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## Teacher's Challenges on Implementing Independent Curriculum In English Language Teaching SMA Almursyidiyah 01 Kokop

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### ABSTRAK

Modifikasi pada kurikulum baru berdampak pada para pengajar, karena mereka perlu beradaptasi dengan kurikulum baru, khususnya kurikulum otonom akibat pergeseran dalam pemahaman tugas pembelajaran yang perlu diselesaikan. Penelitian dilakukan di SMA Almursyidiyah01 Kokop. Peneliti menggunakan teknik kualitatif, termasuk wawancara dan observasi sebagai alat penelitian. Analisis yang digunakan terdiri dari tiga langkah: reduksi data, tampilan data, dan verifikasi. Disarankan agar para guru mengikuti pelatihan dan pengembangan profesional, meningkatkan kemampuan pribadi, serta melaksanakan penilaian formatif dan umpan balik. Kementerian Pendidikan dan Kebudayaan akan melaksanakan distribusi pelatihan kurikulum mandiri secara adil dan menyediakan panduan bagi pengajar di setiap sekolah.

### ABSTRACT

The modifications to the new curriculum affect instructors, since they need to adapt to the new curriculum, specifically an autonomous curriculum due to a shift in the understanding of learning tasks that need to be accomplished. The study was carried out at SMA Almursyidiyah01 kokop. The researcher used a qualitative technique, including interviews and observation as research tools. The analysis used in this research consisted of three steps: data reduction, data display, and verification. It is advised that teachers participate in professional training and development, enhance personal abilities, and carry out formative assessments and feedback. The Ministry of Education and Culture will implement fair distribution of independent curriculum training and provide guidebooks for instructors in every school.

## INTRODUCTION

The creation of the Independent curriculum was a response to the declining focus of education. Thus, it is essential to implement a separate curriculum in order to promote bravery and self-reliance in critical thinking, a passion for education, and a positive outlook, while also encouraging the freedom to think (Daga, 2020). Curriculum design is important because it determines the goals, content, learning or teaching materials, and how to utilise them to achieve educational objectives (National Education System Law Chapter 1 Article 1 no. 19). Curriculum is



a means to achieve educational objectives. (Law on the National Education System, Chapter 9, Article 36, number 1). The planned change in approach involves giving teachers more freedom as the ones in charge of the academic process, letting go of strict standards and a uniform learning process in all educational institutions in Indonesia, and empowering students.

Language is a very important part of human communication and social interaction, serving several purposes in daily life. It allows communities to convey their thoughts, emotions, and ideas, and to interact with others, whether via spoken or written means. English as a worldwide language is not only used in the education field but also in other areas such as commerce, tourism, communication, international relations, and more. My name is Waode Hasmina, and the year is 2018. Studying the English language is significant since it is widely used as an international language. In today's society, there are several instruments that use English, making it essential for understanding conversations and expressing opinions.

The learning process is fundamental to both formal and informal education. Teaching English, particularly focusing on speaking skills, in Indonesia may be challenging. If the students are not engaged and interested in the lesson, the instructors should provide an engaging environment throughout the teaching and learning process since the students' capacity to learn English is influenced by their past experiences (eksandrak, 2011:11). When studying a foreign language in Indonesia, one of the languages that is taught is English, which has become the first fully global world language.

community and the government (Sujana, 2019). Therefore, it is essential to develop an educational programme that caters to the requirements of the students and the conditions of the community in order to foster the growth of students who are exceptional and valuable to society. The Independent Learning Curriculum aims to provide a pleasant learning atmosphere. The objective of self-directed learning is to provide a favourable setting for educators, learners, and guardians (Nasution, 2022). It is expected that with the chance to study, educational institutions in Indonesia will become more advanced and of better quality, resulting in increased global competitiveness (Sururi et al., 2020).

Considering the present situation, discussing the significance of education and the policies of government stakeholders is very pertinent. With this updated curriculum, educators will have more flexibility in choosing instructional methods and approaches that are most appropriate for their students' needs (Pertwi & Pusparini, 2021). In addition, the Indonesian Ministry of Learning, Culture, Research, and Technology (Kemendikbudristek) has introduced a comprehensive policy of self-directed learning, which has reached its 21st phase in the past two years. They have recently announced the implementation of a new curriculum in educational institutions, particularly the execution of the Independent Curriculum. While confronted with the desired and flawless objectives mentioned before, several challenges emerge while implementing an autonomous curriculum in the field of English Language Teaching (ELT).

It is important to carry out this study in order to understand the challenges that instructors have while implementing the self-directed curriculum and how they address them. Several previous studies have been carried out to investigate the adoption of the autonomous curriculum. Zainuri (2022) examines the use of Independent Curriculum Learning in Islamic Education and Character. Hakim and Nabila (2022) investigate the adoption of self-directed learning strategies in the Indonesian school system. Rizki and Fakhrunisa (2022) examine the implementation of this curriculum by studying related documents such as legislation governing the educational system, regulations from the Ministry of Education and Culture, papers, and journals. Based on prior



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studies, there has been little discussion or analysis of the challenges faced by English teachers in adopting the Independent Curriculum, particularly at the senior high school level. Therefore, we plan to use this opportunity as a source for my study. The aim of this qualitative study is to address the following issues: What challenges do EFL instructors face while adopting the Independent Curriculum? How do they address the challenges in adopting the Independent Curriculum?

## METHOD

### Research Design

The researchers selected this qualitative research technique using a case study methodology because it aligns with the study's objective of identifying the obstacles encountered by EFL instructors while implementing the autonomous curriculum and their corresponding solutions. This stage is performed to comprehend the unique character that is examined extensively. Besides examining individual characteristics, it also aids in finding answers to the challenges these persons encounter. The expectation is that the issues faced can be handled. Then the person will develop a stronger personality and mindset..

In this study, the researchers used data gathering methods including interviews and observations. The researchers examined the difficulties encountered by English as a Foreign Language (EFL) teachers in implementing the Independent curriculum at SMA Almursyidiyah01. The participant is a teacher at SMA Almursyidiyah01 kokop school, namely an English instructor for grade 10. She is a woman who has introduced an autonomous curriculum for teaching English in the classroom. She has also participated in seminars on the implementation of this curriculum, which has been adopted by the school..

The questions asked in the interviews referred to challenges at three stages: (1) planning, (2) implementation, and (3) assessment. According to Creswell (2020), this type of gathering and analyzing data method is known as triangulation, which means merging a set of data from several existing data sources.**Data Analysis**

The flow component is described in the following stages:

#### 1. Data reduction

Data reduction is a procedure of condensing or choosing the primary elements. Since the amount of data collected via interviews and observations is substantial, it is necessary to document it meticulously and comprehensively. Data reduction occurs throughout the data collecting procedure. The process of change will continue till the final report from the research is finished..

#### 2. Data Display

After minimizing the data, the researchers proceed to present it. A data presentation is a collection of organized facts that enables you to make conclusions and take action. The presentation might be in the form of short explanations, charts, or connections between groups. However, in qualitative research, it is usually presented as a story. The objective of data presentation is to assist researchers in understanding what occurred, enabling them to strategize for future actions.

#### 3. Conclusion Drawing

Coming to conclusions and confirming the facts is the last stage of the information gathering process. The process starts with gathering data, after which the researchers examine the issues raised and make notes in order to draw conclusions. Usually, preliminary results are still subject to



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change as more information is gathered. Nonetheless, such conclusions may make sense if supported by trustworthy, legitimate data (Rijali, 2018).

## RESULTS AND DISCUSSION

When adopting the Independent Curriculum, English teachers may run across a number of issues. Among these issues are a few of these:

1. The issue that arose during the planning phase

The limited resources that an English teacher faces during the planning stage of the curriculum implementation are a hindrance to the teacher's ability to carry out the independent curriculum because they include textbooks, instructional materials, and technology devices. It might be challenging for English teachers to discover current, relevant resources that will create engaging lessons. Furthermore, the teacher's responsibilities for the implementation of an autonomous curriculum are unclear. Planning is also subpar as the instructor lacks a thorough understanding of the objectives of the autonomous curriculum and what needs to be learned.

2. The issues encountered during the installation phase

One of the challenges encountered during the implementation phase is that teachers are required to tailor their lesson plans to the requirements of their students while creating resources for the Independent Curriculum. To create products that are engaging, significant, and appropriate for the local setting, more effort and expertise are needed. English teachers must possess extra abilities in order to implement the autonomous curriculum, including project-based learning design, information technology proficiency, and alternative assessment design. To achieve these abilities, teachers must participate in professional development and training programmes.

3. The issues encountered during the evaluation phase

An approach to formative and genuine assessment is emphasised in the Merdeka curriculum. Teachers have difficulties in comprehending the fundamentals of authentic and formative assessment as well as the challenges involved in putting them into practice. There are two distinct ways to approach the evaluation process in an educational setting: formative assessment and authentic assessment.

## Discussion

Researchers looked at the challenges faced by English teachers while adopting an autonomous curriculum and how to get over them. According to recent study, teachers still encounter several obstacles when attempting to adopt an autonomous curriculum since they do not have restricted access to resources such instructional materials, technology, modules, and guidebooks. Concurrently, the development of engaging and productive learning is required for the implementation of an autonomous curriculum. In contrast, this problem does not exist in Zulaiha, Meldina, and Meisin's (2022) study since the educators in the schools under investigation created instructional materials, despite the fact that they still need improvement. Teachers often have difficulty coming up with kid-friendly teaching methods and practices that make learning enjoyable and involve the kids. Lesson preparation, in the opinion of Farida Jaya (2019), is a description of what a teacher will do in class to efficiently and successfully achieve the objectives set out.



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The Researcher-conducted interviews reveal that teachers deal with a variety of issues throughout the teaching and learning process. These issues include student-only textbooks, teachers who are ill-prepared to employ instructional media in line with the goals of the autonomous curriculum, teaching materials that are too general, and inadequate teaching strategies. This is consistent with the hypothesis advanced by Mulyasa (2021), which holds that free learning concentrates on instructional strategies that may boost students' creativity by enhancing their critical thinking abilities.

Then there are additional issues. Specifically, the teacher only has trouble choosing the right assessment that aligns with learning goals; they do not have a great deal of trouble doing diagnostic, formative, or summative assessments. Evaluations in project-based learning may take many different forms, including written, oral, or project-based assessments. This is consistent with the approach proposed by Indrastoeti and Istiyati (2017), according to which there are two types of assessment: formative evaluation and summative evaluation. The challenge that teachers have when they reach the learning assessment stage is that they need to routinely attend training sessions and seek out more resources or knowledge regarding learning evaluation. This is consistent with Syafi'i (2021), who claims that the elements required to direct the curriculum for free learning

## CONCLUSION

The purpose of this research is to determine the obstacles that English instructors have while putting the Independent Curriculum into practice and how to get beyond them. Observing some of the difficulties teachers encountered during the stages of planning, implementing, and assessing this study, they were unable to apply learning steps as effectively as they could have, grasped the planning provisions improperly, and were still unsure of the appropriate assessment model.

This study makes the following recommendations based on the previously discussed research findings: (1) teachers should broaden their knowledge and reassess how they use the independent curriculum so they can plan in accordance with current regulations; and (2) teachers should adjust to the learning styles of their students in order to carry out the next steps. subsequently. (3) The teacher prepares and chooses the best assessment model for the students. Learning steps that have been prepared in advance for the module can be realised during the teaching and learning process, giving the teacher more opportunity to apply different learning models that can motivate students in learning.

In conclusion, although though the emphasis of this research is on the difficulties encountered by EFL instructors in East Java, Indonesia, similar difficulties may arise for teachers in other regions or even other nations. As a result, the results of this research may also help educational institutions improve the quality of their instructors, particularly when it comes to curriculum development for English teachers, school administrators, teacher educators, and other offices. It is recommended that the Ministry of Education and Culture (Kemendikbud) be able to provide teachers in schools with an equitable training distribution so they can apply the Independent Curriculum.

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