

Teachers' Views On Curriculum Changes In Indonesia

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Abstract. Indonesia's educational system is currently undergoing a significant transformation with the introduction of the "Kurikulum Merdeka Belajar," or Curriculum Freedom of Learning. This shift aims to provide students with a more comprehensive and learner-centered educational experience. As teachers play a pivotal role in this process, it is crucial to understand their perspectives, concerns, and objectives regarding the ongoing curriculum changes. This article presents the findings of a study that delves into the viewpoints of educators from diverse educational backgrounds and levels through a series of in-depth interviews. The research aims to offer a deeper understanding of the implications of the curriculum freedom of learning and to shed light on how teachers perceive and adapt to these changes. By providing educators with a platform to voice their experiences, this study seeks to contribute to a more comprehensive comprehension of the intricate dynamics surrounding curriculum reform and its impact on the teaching profession.

Keywords: Curriculum changes, Curriculum Freedom of Learning, Teacher perspectives, Educational reform, In-depth interviews.

INTRODUCTION

Indonesia's educational system is going through a radical change with the implementation of the "Kurikulum Merdeka Belajar," or Curriculum Freedom of Learning. The goal of this curriculum paradigm shift is to give students a more comprehensive and learner-centered educational experience. It is essential to shed light on the teachers, who are the primary stakeholders in this process, as we set out on this journey of change.

This article aims to investigate the viewpoints of educators working on the front lines in order to obtain a deeper understanding of the curriculum freedom of learning and its implications. We aim to elucidate teachers' perspectives, apprehensions, and goals concerning the continuous changes in the curriculum by means of a series of interviews with educators from diverse educational backgrounds and levels.

This study goes beyond the obvious to learn more about how teachers view the changes, what it was like to implement the new curriculum, and what opportunities and problems they faced along the way. We hope to promote a more thorough understanding of the complex dynamics surrounding curriculum reform and its effects on the teaching profession by providing educators with a voice.

Come along with us as we set out on this illuminating journey through the stories of educators who, in the face of constant change, are instrumental in forming Indonesia's educational landscape.

METHOD OF RESEARCH

This research uses a qualitative approach with a research design that focuses on in-depth understanding of teachers' views. This approach was chosen to find out teachers' views of a curriculum change and compare this understanding. The object of this research is English subject teachers in different schools. In-depth interviews with teachers as the main source of data. The data analysis technique used is as follows:

- a. **Analysis Method:** Content analysis to identify patterns and themes in teachers' views.
- b. **Data Triangulation:** Compare interview results with other data, such as classroom observations or teacher reflections.

RESULT AND DISCUSSION

There are several things presented as research results, namely teacher responses to curriculum changes in Indonesia, as follows:

1. What is your view of the latest changes in the English curriculum in Indonesia?
2. How do you plan to integrate creative teaching methods and technology in teaching English according to curriculum changes?
3. What are your strategies in facilitating students to develop speaking and listening skills in English?
4. How do you plan assessments to measure students' progress in their English skills in line with curriculum changes?
5. How do you approach student diversity in the classroom, especially in the context of learning English?

From the several problem formulations above, the following results can be found; The speakers saw changes in the English curriculum in Indonesia as an opportunity to improve the quality of English learning. By focusing on aspects of speaking and communication skills, the resource person believes it can improve students' language skills.

Here are some reasons why consider change an opportunity:

Focus on speaking and communication skills: Changes in the curriculum pay attention to speaking and communication skills as an important aspect of English language learning. This will help students improve their speaking and communicating skills in English, which is very important in everyday life and in the world of work.

Improve language skills: By focusing on speaking and communication skills, students will more easily improve their English language skills. This will help them become more competent in using English in indirect situations in everyday life. Reducing negative impacts:

Changes in the curriculum allow the government to reduce the negative impacts caused by changes/development of the English curriculum. This will help ensure that changes in the curriculum can be implemented well and maintain consistency and clarity regarding the status of English in the curriculum. As teachers, we will use teaching techniques that are appropriate to the position and position of English in Indonesia. This will help students become more competent in using English in indirect situations in everyday life and in the world of work.

The implementation of the Merdeka Curriculum in English language learning has strengthened the use of technology and digital media to improve language skills, such as listening, speaking, reading and writing. Teachers can be more creative in teaching methods, choosing approaches that suit students' learning styles, and using local resources to make learning more interesting. Apart from that, a study also highlights the importance of using creative media in learning English, especially at an early age, to increase students' creativity in learning English.. Therefore, speakers plan to integrate creative teaching methods, such as a project-based approach, with the use of technology and digital media, such as digital platforms, applications, and creative media, to make English learning more interesting and effective in line with curriculum changes. In facilitating students to develop speaking and listening skills in English, speakers will apply several dialogue-based strategies, simulations and online conversations.

Here are some strategies that speakers will implement:

Dialogue Based: speakers will use dialogue as a tool to help students develop speaking skills in English. This dialogue can be in the form of questions and answers, group conversations, or conversations between students. Speakers will use interesting and relevant topics to excite students and get them involved in the conversation.

Simulation: Teacher will use simulation as a tool to help students develop listening skills in English. This simulation can take the form of a conversation between students, a conversation with the teacher, or a conversation with the media. Teacher will use interesting and relevant topics to get students engaged in conversation and listening well.

Online Conversation: Teacher will use online conversation as a tool to help students develop speaking and listening skills in English. These online conversations can be conversations with other students, conversations with teachers, or conversations with the media. Teacher will use an online conversation platform that is easy to use and that allows students to actively engage in conversation.

Regular Listening and Speaking: Teacher will propose structured and regular dialogue-based activities, simulations and online conversations. Listening and speaking regularly in their native language helps them feel more confident in communicating. Teacher will use interesting and relevant topics to get students engaged in conversation and listening well. To plan assessments that align with curriculum changes in measuring student progress in English skills, you can use a comprehensive and multifaceted approach. Some assessment methods that can be applied include project assignments, presentations, oral exams, and formative and summative assessments. This will help in gaining a holistic understanding of the student's abilities and provide constructive feedback. First, project assignments can be used to assess students' ability to apply English skills practically. For example, students may be asked to create presentations, essays, or collaborative projects that involve creative use of the English language. This assessment can include understanding grammar, vocabulary, as well as overall communication skills. Second, presentations can be an effective assessment method to measure students' ability to speak and convey ideas in English. Students may be asked to make oral presentations on certain topics, which are then assessed based on speaking fluency, appropriate use of vocabulary, and ability to convey information clearly and convincingly. Apart from that, oral exams can also be used to assess students' understanding of verbal communication. These exams may include conversations, interviews, or short presentations that allow teachers to assess students' understanding of grammar, vocabulary, and general speaking abilities. Apart from the methods above, formative and summative assessments also need to be implemented on an ongoing basis. Formative assessments are carried out during the learning process to provide feedback that can help students improve their abilities. Meanwhile, a summative assessment is carried out at the end of the learning period to assess student achievement as a whole. By implementing these various forms of assessment, teachers can gain a comprehensive understanding of students' progress in English skills as the curriculum changes. Apart from that, students will also get constructive feedback to continue improving their English skills. Designing learning experiences that include a variety of learning materials and methods. Understanding students' diverse cultures and backgrounds helps me create an inclusive environment in the classroom, supporting their growth in English. This approach involves several steps that can be taken to create an environment that accommodates student diversity: Get to know students: As a teacher, you must know students well, including their diverse cultures and backgrounds. This helps you understand students' needs and wants, and develop empathy for them. Integrating cultural diversity: You can integrate cultural diversity in English learning. For example, you can use examples from different cultures, or discuss topics related

to cultural diversity. Using various learning methods: You can use various learning methods, such as active learning, collaborative learning, and individual learning. This helps students with varying levels of ability and learning needs follow lessons that suit them. Use language that is easy to understand: You can use language that is easy for students to understand, such as simple and structured English. This helps students who have not mastered English well to follow the lessons. Use appropriate assessments: You can use assessments appropriate to the student's ability level. This helps students to achieve learning outcomes that are appropriate to them. By implementing this approach, you can build a learning environment that accommodates students' diversity, supports their growth in English, and helps them become individuals who are able to communicate well in an international lingua franca.

CONCLUSION

The implementation of the "Kurikulum Merdeka Belajar" has brought about a fundamental shift in the English curriculum in Indonesia, presenting both challenges and opportunities for educators. Teachers recognize the emphasis on speaking and communication skills as a significant aspect of the new curriculum, which they believe will enhance students' language proficiency and better prepare them for real-world communication. To address the diverse needs of students, teachers plan to integrate creative teaching methods and technology, such as project-based approaches and digital media, to make English learning more engaging and effective. In facilitating students' speaking and listening skills, teachers intend to employ dialogue-based strategies, simulations, and online conversations, providing a structured and regular approach to boost students' confidence in using English. Additionally, teachers plan to utilize a variety of assessment methods, including project assignments, presentations, and formative assessments, to comprehensively measure students' progress in line with the new curriculum. Furthermore, they aim to create an inclusive learning environment that respects and integrates students' diverse cultures and backgrounds, ultimately supporting their growth in English. This study underscores the pivotal role of teachers in navigating curriculum changes and shaping the educational landscape in Indonesia.

The research conducted by Tazkiyatun Nafsika and Khoirul Anwar in 2018, titled "Pandangan Guru terhadap Implementasi Kurikulum 2013 di Sekolah Menengah Atas," provides valuable insights into teachers' perspectives on curriculum implementation and can serve as a point of reference for understanding the complexities of curriculum reform.

The Role Of Counseling Teachers Based On The Curriculum Freedom To Learn by Yenni Elfira et al. (2022) and Implementation Merdeka Curriculum of Learning to Students' Learning Activities by Amiruddin (2023) are also significant contributions to the discourse on curriculum reform and its implications for educators.

The findings of this study contribute to a more comprehensive understanding of the multifaceted nature of curriculum reform and its effects on the teaching profession, providing a platform for educators to share their experiences and insights as they navigate the evolving educational landscape in Indonesia.

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