ENGLISH TEACHERS' STRATEGIES IN DELIVERING ENGLISH INSTRUCTION WITHIN INDEPENDENT CURRICULUM FRAMEWORKS AT SMA N 1 TAKALAR

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ABSTRAK

Pendidikan di Indonesia menggunakan Kurikulum Merdeka sebagai pedoman dalam proses belajar mengajar. Banyak strategies yang digunakan oleh guru bahasa inggris untuk menghadapi tantangan dalam pengajaran pembelajaran bahasa inggris. Penelitian ini bertujuan untuk mengeksplorasi strategi yang diterapkan oleh guru bahasa Inggris dalam menghadapi tantangan dalam penyampaian instruksi bahasa Inggris dalam kerangka kurikulum merdeka di SMAN 1 Takalar. Kurikulum merdeka memberikan fleksibilitas yang lebih besar dalam perencanaan dan pelaksanaan pembelajaran, namun juga menghadirkan berbagai tantangan bagi pengajaran bahasa Inggris. Penelitian ini menggunakan metode kualitatif dan pengumpulan data dilakukan dengan melakukan observasi, wawancara semi-struktur dan dokumentasi. Sampel penelitian ini adalah guru bahasa Inggris di SMAN 1 Takalar. Penemuan di penelitian ini menunjukkan bahwa guru bahasa Inggris mengidentifikasi dan menganalisis strategi-strategi yang digunakan oleh guru dalam mengatasi tantangan dalam mengajar bahasa inggris seperti memahami karakteristik siswa, penggunaan media ajar dan metode ajar untuk mencapai tujuan pembelajaran dan capaian pembelajaran, penggunaan modul ajar, penggunaan assesment untuk meningkatkan kemampuan siswa, mengatur alokasi waktu, guru harus kreatif untuk menciptakan kelas yang interaktif, dan terakhir

Kata Kunci Strategies, Kurikulum Merdeka.

ABSTRACT

Education in Indonesia used the Independent Curriculum as a guidance in the teaching and learning process. There are many strategies that can be used to overcome the challenges in delivering English instruction. The research was aimed to finds out the strategies that implement by English teachers to overcome the challenges in delivering English instruction within Independent Curriculum frameworks in SMAN 1 Takalar. The independent curriculum provides greater flexibility in planning and implementing learning, and also present various challenges in delivering English instruction. This research used a qualitative method and the data was collected by conducting observation checklist, semi-structured interview and documentation. The sample of this research was English teachers in SMAN 1 Takalar. The finding showed that the English teachers identify and analyze the strategies that used by English teachers to overcome the challenges in teaching English such as understand the students' characteristic, using a teaching media and method to achive the teaching achievement and teaching objective, using a teaching module, using assessment to improve students' ability, adjusting the time allocation, the teacher more creative to make class more interative and the last the English teachers ability in using technology.

Keyword*: Strategies, Independent Curriculum.*

INTRODUCTION

Education is the most important thing in human life, it means that every people have a chance to get it and people can get develop their self by education. Besides that, education also a primary need for all human beings in the world. Education is a formation process of characteristics of human itself. They learn since they were born until they become adults. No matter they have become adults; they must increase their skills to enable them facing the globalization era. Education will never end. Education generally has the meaning of a life process in developing their live. Thus, it is very important to be an educated person. According to one of famous philosophers it is Aristoteles said that he interpreted that education is one of the functions of a state that is done for the purpose of the state itself. He viewed that education is a provision for some activities or worthy jobs. Hence, education should be guided by law to make it in accordance with psychological analysis results and follow developments step by step. This is reinforced by the understanding of education contained in UU Sisdiknas No. 20 of 2003 that education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have spiritual strength, religious, selfcontrol, personality, intelligence, noble morals, as well as the skills needed by themselves, society, nation and state.

In education, there is one important component that cannot be left out, which is the curriculum. Curriculum is an educational framework; it is important in the world of education that include outline and content that need to be achieved for each value of each subject. Curriculum is designed flexible so it can adapt to the culture, socio-economic and regional backgrounds of each school. The curriculum is one of the most important things because it is the overall plan or plan of the course and how the course content is converted into an overview of teaching and learning that can be used to achieve the desired learning outcomes (Richards, 2013). Various changes and additions have been made to the implementation of the curriculum in Indonesia, many times curriculum changes that give effect of the learning style since the beginning of independence.

The curriculum is the "spirit" of education which must be evaluated productively, running and periodically according to the time series and science and technology, the capacity needed by the community and the application of graduates. Curriculum change is a necessity. Moreover, the rapid development of science and technology no longer requires the world of education to linger with the prevailing "comfort zone" curriculum. Curriculum is seen as goals, situations and styles in learning with programs to improve learning materials, social interactions and learning techniques systematically in educational institutions

Curriculum development is one tool to improve the quality of education. Launched by the Ministry of Education and Culture under the supervision of Nadiem Makarim, Merdeka Belajar adds that in less than 10 years, Indonesia has updated its curriculum 3 times (Sugiri and Priatmoko, 2020). These changes are a response to the challenges and changes occurring in Indonesia from time to time, all designed to improve the Indonesian educational and learning goals, models, and strategies consistent with the implementation of learning. With these changes, Indonesia hopes to prepare students with good potential in both academic and nonacademic fields.

The shift from the 2013 Curriculum to the Independent Curriculum has resulted in many changes at the stages of planning, implementing and evaluating learning. One of them is the existence of new terms such as Alur Tujuan Pembelajaran (ATP), Modul Ajar (MA), Capaian Pembelajaran (CP), Kriteria Ketercapaian Tujuan Pembelajaran (KKTP), Profil Pelajar Pancasila, diagnostic assessments, student reflections and teacher reflections, all of which aim to strengthen the competence of both students and teachers (Hardanie, 2022). This change indeed encourages teachers to continue learning and adapting to effectively implement the new learning paradigm of the Independent Curriculum.

Minister of Education Nadiem mentioned several advantages in implementing of the Independent Curriculum. One of them is simpler and more indepth because this curriculum will focus on essential materials and the gradual development of student competencies. The teacher will teach according to the stages of student achievement and development. In the Independent Curriculum, a learning approach that refers to the level of achievement or ability of students is called Teaching at the Right Level (TaRL). Teaching at the right level (TaRL) does not refer to the class level, but refers to the student's ability level (Kemendikbud, 2022b). In the Independent Curriculum there is Kurikulum Operasional Satuan Pendidikan (KOSP) which contains all plans for the learning process to be held in educational units. Kurikulum Operasional Satuan Pendidikan (KOSP) is used as a guideline for all implementation of learning in educational units and is developed according to the needs of students and educational units so that they become more meaningful. The school has the authority to develop and manage curriculum and learning in accordance with the characteristics of the education unit and students (Kemendikbud, 2022).

The implementation of Independent Curriculum in teaching English requires a lot of processes, time, and readiness which causes some changes in the learning system. The implementation of Independent Curriculum is carried out as comfortably as possible in order to facilitate the process of interaction between teachers and students. This is in accordance with the Independent Curriculum where the attainment of at least six English language skillsrefers to the Common European Framework of Reference for Languages: Learning, Teaching Assessment (CEFR). CEFR reflects the visible specifications of the student's ability to maintain interaction and convey something desired. In implementing the Merdeka curriculum, teachers must understand the Alur Tujuan Pembelajaran (ATP), Modul Ajar (MA), Project Modules, to evaluating student progress (Nurhidayat et al., 2022). This shows that a teacher has a strategic role in realizing national education goals in terms of teaching and educating, so it needs to be focused on developing the potential of the teacher as a profession that is moral, obeys rules, upholds professionalism and competent. Other parties that have influence to support the implementation of the Independent Curriculum are educational institutions, or more precisely the school principals. In the Independent Curriculum, students serve as learning centers or are called Student Centers. Students are considered as the essence of education so that they become the main target when the learning process must have a facilitator to develop their talents, interests and potential in the field of English. Facilitators are teachers, principals and staff.

Independent Curriculum seeks to foster an enjoyable learning environment. The goal for independent learning is to create a pleasant environment for teachers, students, and parents (Nasution, 2022). It is envisaged that with the opportunity of learning, educational institutions in Indonesia will become more sophisticated and of higher quality, leading to greater global competitiveness (Sururi et al., 2020). State administrators and good government are those who carry out intellectual tasks for their citizens. Through equitable education, adequate facilities that are regulated with various slick breakthrough policies are able to build intelligent resources that are mature in the scientific paradigm. This kind of task, in Indonesia, has even become a spirit that must always be invigorated by its presence. With the spirit of educating the nation's life, in order to realize the welfare of all Indonesian bloodshed, the policy of state administrators in the field of education can be said to be a representative face representing the state's commitment to participate in realizing this. Seeing the reality, talking about the importance of education and policies of government stakeholders is a very relevant thing to do. With this new curriculum, teachers will have more freedom to select teaching techniques and approaches that best suit the needs of their students (Pertiwi & Pusparini, 2021). Furthermore, the Indonesian Ministry of Learning, Culture, Research, and Technology (Kemendikbudristek) has implemented a broad policy of self-directed learning, which has reached the 21st episode in the last two years, has announced the implementation of a new curriculum in education

institutions, notably the execution of the Independent Curriculum. Faced with the ideal and perfect goals above, several problems arise in the application of an independent curriculum in the practice of English Language Teaching (ELT). Thus, it is necessary to conduct this research to learn about the difficulties that teachers confront in implementing the independent curriculum and how they solve them

A preliminary study was conducted in SMAN 1 Takalar. This school is one of superior senior high schools in maintaining an academic atmosphere and the quality of its graduates. The researcher will choose English teacher that teach in tenth grade level because there are already implementing the independent curriculum. The researcher also finds out some challenges that faced by the teachers in teaching process within independent curriculum.

The novelty in this research focus on the English teachers' strategies in delivering English instruction within independent curriculum at SMAN 1 Takalar. Based on explanation above, the researcher wants to know the strategies that used by teacher to overcome the challenges in delivering English instruction within independent curriculum. The researcher conducts research under the title "English Teachers' Strategies in Delivering English Instruction within Independent Curriculum Frameworks at SMA N 1 Takalar."

METHODS

The research design was used as a framework to identify solutions to research problems. In this study, the researcher used a descriptive qualitative approach. This type is used by researcher because it is the right method to describe research findings. According to Creswell (2014), a qualitative approach is "a process of inquiry to understand a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and carried out in a natural setting". In other words, qualitative methods involve the study of social phenomena in which the environment, circumstances, and problems are naturally based on what is happening. The purpose of qualitative research is to describe the phenomenon thoroughly, deeply, and accurately. The researcher used qualitative techniques to analyze the strategies by English tecahers in delivering English instruction within independent curriculum frameworks at SMAN 1 Takalar. The results of the data analysis are presented in description of words. The data collected from the English class taught by English teacher in SMAN 1 Takalar.

RESULTS AND DISCUSSION

According to Sarode (2018) Teacher strategies are ways that are used to assist students in learning the necessary course content and developing future objectives that are attainable, Strategy learning identifies the various learning methods available to support them in developing appropriate strategies to address the identified target groups. Teacher strategy is a teacher's plan for achieving a goal in the teaching and learning process. To put it another way, teaching techniques were methods for instructing the students.

According to Stone and Morris in Isaac (2010), teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Isaac also explains that teaching strategies are the behavior of the teacher which he/she manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities.

To overcome the challenges encountered by English teachers in delivering English instruction within Independent Curriculum frameworks, the English teachers used some strategies. Based on the findings, five strategies were used by English teachers in delivering

English instruction within Independent Curriculum that were related with the Zulaiha (2022) such as understand the students' characteristic, using a teaching media or method to achieve the teaching achievement and teaching objective, using a teaching module, using assessment to improve students' ability, adjusting the time allocation, the teacher more creative to make class more interactive and the last the English teachers ability in using technology.

The first strategies to overcome the English teachers challenges in delivering English instruction within Independent Curriculum frameworks in students' characteristic was the English teachers created an inclusive learning environment where all students feel valued and respected. English teachers also use a variety of teaching methods and media and alternative assessment methods to develop students' abilities. The English teachers was used cooperative learning and personalized learning to engage students with different preferences and learning styles. The English teachers also encourage a growth mindset among students, encouraging them to faced challenges and believe in their ability to improve themselves. In addition, the English divided the students into a group. They divided students into groups to ensure all students understand the material. Apart from that, the English teachers motivate students to stay involved in learning. These strategies are important for effective English language teaching within an Independent Curriculum framework.

The second strategies were achieving learning objective in an Independent Curriculum, the English teachers used various strategies that center on student involvement, innovative methods such as Project Based Learning and Collaborative Learning, technology integration, and involving parents and the community. This approach encourages interactive and comprehensive learning experiences, increasing students' opportunities to achieve the learning achievement and learning objective. Project Based Learning encourages students' experience, while Collaborative Learning promotes teamwork to achieve learning objectives. The English teachers creatively used technology, including applications and multimedia, to enhance learning materials. The student-centered approach allows for personalized learning and adaptation to individual needs. Collaboration with parents and the community extends learning beyond the classroom. Assessment strategies include formative assessments for ongoing feedback, learning portfolios for reflection, competency tests for understanding, and self-assessments for personal growth. Summative assessment within this context typically refers to assessments conducted at the end of a learning period or unit to evaluate students' overall understanding and mastery of the material. These assessments often take the form of exams, projects, or presentations and are used to assign grades or determine students' progression to the next level. These diverse assessment methods ensure a holistic evaluation of student achievement, covering cognitive, affective and psychomotor aspects of learning. Overall, these strategies contribute to meaningful and relevant learning experiences consistent with Independent Curriculum goals.

The third strategies were English teachers using various strategies in choosing teaching methods and media in delivering English instruction within independent curriculum. The English teachers prioritize the use of a variety of methods that suitable of students' learning styles and abilities, including textbooks, multimedia resources, and educational software. The English teachers are also adapting their approaches to create interactive, student-centered learning environments, by incorporating group discussions, collaborative projects, and technology. Additionally, the English teachers recognize the importance of adapting strategies based on student feedback and evolving educational. By using this method, teachers increase student engagement and participation, which can improve students' abilities and can achieved learning objectives and learning achievement.

The fourth strategies were English teachers in time allocation in delivering English instruction within Independent Curriculum framework. The English teachers used a various strategy to allocate time effectively for creating teaching materials and make a teaching

module. First, the English teachers identified the learning achievement and learning objective in the Independent Curriculum to guide the English teachers in teaching process. Besides that, the English teachers made efficient use of available resources, such as educational websites, textbooks, and digital tools to deliver the process of developing the materials. Furthermore, the English teachers collaborate with other teachers to discuss about teaching module. However, the other strategies to overcome the time allocation the English teachers can optimize their time allocation and effectively develop teaching materials and instructional modules within the Independent Curriculum framework.

And the last strategies to overcome the challenges that faced by English teachers in delivering English instruction within Independent Curriculum frameworks in unfamiliar technology. Technology can help teachers to create interesting teaching materials. Using technology can build students' interest in learning so that learning achievement and learning objective can be achieved. The English teachers looking for professional development opportunities, collaborate with peers, and adapt teaching methodologies to effectively integrate technology. These efforts demonstrate a commitment to improving English language learning and ensuring that students receive quality education in line with the objectives of the Independent Curriculum.

CONCLUSION

Based on the results observation, interview and document analysis, it can be concluded that there were some strategies that faced by English teachers in delivering English instruction to overcome the challenges within Independent Curriculum. the English teachers in SMAN 1 Takalar used various strategies to overcome the challenges in delivering English instruction such as such as forming groups, involving students with high abilities, providing motivation to students, creating creative teaching media, and using teaching methods that are appropriate to the material and students' abilities. Although teachers strive to meet students' needs, further support and resources are needed to ensure effective implementation of these strategies in an Independent Curriculum. In addition, teachers adopt a student-center approach, innovative learning methods such as Project Based Learning and Collaborative Learning, creative use of technology, and collaboration with parents and the community to achieve learning achievements and learning objective. The English teachers also face challenges in evaluating learning, managing time, and integrating technology, but actively pursue solutions such as training and collaboration. With these efforts, the English teachers create a more interesting and effective learning experience for students, and ensure that English learning runs in line with the objective of the Independent Curriculum.

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