

EXPLORING PRE-SERVING ENGLISH TEACHER'S EXPERIENCE ON THE IMPLEMENTATION OF "INDEPENDENT CURRICULUM" ON ENGLISH TEACHING AND LEARNING IN JUNIOR HIGH SCHOOL

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Abstrak

Penelitian ini dilakukan untuk mendeskripsikan, mengeksplorasi dan menganalisis implementasi Prajabatan Guru Bahasa Inggris pada kurikulum mandiri. Selain itu juga memaparkan permasalahan (tantangan dan hambatan) yang dihadapi selama implementasi kurikulum mandiri khususnya pada jenjang Sekolah Menengah Pertama (SMP). Penelitian dilakukan dengan menggunakan jenis penelitian kualitatif deskriptif dengan pendekatan fenomenologi. Pengumpulan data dilakukan dengan cara wawancara terhadap 10 partisipan dari berbagai perguruan tinggi dan penyebaran kuesioner. Serta hasil yang dipaparkan dari wawancara dan kuesioner dalam bentuk deskriptif. Hasil analisis berupa jawaban atas pertanyaan yang telah dirumuskan dalam penelitian. Hasil analisis tersebut berupa pengalaman pribadi selama implementasi kurikulum mandiri, proses pembelajaran yang dilakukan Prajabatan Guru Bahasa Inggris dari awal sampai akhir, tantangan dan hambatan yang ditemukan, serta solusi yang dilakukan dalam menghadapi tantangan dan hambatan tersebut. Yang mana kurikulum mandiri memiliki banyak kelebihan dan mampu menunjang kegiatan pembelajaran Bahasa Inggris. Kemudian dalam persiapan sebelum kegiatan pembelajaran yaitu menyusun modul ajar, capaian pembelajaran, tujuan pembelajaran, membuat perangkat media, serta penilaian dan kegiatan proyek. Tentu saja banyak tantangan yang ditemukan dalam penyusunan proyek, kondisi kelas, dan penyusunan materi ajar. Dalam penyelesaiannya, Calon Guru bertukar pikiran dengan guru lain, mencari sumber lain dan belajar memahami konsep kurikulum merdeka.

Kata Kunci: Kurikulum Merdeka, Guru Magang, Tantangan, Hambatan, Pengalaman.

Abstract

This research was conducted to describe, explore and analyze the implementation of Pre-Service English Teachers in the independent curriculum. Apart from that, it also explains the problems (challenges and obstacles) faced during the implementation of the independent curriculum, especially at the junior high school (SMP) level. The research was conducted using descriptive qualitative research with a phenomenological approach. Data was collected by interviewing 10 participants from different universities and distributing questionnaires. As well as the results presented from interviews and questionnaires are in a descriptive form. The results of the analysis of the answers to questions that have been formulated in research. The results of this analysis are personal experiences during the implementation of the independent curriculum, the learning process carried out by the English Pre-Teacher from start to finish, the challenges and obstacles found, as well as the solutions made in facing these challenges and obstacles. Which is that the independent curriculum has many advantages and is able to support English learning activities. Then in preparation before learning activities, namely compiling teaching modules, learning outcomes, learning objectives, creating media devices, as well as assessment and project activities. Many challenges were found, of course, in the preparation of projects, class conditions, and preparation of teaching materials. In its completion, the Pre-Teacher exchanges ideas with other teachers, seeks other sources and learns to understand the concept of an independent curriculum.

Keywords: *Independent Curriculum, Pre-Service English Teacher, Challenges, Obstacles, Experience*

Introduction

The curriculum is a set of objectives and rules pertaining to goals, rules, and study materials as well as the methods used as a means of accelerating learning initiatives to meet particular educational goals. This is in line with the understanding of curriculum according to Fatmawati and Yusrizal (2022) that Curriculum is a plan that is used as a guide or guide to action in the Teaching and Learning Process (Martin & Simanjorang, 2022). The curriculum is one important roles in the world of education. It is as a director of educational goals in the future to run for the better. According to Siregar (2021) the curriculum is one of the important elements in the implementation of learning at all levels of education (Supriatna et al., 2023). The curriculum contains planning and setting goals, content, learning materials and the methods used are used as guidelines for carrying out the teaching and learning process to Achieve Educational Goals. Every curriculum period is always changing and renewed. This aims to make the curriculum able to answer existing educational problems. From 1947 until now, in Indonesia has undergone curriculum changes 14 times. The details are Old Order Era (Orla), 1947 Lesson Plan Curriculum, the 1964 Elementary School Education Plan Curriculum, 1968 Elementary School Curriculum, the 1973 Development School Pioneer Project Curriculum, 1975 SD Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 1994 Curriculum Revision in 1997, 2004 Competency-Based Curriculum (KBK), 2006 Study Unit Level Curriculum (KTSP), curriculum 2013, and the last is Independent Curriculum.

Currently Mr. Nadiem Makarim as Minister of Education in Indonesia has launched a new curriculum named Independent Curriculum. Independent Curriculum is a new achievement after the K-13 Curriculum which has changed and new achievements for Indonesian Education. The implementation of the independent learning curriculum ideally has characteristics that are different from the curriculum that has been applied before in Indonesia. According to Sudarto (2021) said that The implementation of the independent learning curriculum is prioritized in project-based practical activities and how to hold a fun atmosphere for students participating in learning according to their needs, goals and interests in general (BS et al., 2023). Likewise with English language learning in the implementation of the Independent Curriculum, where there will be an increase and development in the study of education in accordance with the concept of the Independent English Curriculum. Judging from the previous curriculum experience, English is still a difficult subject and less in demand by students due to more monotonous learning.

The Pre-Service English Teacher is an English Department student who carries out practical learning in class as a form of training prior to the teaching profession as a form of the process of maturation and experience of becoming a teacher. Before becoming a competent English teacher, an English Teacher Pre-service must be carried out in order to improve understanding of classroom. According to Fakhrunnisa (2021) was defined the Pre-Service English Teachers are students who are actively enrolled in the Faculty of Teaching and Education,

also known as Fakultas Keguruan dan Ilmu Pendidikan (FKIP), and who have completed the English Education Program in order to become qualified teachers (Fakhrunnisa, 2021).

In supporting learning English in the Independent Curriculum, an educator needs to prepare the things needed before the English learning process is carried out. As is the case with several previous studies entitled "IMPLEMENTATION OF INDEPENDENT CURRICULUM IN INCREASING THE QUALITY OF EDUCATION". This research explains that regarding the experience that has been carried out by SDN 244 Guruminda Bandung city in implementing the Independent Curriculum learning. Where from the results of an interview one of the class teachers said that the things that need to be prepared for pre-service learning in the independent curriculum are the preparation of learning tools that must achieve goals, and the achievements of the independent curriculum. preparation of syllabus/ATP, lesson plans that turn into teaching modules, designing learning with diagnostic and cognitive tests, compiling assessments, project-based learning, and providing stimulus to students (Sumarsih et al., 2022). So based on previous studies that in the implementation of Independent Curriculum must prepare learning tools in order to improve the quality of learning.

In This research, researcher want to explore How do the Pre-Service English Teachers implement teaching and learning process in Independent Curriculum. Dan What are the challenges and obstacles of Pre-Service English Teachers in implementing of Independent Curriculum. To explore what are Pre-service English Teachers to implementing English Learning and Teaching process in Independent Curriculum. And To analyze the obstacles and challenges Of Pre-Service English Teachers on implementing of Independent Curriculum. This research is only intended for Pre-Service English Teachers who implement independent curriculum at the Junior High School level. There are many phenomena that explain the many challenges and obstacles experienced based on the experience of Pre-Service English Teachers.

Method

In general, this section describes how the study was conducted. The subject matter of this section is: (1) the study design: This research uses a qualitative research method with a phenomenological approach. In this research, researchers conducted simple interviews and were accompanied by a questionnaire to gather information about the experience of the Pre-Service English Teacher in implementing the Independent Curriculum both in the management process learning and the challenges encountered during learning. (2) the sample population or subject of the research: the researcher took 10 pre-service samples from different universities. The participants from Nahdlatul Ulama Sunan Giri University (UNUGIRI) as many as 5 person, Darul Ulum Islamic University as many as 2 person, Muhammadiyah Surabaya University as many as 1 person, Kiai Abdullah Faqih University as many as 1 person, and Billfath University as many as 1 person. (3) data collection techniques and

instrument development; interview and Questionnaire (4) and data analysis techniques. : According to Miles and Huberman Sugiyono (2012), data analysis includes reduction steps or words, displaying data, and drawing conclusions or verification.

Results

A. How do the Pre-Service English Teachers implement teaching and learning process in Independent Curriculum?

Based on the research that has been carried out and distributed to the Pre-Service English Teacher who implements English Learning and Teaching in the independent curriculum. In which in this section the researcher will explore the personal experience of the participants and also what the participants did while implementing the independent curriculum. Researcher distribute it with questionnaires and interviews is as follows:

1. *Questionnaire*

The results of the questionnaire the Pre-Service English Teacher, from different university, in the questionnaire the researcher determined 11 indicators related to the implementation of the independent curriculum. For the first, namely regarding the personal experience of the participants regarding the curriculum changes that have occurred.

From this information, it is clear that in statement 1, 60% agree that The independent curriculum has many advantages compared to the previous curriculum. Statement 2: 60% agree with There are many differences between the independent curriculum and the previous curriculum, including the project to strengthen the Pancasila student profile. Statement 3: 40% agree that the Independent Curriculum is able to support ELT activities. Statement 4: 50% do not agree that Pre-Service English Teachers to prepare design learning before ELT process in implementing the Independent Curriculum with personal understanding of the Independent Curriculum. In statement 5, 50% agree that Pre-Service English Teachers during the ELT activities in terms of selecting media, learning tools can support the success of the learning that you do in implementing the independent curriculum. Statement number 6: 70% agree that Pre-Service English Teachers do evaluation process after ELT on implementation of Independent Curriculum. In statement number 7, 60% strongly agree that the Independent Curriculum has many challenges in implementing it, especially in ELT classes. Statement 8 there are 40% who disagree that The Independent Curriculum has challenges and obstacles that are dominant in the knowledge of the Pre-Service English Teacher and students. In statement number 9, 60% agree that The Pre-Service English teacher has difficulty in making a project. In statement number 10, 40% disagree and 40% agree that Pre-Service English Teachers are able to solve challenges and obstacles with personal understanding. And in the 11th statement, 70% agreed that The Pre-Service is able to compile projects, teaching materials, media,

teaching modules that are in accordance with the independent curriculum.

A. Interview

After the Questionnaire has been carried out, in which the researcher has concluded the results obtained. In this section, the researcher conducted interviews with as many as 3 questions to 3 participants from different universities that are: UNIGIRI, Kiai Abdullah Faqih University Jombang, and Muhammadiyah University Surabayawho are able to support data from the results of the questionnaire with several indicators, namely:

1. *The Difference Between The 2013 Curriculum And The Independent Curriculum*

This question states the opinion of the Pre-Service English Teacher regarding the differences between the 2013 curriculum and the independent curriculum that they feel and have implemented. Is there a difference between the two or not. As from the question :

What do Pre-Service English Teachers think about changing the 2013 curriculum to Independent Curriculum?

P1 : *"In my opinion, this is a form of developing a good and innovative learning curriculum for students. Of course very excited, but there are also concerns about facing challenges in its implementation."*

P2 : *"It's actually good but are you sure it can be applied to students, is it capable because teaching and learning activities focus more on students being independent. The independent curriculum is more fun"*

P3 : *"Changes to the 2013 curriculum to an independent curriculum make students more free to express opinions and make students think more critically, and make educators continue to learn about new things."*

Based on the opinion of the participants above that the independent curriculum is a new curriculum which not all institutions have implemented, so that some of those who have implemented it are still groping and prior to implementation it is better if there is guidance on implementing an independent curriculum. For those who have implemented it, getting to know the independent curriculum is a fun curriculum because the teacher focuses more on students. In addition, creating fun learning and students are directed to projects that are able to make students think critically. This proves that the curriculum has many benefits and advantages for education in Indonesia as an updated curriculum that is interesting and more focused on students with projects and assessments.

2. *Personal Experience During Implementation of Independent Curriculum.*

This question emphasizes the learning process of the Pre- Service English Teacher both in designing, during activities, and in process evaluation. Which as the participants experience from the question :

What steps did you prepare in preparing the learning tools, time allocation, learning outcomes, and learning methods in the independent curriculum?

P1: *"Developing the flow and objectives of learning activities. There are several*

pathways to learning outcomes that have been provided by the government for use in schools and developing the available teaching tools and media."

P2: *"In preparing for this I need Teaching Modules as well as teaching materials and media before carrying out ELT activities as well as preparing mentally in teaching and educating students in the classroom. "*

P3 : *"1. Analyzing Learning Outcomes (CP) to develop learning objectives and learning objectives flow. 2. Planning and conducting diagnostic assessments. 3. Develop teaching modules. 4. Adjustment of learning with the stages of achievement and characteristics of students. 5. Planning, implementing, and processing formative and summative assessments. 6. Reporting on learning progress. 7. Evaluation of learning and assessment."*

Based on the interview results above, it is stated that the experience of the Pre-Service English Teachers in preparing before learning or ELT activities in the implementation of the Independent Curriculum, namely preparing Teaching Modules, Analyzing Learning Outcomes (CP) to develop learning objectives and the flow of learning objectives, Planning and implementing diagnostic assessments, Developing teaching modules, Adapting learning to the stages of achievement and characteristics of students, Planning, implementing, and processing formative and summative assessments, Reporting on learning progress, Learning evaluation and assessment, developing media and teaching materials. So that with preparing it has the possibility that ELT activities can run systematically with what the participants have prepared. So that the class becomes interesting and conducive.

1. Challenges' experience on implementation Independent Curriculum

This question emphasizes what obstacles and challenges are encountered in the implementation of the Independent Curriculum which can hinder English Learning and Teaching activities. As by the experience of the participant from the question:

Do you experience challenges in making learning tools that are in accordance with the time allocation, learning objectives, and learning methods in the independent curriculum?

P1: *"Flexibility of time: The Independent Curriculum may require learning tools that are more flexible in the allocation of time for various topics and learning activities. Besides that, another challenge is creating an interesting learning experience, by presenting resources/speakers, and managing classes effectively. "*

P2 : *"Yes, because sometimes when we are in class or in the field, what we have prepared is not in accordance with the students in the class. "*

P3 : *"1. the challenge of the readiness of human resources (teachers) as the main pillar of implementing the independent curriculum. 2. Challenges to teachers' abilities in empowering digital-based technology facilities. 3. the challenge of strengthening communication networks and partnerships between education units and related stakeholders. 4. the challenge of carrying out the learning*

assessment function which is an integrated part of learning."

Based on the results of the interviews above, it states the challenges and obstacles that participants faced during the implementation of the Independent Curriculum, namely: challenges to the readiness of human resources (teachers) as the main pillars of implementing the independent curriculum, challenges to teachers' abilities in empowering digital-based technology facilities, challenges to strengthen communication networks and partnerships between education units and related stakeholders, challenges to carry out the function of learning assessment which is an integrated part of learning, the Independent Curriculum may demand learning tools that are more flexible in allocating time for various topics and learning activities. Besides that, another challenge is creating an interesting learning experience, by presenting resources/speakers, and managing classes effectively.

2. Obstacle's experience on implementation Independent Curriculum

This question is to explore the experiences of the participants regarding what obstacles were encountered during the English Learning and Teaching activities in the implementation of the Independent Curriculum. As the question is:

What are the most obstacles that it you found on implementing Independent Curriculum in ELT?

P1: *"Applying the flow of teaching modules with class conditions"*

P2 : *"Learning media and projects"*

P3: *"There are students who are less active so that the class atmosphere is less critical and tends to look passive"*

Based on the results above, it states that the obstacles found by the participants are the culture shock of students about the new curriculum, lack of media facilities, poor learning achievement, lazy and inactive students so that it affects a less critical class atmosphere.

3. Problem Solving

This question describes the experience of the Pre-Service English Teacher in solving the challenges and obstacles experienced during the English Learning and Teaching process.

When you face the obstacles and challenges, what are your solution to solving them?

P1: *"Collaboration with other teacher colleagues such as: Attending training and workshops, perfecting lesson plans, encouraging active student participation and good learning by utilizing available technology."*

P2 : *"Know more about my position as a Pre-Service English Teacherby approaching students. Because as a teacher, I have to understand how students learn. It could be from the method I gave or I myself don't understand the student's learning style."*

P3 : *"1. Digital Literacy. The solution to the lack of insight into the independent*

curriculum is by searching various kinds of information both on social media and via the internet. 2. Explore References. Independent teachers have creative, innovative, dynamic, and problem-solving characters. 3. Learning Access. Educational institutions should facilitate learning citizens who have limitations in reaching digital access and internet networks to make it easier for teachers to develop facilities and infrastructure related to learning. “

Based on the results of the interviews above, the participants are in solving the challenges and obstacles they face during the implementation of the Independent Curriculum, namely: by attending workshops or training, encouraging students' active participation and being good at learning by utilizing available technology, Explore References. Independent teachers have creative, innovative, dynamic, and problem solving characters, and learn to understand student learning models.

Discussion

a. Pre-Service English Teachers implement teaching and learning process in Independent Curriculum.

Based on the results of research that has been carried out by researchers, namely regarding the process that needs to be prepared before learning until the end of learning by the Pre-Service English Teacher according to their experience in implementing the independent curriculum. This research is almost the same as research from (Sumarsih et al., 2022) which states about management classes conducted by driving teachers at SDN Guruminda. Where from the results of an interview of one of the class teachers said that the things that need to be prepared for pre-service learning in the independent curriculum are the preparation of learning tools that must achieve goals, and the achievements of the independent curriculum such as : preparation of syllabus/ATP, lesson plans that turn into teaching modules, designing learning with diagnostic and cognitive tests, compiling assessments, project-based learning, and providing stimulus to students.

However, a significant difference in this research was taken from the results of interviews and questionnaires, namely from participants who were addressed by the Pre-Service English Teachers who implemented the independent curriculum at the Junior High School level. Which is based on the results that have been carried out by researchers that participants carry out the preparation process to the evaluation process in learning according to the rules in the independent curriculum even though some of them have minimal knowledge of the curriculum itself.

As a Pre-Service is a process before becoming a profession which in this case is intended as a form of training before entering a real profession, especially English Teacher. So the

researchers conducted this research to explore the experience of what the Pre-Service English teacher did in implementing the independent curriculum from different universities so that it could be used as a comparison or similarity.

The conclusions from the results of the interviews and questionnaires from the researcher, namely the Pre-Service English Teacher, said that what was done in this process was: preparing/arranging Teaching Modules (MA), Syllabus and RPP in accordance with Learning Outcomes (CP) and learning objectives (TP). In addition, the participants also developed teaching aids, media to be used, and learning concepts to be used with the aim of creating creative and innovative learning. Even though the participants experienced minimal facilities, they could still be developed with existing facilities.

Apart from that, the pre-service English Teacher also prepares assessments and projects as a form of assessment. Due to the implementation of the independent curriculum, this is an update in which the project/assessment is also a form of assessment. And the last is the evaluation process, in which the participants carry out feedback or evaluation in order to improve results that are deemed inappropriate.

b. *The challenges and obstacles of Pre-Service English Teachers in implementing of Independent Curriculum.*

Based on the research results that have been made by the researcher, which explores the challenges and obstacles of the Pre-Service English Teacher on Implementation of Independent Curriculum. This is equivalent to research from (Fakhrudin et al., 2023) which explains the differences between the 2013 curriculum and the independent curriculum. Besides that, what is more significant is explaining the experiences of teachers who have implemented and found obstacles and challenges during carrying out learning and teaching activities.

As is the case with previous research from (Savitri, 2020), which explains the challenges of Pre-Services in dealing with the digital era and an independent curriculum. They experienced several problems and challenges from the experiences they got. In this research, researchers explored more deeply from the participants, namely the Pre-Service English Teacher taken from several universities as a comparison whether there were similarities or differences between them.

Apart from exploring the challenges and obstacles, the researcher also explored the ways in which the participants faced the challenges and obstacles they faced as a form of assessing the success or failure of what they did. From the results the researchers found that almost all participants experienced the same significant challenges and obstacles, such as inadequate facilities, preparation of teaching materials, class effectiveness, misunderstanding about the concept of an independent curriculum, student learning methods, project preparation and assessment and so on. However, among these, the participants may also face the challenges and obstacles in different ways.

Conclusion

The results obtained by researcher based on interviews and

questionnaires are regarding the personal experiences of the 10 participants which are in accordance with their experiences. From the results of interviews and questionnaires, we can conclude that participants agree that the independent curriculum has many advantages and is certainly different from the previous curriculum. As well as being able to support ELT with project-based learning (P5) and providing a pleasant class atmosphere. In implementing the independent curriculum, participants also carry out learning design before learning, such as preparing teaching tools, teaching materials, Teaching Modules (MA), preparing projects, etc. Then participants also created an interesting class atmosphere to increase class effectiveness. And don't forget to evaluate the process, participants have also carried out projects and assessments and have carried out evaluations for better activities in the future. Apart from that, participants also found many challenges and obstacles in implementation such as: difficulties in preparing learning designs, lack of facilities, etc. However, participants were also able to overcome challenges and obstacles in various ways, such as: understanding curriculum concepts, discussing with teachers, and adding other resources.

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