

English Teachers' Perceptions Of The Development Of An Independent Curriculum

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Abstract This research is entitled "English Teachers' Perceptions of Independent Learning Curriculum Development". This aims to find out and understand teachers' perceptions of the current development of the independent curriculum and also whether there are any obstacles from both teachers and students, as well as what their hopes are for the future curriculum. This study uses a qualitative method. By interviewing several English teachers and there is some data related to the teachers who have been interviewed, I can conclude that the development of the independent curriculum has been quite helpful in several aspects, but teachers cannot give one hundred percent in implementing the independent curriculum at this time because the current curriculum is still just being implemented.

Keywords: curriculum development, English teacher, Perception.

Abstrak Penelitian ini berjudul "Persepsi Guru Bahasa Inggris Terhadap Pengembangan Kurikulum Belajar Mandiri". Hal ini bertujuan untuk mengetahui dan memahami persepsi guru terhadap pengembangan kurikulum mandiri saat ini dan juga apakah ada kendala baik dari guru maupun siswa, serta apa harapannya terhadap kurikulum yang akan datang. Penelitian ini menggunakan metode kualitatif. Dengan mewawancarai beberapa guru Bahasa Inggris dan terdapat beberapa data terkait guru yang telah diwawancarai, saya dapat menyimpulkan bahwa pengembangan kurikulum mandiri sudah cukup membantu dalam beberapa aspek, namun guru tidak bisa memberikan seratus persen dalam penerapan kurikulum mandiri di kali ini karena kurikulum yang ada saat ini masih baru diterapkan.

Kata kunci: pengembangan kurikulum, guru bahasa Inggris, Persepsi.

BACKGROUND

Curriculum is an essential tool for the success of an education. Without a proper and appropriate curriculum, it will be difficult to achieve the desired educational goals and objectives. In the history of education, Indonesia has several times held changes and improvements of curriculum whose purpose is certainly to adjust it with the development and progress of the times for achieving maximum results. Education is always related to the curriculum. The Preamble to the 1945 Constitution states that Education is important in making the nation's life intelligent. We can understand that education is very important, through community education can improve welfare, build national civilization, preserve culture and others. The government is paying serious attention to the field education because from education the progress of a country begins. Attention actions taken by the government include increasing the education budget, create policies related to improving the quality of education, solve educational problems from the basic, secondary, and high. This shows that the government is trying to improve quality of education so that it can compete with other

developed countries. Curriculum is a tool which are used to achieve educational goals so to speak that the curriculum is a reference for the process of implementing education in Indonesia (Angga et al., 2022). Elmore and Sykes (1992) postulate that when the curriculum formulated, developed, and implemented in the school system down to the class, mechanism implementation influences practice subsequent learning has an impact on student learning outcomes. The aim of making a scientific journal about the curriculum is to disseminate information and knowledge from research results through interviews with English teachers and also to find out how teachers perceive curriculum development. The revision of curriculum is not something new in every educational system, included in Indonesia. It is recorded that educational system of Indonesia has renewed its curriculum at least twelve times started from Lesson Plan 1947 to Independent Curriculum. The revision or reform of curriculum is common conducted, and it is considered based on many factors such as unsatisfied learning outcomes, number of drop-out students, stress level of teachers and students and lack of skills to meet labor market. (Gouëdard., et al, 2020). The changing of curriculum in Indonesia has been based on the principles above. However, differently with the latest curriculum in Indonesia, Kurikulum Merdeka (Independent Curriculum), the main consideration in formulate this curriculum is to recover educational system in Indonesia that crisis during COVID-19 pandemic (Marisa, 2021). It can be interpreted that the independent curriculum is an emergency curriculum created during the pandemic to improve learning during the pandemic.

METHOD

The type of research designed to be used in this case is qualitative research. Yusanto (2019) states that qualitative research has its own variety of approaches, so that researchers can choose from this variety to suit the object to be studied. According to Creswell (2014), qualitative research means the process of investigating understanding based on different methodological traditions of inquiry that explore social or human problems. So the method used is literature study through content analysis. Therefore, to collect data by interviewing several English teachers about the development of the independent curriculum in schools, both teacher and student development.

RESULT

Teacher	Question For English Teacher	Answers
1	What do you think about the main objectives of curriculum development in English language teaching?	<ul style="list-style-type: none"> a. The curriculum must guide flexible but creative direction in student and teacher learning b. To improve English language skills and the ability to understand it which refers to overall learning development c. To develop the potential of students and teachers in the development of today's highly globalized world of education. d. To change previous standards by improving them to achieve better learning targets e. To make learning good
2	How do you measure the success of an English curriculum?	<ul style="list-style-type: none"> a. When the teacher as a facilitator is not burdened in directing students, and students also show results in achieving learning goals b. When students can pronounce words in English c. When students can pronounce words in English d. When students can respond well e. When students are good at English pronunciation
3	Do you feel that the current independent learning curriculum reflects students' needs and expectations in learning English?	<ul style="list-style-type: none"> a. Yes to most aspects b. Quite helpful c. It's quite helpful but I can't confirm whether it's successful or not because the Independent Curriculum is a new curriculum d. It's quite helpful but I can't confirm whether it's successful or not because the Independent Curriculum is a new curriculum e. It's quite helpful but I can't confirm whether it's successful or not because the Independent Curriculum is a new curriculum
4	In your opinion, are there certain aspects of the English curriculum that need to be updated or improved?	<ul style="list-style-type: none"> a. For the current independent curriculum, it is hoped that the government will provide direct contributions such as funding study tours for schools to improve the abilities of teachers and students. b. The government must provide more textbooks for English language learning c. The government must provide more textbooks for English language learning d. Schools must facilitate the need to learn English e. Schools must have a listening lab
5	Do you feel you have received sufficient support in implementing the current independent curriculum?	<ul style="list-style-type: none"> a. At my school currently there is still a changing independent curriculum which is still partly a mixture of K13 and independent curriculum In terms of facilities, the school is quite good and some training has also been provided. b. Yes, it's enough to get a lot of help for the independent curriculum c. Still using a combination of the independent curriculum and K13 d. Still using a combination of the independent curriculum and K13 e. Still using a combination of the independent curriculum and K13

DISCUSSIONS

In implementing an independent curriculum, the main challenge is the readiness of teachers and school staff. According to (Sumarsih, Ineu, et al., 2022), at the beginning of its implementation, teachers and school staff experienced difficulties in implementing the teaching and learning process with a new paradigm and organizing school administration based on the Independent Curriculum guidelines. The English Teacher's first question was regarding the main objective of curriculum development in teaching English. The first English teacher expressed his opinion regarding the objective, namely that the curriculum should be a flexible but creative guidance guide for students and pupils. Manuals are instructions, rules, or guidelines designed to provide direction or guidance on how to do something. Guidance aims to help a person or group to achieve certain goals or carry out a task effectively and according to predetermined standards and actual guidelines that must be followed, and also creativity is creating something new or interesting that has never existed before so that independent curriculum standards are achieved which meets student expectations and also teacher learning. The second teacher believes that improving English language skills and the ability to understand it refers to developing comprehensive learning which allows students to work together in building good cooperation and achieving good educational standards which involve all access including listening, reading, speaking and writing. The third teacher believes that the aim of curriculum development in teaching English is to develop the potential of students and teachers in today's highly globalized world of education so that teachers do not have difficulty teaching and students also understand learning. The fourth teacher believes that the purpose of curriculum development is to change previous standards by improving them to achieve better learning targets and the fifth teacher says the main goal is to make learning good. The second question is how English teachers measure the success of the curriculum. The first teacher believes that when the teacher as a facilitator is not burdened with directing students, and students also show results in achieving learning objectives, then the second teacher measures the success of a curriculum, especially in English language learning, by looking at how students achieve learning outcomes when students understand each pronunciation. English, the third also measures success when students can understand the pronunciation, the fourth teachers measure success when learning takes place and students can respond well and the fifth measures the success of the curriculum with students' pronunciation in English. The third question is whether the independence of the curriculum reflects students' needs and expectations in learning English? The first teacher assessed that it was adequate in several aspects, the second teacher stated that it was quite helpful, and the third, fourth and fifth teachers stated that the current curriculum had not shown significant results because the

independent curriculum was still very new. The fourth question is whether there are certain aspects of the current English curriculum that need to be updated or improved? The first teacher was of the opinion that it was hoped that the government would make a direct contribution, such as funding school comparative studies, to improve the abilities of teachers and students. The second, third, fourth and fifth teachers believed that the school's independent curriculum must provide all the needs used to improve English language skills. starting from a complete book package and also facilities for listening. The fifth question is whether the independent curriculum receives sufficient support in its implementation? The first teacher believes that at the first teacher's school the independent curriculum is still undergoing changes, some of which are still a mixture of K13 and independent curriculum. In terms of school facilities, it is quite good and some training has also been provided, the second teacher has implemented an independent curriculum and it is going quite well and the third and fourth five teachers are still using a mixed curriculum between the K13 curriculum and the curriculum. independent learning curriculum so it cannot provide definite certainty whether the current independent curriculum is successful or not because the previous K13 curriculum has been running for 10 years.

CONCLUSION AND RECOMENDATIONS

The curriculum is an important tool for the success of education. Without an appropriate and appropriate curriculum, it will be difficult to achieve the desired educational goals and objectives. Curriculum development has a major influence on student learning and teacher teaching. Currently, an independent learning curriculum has been implemented and several teachers have different perceptions in explaining how the current independent learning curriculum has developed, the main aim of which is to improve English language learning among students and teachers. Some teachers think that implementing an independent learning curriculum is quite helpful in several ways. but we cannot give a hundred percent answer whether it helps or not because currently the independent learning curriculum is still new and there are still many schools that still use a combination of the independent curriculum and K13, this is also the hope of some teachers that the government facilitates teaching in all aspects that support learning English achieved according to standards. My suggestion is the need to increase outreach and education to all related parties, including teachers, students, parents and the general public. A better understanding of the essence and benefits of the Independent Curriculum can be achieved through this effort. In addition, the author encourages active community participation in the development and evaluation of this curriculum, to create a sense

of ownership and increase acceptability at the local level. Flexibility and adaptability are also considered important, with an emphasis on developing curricula that take into account the unique needs and characteristics of each educational institution and region.

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