within this innovative curriculum framework, examining their experiences and perceptions is imperative. This study aims to understand how Novice Teachers manage the classroom and adapt to the *Merdeka* Curriculum in their classes. It also explores the strategies they implement and their effectiveness in EYL classes.

This research used qualitative methods to gain in-depth insights into Novice Teachers' experiences. Data was collected through interviews and observations, focusing on how these teachers implemented various management strategies. The qualitative approach gave a deeper understanding of the strategies used and the novice teachers' reflections on their effectiveness.

The findings show that Novice Teachers use a variety of classroom management strategies, including the Big Five strategies (Rules, routines, praise, misbehavior, and engagement), building positive relationships with students, applying positive reinforcement, organizing the classroom environment, and integrating relevant materials into the curriculum. Novice teachers generally perceive these strategies as effective and conducive to creating positive learning in EYL classrooms. This research highlights the importance of these strategies in supporting novice teachers' adaptation to the *Merdeka* Curriculum. It offers practical insights for improving classroom management in young learners in English language education settings.

In conclusion, novice teachers use a variety of classroom management strategies. Teachers are advised to refine their classroom management strategies, teacher educators need to provide targeted training, and future researchers are advised to investigate the impact of these classroom strategies on student outcomes and engagement in various curricula, including the *Merdeka* Curriculum.

Keywords: *EYL, Novice Teachers, Classroom Management Strategies, and Differentiated Curriculum (Kurikulum Merdeka)*