



From Policy to Practice: How English Teachers Bridge the Gap in the Classroom

Laely Ngaenatul Wardah Isnaeni, Tono Suwartono*, Intan Ayu Septika Dewi, Enggal Rininggayuh

Universitas Muhammadiyah Purwokerto, Indonesia

*Corresponding author's email: suwartono@ump.ac.id

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ABSTRACT

This article explores teachers' implementation of the English Language Policy in Indonesian schools, as it has changed significantly in the last decade. We conducted this study in four public schools in the town of Banjarnegara and one private school in the town of Wonosobo, Central Java Province, Indonesia. In this study, we employed a descriptive-qualitative method. The data were obtained through interviews. The study addresses three research questions, i.e. how is the school policy on English Language Teaching; how is the teachers' planning on English Language Teaching; and how do the English teachers implement the policy and planning in their teaching. One school principal and five EFL teachers were interviewed for this purpose. The findings indicate that teachers' attitudes towards English as a foreign language are influenced by their beliefs and government policy. Moreover, teachers use the curriculum to plan methodically, receive direction, and enhance their expertise. The *Merdeka* Curriculum allows teachers to use differentiated instructions and various approaches in learning activities, focusing on essential materials and creating a meaningful environment.

Introduction

The English language curriculum in Indonesia's secondary education has undergone significant changes in recent years, reflecting the changing social landscape and causing disagreements. Curriculum development is a responsive stage in life that is constantly changing in terms of government politics, sociocultural challenges, and science and technology (Sujarwoto, 2012). The move has mostly been motivated by ideological and political objectives rather than the educational advantages for stakeholders (e.g., students, teachers, and parents).

The Merdeka curriculum's English course focuses on enhancing students' proficiency in six language components: speaking, listening, reading, writing, viewing, and presenting in various text formats (Kurniawati, 2017). The curriculum aims to revive learning post-epidemic by providing individualized instruction tailored to students' abilities and adjusting lessons. As a result, teachers can employ differentiated instruction throughout the

curriculum with effectiveness, enhancing learning, teaching, and support for every student.

Hence this study puts forward three research questions such as:

1. How is the school policy on English Language Teaching?
2. How is the teachers' planning on English Language Teaching?
3. How do the English teachers implement the policy and planning in their teaching?

Literature Review

English as a Foreign Language

English is considered a foreign language in Indonesia, which is why many Indonesian students find it difficult to comprehend. Consequently, English teachers encounter difficulties when it comes to teaching English. According to Johnson (2008), as mentioned by Widagdo (Widagdo, 2021), learning English as a foreign language pertains to the acquisition of English in countries where English is not commonly used. EFL teaching focuses on English language proficiency for non-native speakers, presenting challenges in implementing learning models due to language barriers.

Teachers can effectively teach English as a foreign language without imposing learning models, but may face challenges due to a lack of emphasis on 21st-century skills. School development should shift instruction focus from teacher-centered to student-centered to prepare students for 21st-century abilities and prepare them for the future (Sholikhah et al., 2022).

English Language Teaching Policy

According to Marcellino (2008) in Sulistyono (Sulistyono, 2016), students' willingness to learn the language is decreased when EFL is not utilized in everyday situations, thereby undermining the language's prestige. English is compulsory in Indonesian schools, but students' motivation may decrease in rural areas due to lack of usage and oral practice opportunities. Language policies and classroom methods in Indonesia are subject to a number of constraints, as noted by Lie (2007) in Sulistyono (Sulistyono, 2016). Universal curriculum implementation is challenging due to diverse student motivations, low teacher pay, limited resources, and large class sizes, limiting educators' time for lesson planning and professional development. According to Lie (2007) in (Sulistyono, 2016), language learning is hampered by the politics and policy surrounding curricula. Indonesia can improve its English language education system by collaborating with other nations, promoting exchange programs, and monitoring implementation, providing Indonesian students with increased economic and educational opportunities.

Merdeka Curriculum

The Merdeka Curriculum is an educational program that integrates various learning

activities to optimize material, allowing students ample time to explore and improve their skills (Anwar, 2022). Teachers have the freedom to select from various instructional resources to tailor their learning experience to their students' unique needs and interests (Kasnowo & Hidayat, 2022). The *Merdeka* Curriculum promotes and emphasizes project-based learning, which allows students to engage in many contexts beyond the classroom (Jojor & Sihotang, 2022). Because the *Merdeka* Curriculum recognizes the value of education and respects each student's uniqueness, it provides hope for the restoration of students' learning (Fauzan et al., 2023). This curriculum offers three advantages: it focuses on learning fundamentals, enables independent instruction, provides opportunities for independent learning, and supports students in strengthening critical thinking and problem-solving abilities, thereby enhancing overall student growth and achievement.

Differentiated Instruction

The *Merdeka Belajar* Curriculum promotes differentiated education, an innovative concept recommended by the Indonesian Ministry of Education and Culture, ensuring flexibility for students with diverse learning styles. As a result, applying the learning approach in the *Merdeka Belajar* Curriculum presents a challenge (Novtitan & Yavani, 2023).

Differentiated education presents challenges due to its traditional, individual teaching style and the increasing number of attention-demanding student requirements. According to Tomlinson (2017) as cited in Kristiani et al (Kristiani et al., 2021), in order to prevent students from becoming discouraged or feeling like failures during their learning experience, differentiated instruction is a teaching and learning process that tailors subject matter to each student's unique skills, preferences, and needs. Carol Tomlinson was the pioneer of differentiated education. Differentiated instruction involves teachers utilizing content, method, and product components to effectively teach and understand a subject.

Research Methods

We employed a qualitative research methodology. The study used a qualitative strategy by collecting data in a natural context (Creswell, 2018; Levitt et al., 2018). The qualitative researcher gathered information from individuals who directly experienced the topic or problem being studied. We opted for the interview study as the preferred research methodology.

The objective of this study was to investigate how English policy is put into action in the classroom practices of instructors in Banjarnegara and Wonosobo, specifically in terms of goals and methods. This study is a qualitative descriptive investigation. Research subjects were interviewed to acquire data.

The gathered data were subjected to qualitative analysis by providing a descriptive account of the occurrences seen in the field throughout the research's execution (*Interview as a Learning Technique in Speaking Subject: Students Perspective Interview as a Learning Technique in Speaking Subject: Students' Perspective*, 2023). We analyzed data from

interviews, which are conversations used to gather information or assess one's suitability for a position or role.

Five English teachers and one principal were interviewed to discuss English policy implementation and differentiated education methods, allowing for unrestricted expression of opinions. Interviews were employed to get more extensive information or to request confirmation from respondents. Informal interviews or conversations can be conducted with teachers, students, certain students, school principals, school committees, local community leaders or students' parents (Suartono, 2014).

Discussion

a. The school policy on English Language Teaching

English has become a significant issue in Indonesia as a foreign language. The government responded to this awareness by issuing a policy through the Ministry of Education and Culture of the Republic of Indonesia, specifically through Keputusan Kepala BSKAP No.008/H/KR/2022 Tahun 2022, which focuses on the achievement of learning outcomes in early childhood education, basic education, and secondary education under the *Merdeka* curriculum.

The majority of instructors in this research acknowledged that they just execute the English policy established by the government:

Kebijakan pembelajaran Bahasa Inggris di SMPN 1 Pandanarum yang jelas mengacu pada Kurikulum Merdeka kemudian implementasi di kelas disesuaikan dengan kebutuhan siswa kita sehingga kemampuan kompetensi yang dimiliki siswa benar benar sesuai dengan potensi dan kebutuhan siswa, sementara di Kurikulum Merdeka tidak semua materi diberikan dan itu diserahkan diserahkan sepenuhnya kepada guru mata pelajaran dengan mempertimbangkan materi esensial karena yang tahu persis keadaan siswanya. (P/NEB)

The English learning policy at Junior High School 1 Pandanarum is explicitly based on the *Merdeka* Curriculum. The implementation of this policy in the classroom is tailored to the specific needs of our students, ensuring that their competencies align with their potential and individual requirements. In the *Merdeka* curriculum, not all materials are provided, leaving it up to the teacher to determine the essential content based on their understanding of the students' conditions. (P/NEB)

Kebijakan secara spesifik tidak ada, akan tetapi kepala sekolah selalu mendukung pembelajaran. Panduan pelaksanaan pembelajaran dilakukan sesuai dengan panduan pemerintah. (T1/EB)

While there is no explicit policy in place, the school's principal consistently advocates for and encourages a culture of learning. The implementation of learning follows the government's criteria for implementation. (T1/EB)

Tidak ada kebijakan khusus yang dirancang oleh kepala sekolah, akan tetapi ada kesepakatan pembelajaran secara tidak tertulis bersama guru bahasa Inggris lainnya terkait sebaran materi pembelajaran. (T2/EB)

There are no specific policies designed by the head of the school, but there are non-written learning agreements with other English language teachers regarding the distribution of learning materials. (T2/EB)

Sekolah mengikuti kebijakan pemerintah pusat untuk bahasa Inggris dengan menerapkan Kurikulum Merdeka, dengan alokasi waktu untuk pembelajaran 3 jam dan untuk kegiatan P5 1 jam. Guru melakukan pemetaan cakupan materi di setiap jenjang dalam satu fase. (T3/EB)

The school follows the central government policy for English by implementing an independent curriculum, with a time allocation for 3 hours of learning and 1 hour for P5 activities. Teachers mapped the material coverage at each level in one phase. (T3/EB)

Secara khusus tidak ada kebijakan dari kepala sekolah hanya mengikuti panduan dari pemerintah. Dalam kegiatan pembelajaran baik di kelas maupun diluar kelas guru diberikan ruang secara penuh untuk mengeksplor kemampuan siswa. Kepala sekolah mempersamai guru dalam implementasi Kurikulum Merdeka. (T4/EB)

Specifically, there is no policy of the head of school just following the guidelines of the government. In learning activities both in and outside the classroom, teachers are given full space to explore students' abilities. The head of school supports the teacher in the implementation of *Merdeka Curriculum*. (T4/EB)

Di sekolah kami, kepala sekolah membuat kebijakan untuk mengembangkan MGMP rumpun mata pelajaran sebagai sarana mendukung kebijakan pemerintah pusat. Dengan penguatan MGMP tingkat sekolah guru dapat mengetahui kemampuan dasar siswa serta sejauh mana efektivitas pembelajaran yang telah dilakukan mengingat di jenjang SMA alokasi waktu untuk pembelajaran Bahasa Inggris hanya 2 jam. (T5/EB)

In our school, the head of the school makes a policy to develop the MGMP cluster of subjects as a means of supporting the central government policy. With the strengthening of MGMP school level teachers can know the basic skills of students as well as the extent to which the effectiveness of learning has been done given in the middle of high school the allocation of time for learning English is only 2 hours. (T5/EB)

The teacher advocates for English policy implementation to prepare students for global era, involving teachers and schools in curriculum development, and promoting an English environment through programs like English Club and English Day:

Untuk pembelajaran bahasa Inggris, kepala sekolah mendorong guru bahasa Inggris menekankan pada keterampilan berbicara. Anak diberi ruang yang luas untuk mengaplikasikan keterampilan berbicara mereka. Walaupun dengan ekspresi-ekspresi sederhana, diharapkan anak mampu berkomunikasi dalam bahasa Inggris. Saat ini kami

masih dalam tahap pengusulan kegiatan English Club kepada Kepala sekolah. Selain itu, kami selalu mengintegrasikan bahasa Inggris ke dalam kegiatan class meeting seperti lomba spelling bee. (T1/EB)

For learning English, the head of school encouraged English teachers to emphasize on speaking skills. Children were given ample space to apply their speaking abilities. Even with simple expressions, the child is expected to be able to communicate in English. We are still in the stage of presenting English Club activities to the head of school. Besides, we've always integrated English into class meetings like spelling bees. (T1/EB)

Untuk mendukung kebijakan pemerintah, di sekolah kami mengadakan program English Club dan English Day sebagai bentuk pembiasaan dalam berbahasa Inggris. Untuk English Day, dilaksanakan setiap hari Rabu dan Sabtu dari pukul 07.15 sampai 07.30. Materi yang disampaikan dalam English Day juga materi yang sederhana dan ringan, seperti quotes, daily conversation dan juga song. Materi diberikan dengan menggunakan pengeras suara dan siswa mendengarkan dari kelas masing-masing. Harapannya adalah dengan pembiasaan ini kemampuan mendengarkan anak semakin baik dan meningkat. (T2/EB)

To support the government's policy, our schools organize English Club and English Day programmes in English language. For English Day, they are held every Wednesday and Saturday from 7.15 to 7.30 p.m. The materials presented on English Day are also simple and lightweight, such as quotes, daily conversations and also songs. The hope is that with this habit the child's ability to listen improves and improves. (T2/EB)

Di sekolah kami ada English Club, tetapi tidak berjalan dengan optimal sehingga penguatan bahasa Inggris baru di pembelajaran saja. (T3/EB)

In our school there is an English Club, but it does not work optimally so English reinforcements are only in learning. (T3/EB)

Ada kegiatan English Club di SMK Informatika setiap hari Selasa. Kegiatan ini sebagai bentuk wadah bagi siswa-siswa yang memiliki kemampuan dan kemauan untuk mengasah Bahasa Inggris. Selain itu dalam pembelajaran, kami diharapkan untuk selalu memberikan refleksi di setiap akhir pembelajaran. Hal ini kami lakukan supaya kebijakan yang diberikan pemerintah benar-benar kami laksanakan dengan sebaik-baiknya. (T4/EB)

There is an English Club at the Informatics Department every Tuesday. This activity is a form of container for students who have the ability and willingness to sharpen English. Besides in learning, we expect to always give reflection at each end of learning. This is what we do so that the policy that the government has given us can really be implemented as best we can. (T4/EB)

Di sekolah kami kepala sekolah menginstruksikan supaya diadakan program pembiasaan Bahasa Inggris untuk mendukung kebijakan pemerintah pusat melalui

kegiatan ekstrakurikuler Bahasa Inggris beserta English Day. Dalam kegiatan English Day, siswa diberi ruang untuk mengeksplor kemampuan berbahasa inggris melalui English on Stage dimana siswa bisa berpidato dalam bahasa inggris, bercerita atau juga bernyanyi. (T5/EB)

In our school, the head of the school instructs us to organize an English training programme to support central government policy through English extra-curricular activities along with English Day. In the English Day activities, students are given space to explore English language skills through English on Stage where students can speak in English, tell stories or even sing. (T5/EB)

Teachers' attitudes towards English are influenced by their knowledge and beliefs, and collaboration with the principal is crucial for designing activities and programs to enhance students' proficiency.

b. The teachers' planning on English Language Teaching

Language policy and planning are positively correlated, as good policy is supported by planning, allowing teachers to customize learning processes based on student interests and needs. The *Merdeka* curriculum has transformed the structure of the lesson plan (RPP) into a teaching Module (MA) (Ferdaus & Novita, 2023).

Saya merujuk pada panduan Kurikulum Merdeka untuk merencanakan kegiatan pembelajaran mencakup CP, TP, ATP, Materi dan pembelajaran berdiferensiasi. Selain itu, saya menyusun LKPD sendiri dengan memperhatikan karakteristik murid-murid. (T1/EB)

I refer to the *Merdeka* Curriculum guidelines for planning learning activities including CP, TP, ATP, Materials and differential learning. Besides, I compile my own LKPD with attention to the characteristics of the students. (T1/EB)

Saya bersama rekan dalam MGMP sekolah menyusun materi berdasarkan CP yang sudah disediakan pemerintah lalu menyusunnya menjadi TP dan ATP kemudian menjadikannya modul ajar sebagai pedoman dalam pembelajaran. Kami juga memanfaatkan materi yang telah disusun oleh tim MGMP kabupaten berupa LKPD serta memanfaatkan digitalisasi yang tersedia yaitu link barcode. (T2/EB)

My colleagues and I in the MGMP school compiled the material based on the CP that was already provided by the government and then compiled it into TP and ATP and then made it a teaching module as a guideline in learning. We also utilized the material that has been compiled by the district MGMP team in the form of LKPD as well as using the available digitalization link barcode. (T2/EB)

Kepala sekolah mendukung sepenuhnya untuk saya merencanakan dan melaksanakan pembelajaran berdiferensiasi. Kebetulan Kepala sekolah seorang PP sehingga ada korelasi pengetahuan beliau dengan pengembangan sekolah. (T3/EB)

The head of school fully supports me in planning and implementing differential

learning. It is just a coincidence that the head of the school is a *PP* so there is a correlation between his knowledge and the school's development. (T3/EB)

Perencanaan pembelajaran pada murid SMK di sekolah kami lebih kepada keterampilan produktif seperti berbicara dan menulis untuk mempersiapkan dunia kerja bagi murid. Dalam proses perencanaan sebagai bentuk implementasi kebijakan pemerintah terkait pembelajaran Bahasa Inggris, saya menyusun perangkat pembelajaran dengan menyesuaikan CP, TP dan ATP serta kompetensi keahlian karena kami di jenjang SMK memiliki jurusan seperti tata busana, Desain Grafis dan TKJ. Dalam penyusunannya pun kami masih melakukan teknik ATM (Amati, Tiru dan Modifikasi) dari PMM (Platform Merdeka Mengajar). Materi disusun secara berjenjang mulai dari yang LOTS ke HOTS. (T4/EB)

The learning planning of SMK students in our school is more about productive skills like speaking and writing to prepare the world of work for students. In the planning process as a form of implementation of government policy related to learning English, I set up learning equipment by adjusting *CP*, *TP* and *ATP* as well as competence expertise because we at the level of *SMK* have majors such as *Tata Busana*, *Desain Grafis* and *TKJ*. In its formulation we still do *ATM* techniques (*Amati, Tiru dan Modifikasi*) from *PMM* (*Platform Merdeka Mengajar*). The material is arranged sequentially ranging from the *LOTS* to the *HOTS*. (T4/EB)

Saya menyusun perencanaan pembelajaran dengan menyesuaikan CP yang akan dicapai, lalu merumuskan TP dan ATP serta menuangkannya ke dalam modul ajar. Untuk kelas X, Modul ajar ini tentunya menyesuaikan dengan karakteristik siswa yang diperoleh dari hasil asesmen diagnostik. Dalam modul ajar, saya juga selalu merancang pembelajaran tidak hanya dilakukan di dalam kelas tapi juga di luar kelas. Sedangkan untuk kelas XI, karena Bahasa Inggris merupakan mapel tingkat lanjut, maka dalam perencanaan pembelajaran guru dituntut lebih berkompeten dan berinovasi sesuai dengan perkembangan zaman. (T5/EB)

I am planning the learning by adjusting the *CP* to be achieved, then formulating the *TP* and *ATP* and pouring it into the teaching module. For class X, this module of course adapts to the characteristics of the student obtained from the results of the diagnostic assessment. In the instructional module, I consistently incorporated learning activities that extended beyond the confines of the classroom. Regarding the eleventh grade, as English is a topic of higher complexity, teachers are expected to possess greater proficiency and creativity in designing the curriculum to align with the current trends and advancements. (T5/EB)

Teachers understand the disintegration of curricular policy and view the curriculum as a reference document, specifically *CP*, providing guidance on teaching the subject to students. Using the curriculum as a guide, teachers can plan more methodically, receive direction for their instruction, and enhance their own expertise by

receiving information and a structured approach to teaching (Hawanti, 2014).

c. How do the English teachers implement the policy and planning in their teaching?

The Merdeka curriculum is expected to adopt a student-centered learning approach due to the shift towards meeting students' needs. By employing this instructional approach, instructors assume the roles of facilitators, guides, and controllers, rather than being the exclusive providers of knowledge to their pupils (Pertwi et al., 2022).

According to Indarta et al. (2022) (Indarta et al., 2022), free-thinking competencies include problem-solving, critical thinking, and creative thinking. A positive learning atmosphere fosters student engagement, and instructors must consider students' traits, experiences, and attitudes.

Saya melakukan pembelajaran berdiferensiasi karena pembelajaran berdiferensiasi mampu mendorong murid menjadi kreatif dan inovatif. Sebagai contoh, dalam pembelajaran teks prosedur, materi yang saya sampaikan bersumber dari LKPD, internet, buku, majalah, dan koran dengan tema yang beragam. Dalam kegiatan pembelajaran, saya menggunakan berbagai teknik mengajar seperti diskusi, praktik, drilling, games, presentasi dan ceramah. Selain itu, saya tidak memaksakan siswa untuk menghasilkan produk teks prosedur cara membuat makanan atau minuman. Anak bisa juga menghasilkan teks prosedur berupa manual. (T1/EB)

I do differential learning because differentiated learning can encourage students to be creative and innovative. For example, in the learning of procedural texts, the material I give comes from LKPD, the internet, books, magazines, and newspapers with a variety of themes. In the learning activities, I use various teaching techniques such as discussions, practices, drilling, games, presentations and lectures. Besides, I don't force students to produce a product of a procedure text on how to make a meal or a drink. Students can also produce manual procedural texts. (T1/EB)

Pembelajaran yang berfokus pada kemampuan dan minat masing-masing murid itu berbeda. Pembelajaran berdiferensiasi di mana seorang guru memfasilitasi proses pembelajaran, memberikan konten yang berbeda tapi satu makna, dan memberikan kebebasan dalam menciptakan suatu produk hasil belajar. (T2/EB)

Learning that focuses on the ability and interest in each student is different. Differentiate learning where a teacher being a facilitator in teaching learning process, giving different content but in same meaning, and able to create freedom in learning outcomes product.

Pembelajaran berdiferensiasi harus diterapkan di dalam pembelajaran bahasa inggris. Saya memanfaatkan Microsite untuk memfasilitasi keragaman kebutuhan siswa. Di dalam microsite terdapat menu games, video, LKPD, soal latihan. Ada beberapa

kegiatan pembelajaran seperti diskusi, ceramah, games, dan presentasi. Siswa pun menghasilkan produk yang beragam sesuai dengan minat mereka. (T3/EB)

Differential learning should be applied in English language learning. I use the Microsite to facilitate the diversity of students' needs. Inside, there are menus of games, videos, LKPD, and exercises. There are several learning activities such as discussions, lectures, games, and presentations. Students also produce a variety of products to suit their interests. (T3/EB)

Saya menerapkan pembelajaran berdiferensiasi di kelas sehingga ketercapaian pembelajaran terlihat selama proses belajar. Penilaian yang saya lakukan pun tidak hanya dari sumatif saja, akan tetapi dari proses siswa mencapai apa yang dipelajari. Selain itu juga saya mengintegrasikan teknologi dalam pembelajaran contohnya penggunaan Canva, selain itu juga sekolah menyediakan fasilitas yang cukup memadai untuk mendukung pembelajaran seperti LCD, speaker aktif dan juga ada ruang multimedia. Dalam pembelajaran pun saya tidak pernah memberikan PR kepada siswa, jadi waktu belajar di sekolah benar-benar dimanfaatkan semaksimal mungkin. (T4/EB).

I implement differential learning in the classroom so that the availability of learning is visible during the learning process. What I'm doing is not just a summary, but the student's process of achieving what he learns. Besides, I also integrate technology in learning, for example using Canva, besides that the school also provides sufficient facilities to support learning such as LCD, active speakers and also there are multimedia spaces. In my studies, I've never given homework to students. (T4/EB)

Sejauh ini, kami telah lebih berpusat pada guru; apa yang saya lakukan adalah sama, tetapi saya akan masuk ke dalam proses yang berpusatkan pada siswa. Untuk saat ini, saya harus memahami kondisi siswa. Misalnya, ketika saya menggunakan pembelajaran berbasis masalah, saya memberi mereka masalah, mereka membahasnya, dan kemudian saya hanya membiarkan mereka melakukan apa pun yang mereka inginkan; maka saya hanya dapat mengendalikan, namun tidak dapat memaksa mereka. Kami juga melihat karakteristik siswa. Mungkin jika kita berada di Jepang atau negara-negara lain yang terbiasa dengan orientasi yang berpusat pada siswa, pendidikan mereka sejak kecil memang telah disesuaikan dengannya. Sebenarnya, saya tidak memiliki masalah dengan sesuatu seperti itu, tetapi karena kami berada dalam periode transisi dari jenjang SMP ke SMA, saya pikir saya tidak dapat menerapkan pembelajaran yang berpusat pada siswa 100%. Karena saya juga harus melihat kondisi siswa yang saya ajarkan, dengan berbagai latar belakang, karakteristik, dan sikap mereka, saya tidak bisa menerapkannya 100% masih. (T5/EB)

Up until now, our approach has been more focused on the instructor; my actions have been consistent, but I will now transition to a student-centered approach. Currently, I must comprehend the pupils' situation. When implementing problem-based learning, I present an issue to the students, facilitate a discussion, and then grant them

autonomy to pursue their own solutions. In this context, I am able to exert control, but not coercion. We also examine the attributes of pupils. Perhaps in Japan or other nations where a student-centered approach is common, their education has truly been tailored to this viewpoint throughout childhood. While I don't necessarily have an issue with implementing student-centered learning, the current shift from junior high school to senior high school makes it impractical to fully adopt this approach. Due to the diverse origins, personalities, and attitudes of the kids I teach, I am unable to fully implement it. (T5/EB)

Indarta et al. (2022) (Indarta et al., 2022) assert that communication and cooperation skills are integral aspects of action competency. According to the teacher, this approach enables kids to overcome their tendency to be inactive.

Dalam setiap pelajaran, saya selalu membuat kelompok-kelompok ini. Misalnya pada materi teks deskriptif. Jadi, saya bukan satu-satunya yang membahas topik dengan siswa; saya tidak ingin. Saya ingin siswa aktif, juga; mereka membahas satu sama lain tidak peduli apa yang mereka bicarakan, tetapi saya masih mengendalikannya. Jadi, jika mereka membahas dengan teman-teman, saya pikir itu membuat mereka bebas; itu bagus, jadi mungkin ide-ide nanti akan datang dengan cepat. (T4/EB)

For each class, I consistently form these groups. For instance, while instructing on the topic of Descriptive text. It appears that I am not the only one engaging in discussions with pupils, but I have no desire to do so. I desire for students to actively engage in discussions, regardless of the topic, while maintaining my control over the conversation. Engaging in discussions with friends may have a liberating effect, which is beneficial as it facilitates the generation of new ideas in a timely manner. (T4/EB)

The assessment method involves a teacher's reflections, emotions, and thoughts, as well as student viewpoints, to evaluate the teaching and learning process.

Ini bebas untuk refleksi, kan? Pada dasarnya, sebagai seorang guru, saya harus tahu jika siswa saya tidak mengerti apa yang saya jelaskan, jadi saya harus memulai dari pikiran saya dan mengajukan pertanyaan berdasarkan itu. "Apakah itu baik atau tidak? Apakah cara mengajar saya salah?" Jadi, saya tidak pergi begitu banyak; seperti hari ini, saya memiliki lebih sedikit kendali, yang berarti besok saya harus fokus pada itu. Kadang-kadang saya bertanya kepada siswa saya, "Apakah saya menjelaskan dengan cepat?" Jika jawabannya adalah "tidak, bu," atau "ya, bu," saya berkata, "Kali berikutnya, tolong ingatkan saya, oke?" Jadi, seperti itu, kita lebih menyadari diri kita sendiri, dan kita melihat seperti apa siswa. (T4/EB)

Is it free for contemplation? As an educator, it is crucial for me to ascertain whether my pupils comprehend the material I am presenting. Therefore, I must begin by introspecting and formulating inquiries based on my own understanding. "Is it satisfactory or unsatisfactory?" Is my teaching methodology incorrect? Therefore, I seldom go that route; for instance, today I had little command of the situation, which

implies that tomorrow I must concentrate on improving that aspect. Occasionally, I inquired of my pupils, "Did I provide a concise explanation?" If the response is negative, specifically "no, ma'am," or affirmative, specifically "yes, ma'am," I express, "In the future, kindly prompt me to remember, alright?" Thus, in this manner, we have a heightened sense of self-awareness and are able to discern the true nature of pupils. (T4/EB)

The *Merdeka* curriculum empowers teachers to select their preferred learning methods, highlighting their expertise, prioritizing essential materials, and fostering a meaningful learning environment.

Conclusion

The *Merdeka* Curriculum for English learning is being implemented in Banjarnegara and Wonosobo schools, promoting freedom and student-centered learning. The curriculum encourages creativity and new thinking, aligning with future skills. However, implementing it requires considering individual student traits and perspectives. Evaluation is delayed and requires a long process and commitment from all stakeholders.

Suggestion

The study aims to enhance research on the implementation of English policy through the *Merdeka* curriculum in Indonesia, providing valuable insights for future research endeavors.

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