

English Teachers' Views On Curriculum Transformation In Indonesia

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Abstract. *The curriculum is one of the most important parts of the teaching and learning process. Curriculum changes have become an important discussion in the world of education. In Indonesia, there have been eleven curriculum changes. This study aims to analyze English teachers' views on curriculum transformation in Indonesia. Using a qualitative method, this study used a questionnaire as an instrument. This qualitative approach allowed for a comprehensive exploration of the nuanced views and experiences of English teachers. The results of this study show that English teachers have varied perspectives on curriculum change in Indonesia which include the positive impact as well as difficulties encountered. Therefore, support from the government is needed both in maximizing supporting facilities in schools as well as training for teachers.*

Keywords: *English teacher, views, curriculum, transformation.*

BACKGROUND

Education is an important aspect of building and maintaining the prosperity of a country. In this era of increasingly sophisticated technology, education needs to be reformed so that it can face global challenges. In Indonesia, curriculum changes are one way to respond to the demands of the times. curriculum is designed to guide in managing the school curriculum and learning to be carried out by the school (Gunawan, 2017). Also, Hidayah et al. (2022:80) state curriculum is an educational program provided by educational institutions (schools) for students. It can be concluded that the curriculum is a set of programs designed to guide the learning-teaching process in school.

To improve the quality of education and keep up with current developments, Indonesia has changed the curriculum eleven times. The curriculum currently used in Indonesia is the Merdeka curriculum. Merdeka curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Anwar, 2022; Purnwanto, 2022; Rahima, 2022) in Rizaldi and Fatimah (2022). Priantini, et al., (2022) also emphasize that the use of a Merdeka curriculum is by effort to create a quality education climate so that it can give birth to a generation that is ready to adapt to the current developments.

According to Abduh, et al. (2022:438), curriculum change is not only the change in the whole school, but also the change of teaching and learning process. In any curriculum change, it is important to understand the perceptions of teachers regarding this matter because it can influence the implementation and success of the transformation. Kayir and Toraman. (2021:19) state that it is important to know teachers' perceptions about curriculum changes to develop

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curriculums that are adopted by teachers. Furthermore, Hidayah, et al. (2022:82) state teachers' perceptions of curriculum changes include aspects of objectives, materials, strategies, organizations, and evaluations. Therefore, as one of the main roles in the educational process, English teachers have a key role in implementing the new curriculum and helping students achieve the set learning goals. Teachers' views on curriculum transformation, including their perceptions of its benefits, challenges, and impacts, have a significant impact on classroom learning and teaching processes.

Several researchers identify curriculum changes and their impact on the learning process, but only a few studies focus on English teachers' views about these changes. The previous research had provided valuable insights and information but they lacked the depth and more extensive exploration. The previous researches tend to provide broad explanations and results without delving into the specific obstacles teachers face. Therefore, this study aims to fill this gap. This study will provide a current, localized, and nuanced perspective of English teachers on curriculum transformation in Indonesia.

In this research, we will dig deeper into the views of English teachers regarding curriculum transformation in Indonesia. We will seek the answers to questions that resonate at the core of their profession. How does the curriculum overhaul influence the day-to-day teachings of an English language instructor? What challenges emerge in the wake of such educational shifts? More importantly, do these changes truly enhance the fabric of learning and teaching within schools?

Through this research, we hope to provide richer insight and deeper explanation into the experiences of teachers and contribute to efforts to improve education in Indonesia.

METHOD

This research was conducted by utilizing instruments such as questionnaires. This research exposes a qualitative approach in a questionnaire given to 6 English teachers (2 high school teachers and 4 junior high school teachers). According to Cresswell (2013) in Prayudha (2023), qualitative research is a type of research that can be used to examine data in the form of opinions, perspectives, and the like to obtain data related to the research topic. In the questionnaire, English teachers answered 5 questions related to teacher perceptions regarding curriculum changes in Indonesia. In this research, the data collection is conducted in a round. After the instrument is given to the respondents, the researchers look to the answers from respondents.

RESULTS AND DISCUSSIONS

Results

Of the six English teachers who participated in the questionnaire, there was significant variation in their views regarding the curriculum changes. The English teachers expressed perspectives ranging from expectations as well as difficulties related to curriculum transformation in Indonesia. Below is a summary of the main results from the table:

Table. 1

Respondent	Difficulties Encountered	Impact On Teaching
Teacher 1	Use of technology	English teachers become motivated to find and implement learning methods that are fun for students
Teacher 2	Nothing	Students are more creative
Teacher 3	Adjustment of learning materials, teacher training and development that takes time	The development of teacher skills and changes in teaching methods will certainly affect student learning motivation
Teacher 4	Understanding of New Materials, Development of Learning Materials, Adjustment of Teaching Methods, Evaluation and Assessment, Student Readiness	More Comprehensive Skill Development, Emphasis on Active Learning, Technology Integration, Improved Evaluation and Assessment
Teacher 5	Lack of school support for technology to support learning such as limited provision of infocus. As well as the limitations of students in the ownership of technology	Learning in the classroom is more fun, creative and innovative. Learning becomes two-way and facilitates the achievement of learning objectives, and improves the quality of thinking and the quality of teaching

Teacher 6	Not achieving educational targets at the beginning of the implementation, inadequate school facilities, uneven access to learning, time management and socialization of the implementation of the new curriculum takes time so that teacher preparation takes a long time	Teachers are increasingly creative and innovative in teaching, facilitate the achievement of learning objectives, and improve the quality of thinking and the quality of teaching of teachers after participating in the socialization process of implementing the new curriculum and students are able to develop their interests and talents according to their respective ability levels
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The table above illustrates English teachers' responses to the curriculum changes in Indonesia including the difficulties they faced in dealing with the curriculum changes, as well as their impact on teaching. Based on the table above, we can see general patterns, such as increased teacher motivation and creativity, a focus on developing more comprehensive skills, and improved learning quality.

Discussion

A variety of perspectives were presented by the six English teachers in response to the curriculum changes in Indonesia. The results revealed that the difficulties faced by the teachers varied, reflecting the difficulty in adapting to the new educational framework as well as inadequate facilities. However, on closer examination, their responses reveal some common themes that warrant discussion.

Teacher 1 mentions the challenges associated with using technology. This resonates with the broader discussion of the global shift towards digital education. We cannot deny that technology plays an important role in the field of education, especially to get more updated and extensive materials. This is also in line with contemporary educational discourse that emphasizes the importance of technology as a tool to increase student engagement. Given the difficulties teachers have in using technology, it is hoped that the government can provide special training to teaching staff to improve their skills in this area.

Teacher 2's statement that there were no prominent difficulties shows a positive experience in adapting to the new curriculum. Indeed, not all teachers experienced difficulties with the curriculum change. Teacher 2's statement proves that the adaptability of teachers plays a role in the success of a curriculum.

Teachers 3, 4 and 6 expressed their concerns regarding the time-consuming adjustment to the new curriculum, including the need for teacher training, development and the overall implementation process. However, this underscores the idea that although time-consuming, the results of the curriculum change show some positives, including improved teaching quality, overall skill development and an emphasis on active learning.

Teacher 5 highlighted the limited resources, especially in terms of technology and school support. This deserves more attention as many schools lack the facilities to keep up with the new curriculum in line with the times.

Teacher 6 emphasized the importance of socialization and teacher preparation in overcoming challenges. She also shared positive impacts including increased teacher creativity and students' ability to develop their interests and talents, underscoring the transformative potential of an effective socialization process.

In short, the analysis of the responses of the six English teachers creates a rich and varied picture of curriculum change in Indonesia. Although faced with different challenges, these teachers demonstrated resilience and adaptability that contributed to the successful implementation of the curriculum.

CONCLUSION

This study aims to find out English teachers' various perspectives on curriculum change in Indonesia, revealing positive expectations and associated challenges. The participants expressed their optimistic thoughts regarding the curriculum changes that could enhance teaching creativity and student engagement. However, there were also challenges such as unmet educational targets, inadequate facilities, and time-consuming preparations. Respondents highlighted some of the positive impacts of the curriculum change including the relevance of the curriculum to the current times, increased student activity, improved learning outcomes, and the development of critical thinking skills. Despite the challenges, this research shows that curriculum change can positively affect the teaching and learning environment. It is hoped that this research will provide valuable insights into the perspectives of English language teachers, emphasizing the need for strategic support during the transition to maximize the achievement of curriculum goals.

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