

An English Teacher's Perception Of The Implementation Of The Independent Curriculum In Every School

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Abstract. Curriculum is an important part of education systems around the world. The curriculum regulates learning process activities to maximize educational goals, functioning as a unit or guideline. Student learning outcomes in the daily learning process are one aspect that can have an impact on curriculum adjustments. Interviewing English teachers about the implementation of the Merdeka Curriculum in the classroom provided a number of insights. Educators share their thoughts on the difficulties in implementing an autonomous curriculum. because the facilities or different learning resources are not sufficient. They emphasize how the Merdeka Curriculum can help students learn English more effectively by encouraging active participation in class, fostering critical thinking, and increasing language proficiency. The student-centered curriculum philosophy was awarded.

Keywords: learner-centered mindset, merdeka curriculum and implementation problem, Possible advantages, preparedness of educators, and support networks

INTRODUCTION

The Indonesian curriculum has been implemented in several methods, including a competency-based curriculum in 2004 and an increasingly unit-based curriculum in 2006, as well as curriculum revisions in 1947, 1964, 1968, 1973, 1975, 1984, 1994, and 1997. government and the Ministry of National Education worked together in 2013 to replace the existing curriculum with the 2013 curriculum (Kurtilas) which was updated in 2018. Ulinniam et al, 2021). There are different curricula in use today. An educational program known as the “Independent Curriculum” was launched in Indonesia with the aim of offering a more comprehensive education which emphasizes the character, abilities and attitudes of students. It places great emphasis on the use of technology as well as cultural diversity, active engagement, and student-centered learning.

In Indonesian, “independence” refers to the aim of the curriculum to encourage students to think critically and independently. This guide was created in response to the need to reform the education system in Indonesia. This guide focuses on how to overcome learning loss caused by the COVID-19 pandemic. With a focus on 21st century skills, this curriculum aims to equip students to face the demands and obstacles of a world that continues to change globally. The Merdeka Curriculum, which is an extension of the emergency curriculum implemented during

the pandemic, aims to help students develop character and various abilities as an important part of learning.

RESEARCH METHOD

The research method used is a qualitative method with an interview approach. Method A qualitative method utilizing an interview approach is the study methodology employed. English teachers are surveyed via Google Forms and in-person interviews to learn how they feel about the Merdeka curriculum's implementation. Through the use of a qualitative technique, researchers are able to fully comprehend the opinions and experiences of English teachers on Merdeka curricula. Teachers can discuss their opinions in-depth during live interviews, and organized data can be obtained by using a Google Form to administer a questionnaire. Combining these two approaches can yield a thorough picture of how English teachers view the Merdeka curriculum.

RESULT AND DISCUSSION

The following are scientific results from research into the opinions of English teachers regarding the implementation of the Independent Curriculum in the classroom:

1. Merdeka's student-centred curriculum approach is highly valued among English teachers. They believe that the curriculum can guide and help students become more qualified individuals and able to face problems in the future. These results are supported by the fact that the curriculum prioritizes student independence and a positive learning environment, and is in line with Indonesian national values.
2. The concepts and skills covered in the Free curriculum are not all understood by English teachers. While some people might be aware of the three roles that teachers play in extracurricular, cocurricular, and intracurricular activities, others might not fully understand competencies such as moral character, independence, faith, and a strong devotion to God, as well as teamwork, critical thinking, and creativity.
3. Implementing the Merdeka curriculum is complicated by the diversity of children in the classroom as well as the availability of teachers, infrastructure, and facilities. However, there are opportunities for positive classroom technology use as well as assistance from the head of the school, parents, and the curriculum.
4. The Merdeka Curriculum is considered capable of improving the standard of English language teaching in schools. Through a series of student-centered approaches it is seen to

actively involve students in learning, improve critical thinking skills, and improve English language skills.

It is believed that the Merdeka Curriculum can improve the quality of English language teaching in educational institutions. This is demonstrated by actively involving students in learning, developing critical thinking capacity, and improving English language competency through various student-centered means. These findings indicate that although Merdeka's student-centred curriculum approach and its potential benefits are well received, there are still barriers to its implementation, especially related to the availability of instructors and infrastructure. The difference in understanding between the use of technology in English and the support of school stakeholders provides a great opportunity to overcome problems and improve the implementation of the Merdeka curriculum in every school.

CONCLUSION

By encouraging students to actively participate in their education and develop critical thinking and good and correct English language skills, the Merdeka Curriculum has the potential to raise the standard of the English language learning process in schools. In the future, the issues raised need to be addressed, especially those related to teacher readiness and accessibility of facilities and infrastructure. Additionally, by conducting additional studies and comparing these findings with those of other researchers on related subjects, these findings can be validated and provide greater scientific support, which will help education efforts in Indonesia to grow and improve.

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