



## English Teachers' Perceptions of Curriculum Changes in Learning

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**Abstract.** *The curriculum is the most important thing in the world of education, the curriculum is used as a guide in the learning and teaching process. In this case the teacher has an important role in implementing the curriculum and determines the success or failure of delivering material to students. However, along with the erratic curriculum changes, there are many perceptions or complaints from English teachers about it. This is an important thing to discuss to find out the effectiveness of curriculum changes in Indonesia. The purpose of writing this journal is to find out the point of view of each teacher who specifically teaches English subjects towards curriculum changes in Indonesia. It also aims to find out what are the obstacles and advantages of the curriculum when implemented along with the impact of curriculum changes on the strategies or ways of teaching English teachers. The method used is a qualitative research method used to collect data through in-depth interviews with English teachers in several schools. The sources used in this research are journals, books, and other academic sources. Thus, this research can provide a better understanding of teachers' perspectives that play an important role in determining the success of curriculum change in learning.*

**Keywords:** *Curriculum; curriculum changes; English teacher*

**Abstrak.** Kurikulum merupakan hal terpenting dalam dunia pendidikan, kurikulum dijadikan sebagai pedoman dalam proses belajar mengajar. Dalam hal ini guru mempunyai peranan penting dalam pelaksanaan kurikulum dan menentukan berhasil tidaknya penyampaian materi kepada siswa. Namun seiring dengan perubahan kurikulum yang tidak menentu, banyak persepsi atau keluhan dari guru bahasa Inggris terhadap hal tersebut. Hal ini menjadi hal yang penting untuk dibahas untuk mengetahui efektivitas perubahan kurikulum di Indonesia. Tujuan penulisan jurnal ini adalah untuk mengetahui pandangan masing-masing guru yang khusus mengajar mata pelajaran bahasa Inggris terhadap perubahan kurikulum di Indonesia. Hal ini juga bertujuan untuk mengetahui apa saja kendala dan kelebihan kurikulum ketika diterapkan beserta dampak perubahan kurikulum terhadap strategi atau cara mengajar guru bahasa Inggris. Metode yang digunakan adalah metode penelitian kualitatif yang digunakan untuk mengumpulkan data melalui wawancara mendalam dengan guru bahasa Inggris di beberapa sekolah. Sumber yang digunakan dalam penelitian ini adalah jurnal, buku, dan sumber akademik lainnya. Dengan demikian, penelitian ini dapat memberikan pemahaman yang lebih baik tentang cara pandang guru yang berperan penting dalam menentukan keberhasilan perubahan kurikulum dalam pembelajaran.

**Kata kunci:** Kurikulum; perubahan kurikulum; Guru bahasa Inggris.

### INTRODUCTION

The curriculum includes various things related to education, especially in the learning and teaching process. Curriculum and teachers cannot be separated because the teacher becomes someone who implements the curriculum itself both in how to teach and convey all the material in the curriculum. In Indonesia, the curriculum is not only one but many, and changes in the curriculum also occur and create various versions of the curriculum. This is due to the evaluation of the government, especially the government in education. They consider various things both the weaknesses and advantages that exist in each curriculum implementation, and create the best version of the curriculum. At the moment, Indonesia is

using its own curriculum that is implemented independently. Adequate technology is necessary to accomplish this autonomous curriculum, as everyone is aware. Its execution is hampered by the fact that every school has different facilities, which are distributed unevenly. In addition, sociability is lacking in the 3T zones. Frontier, isolated, and undeveloped regions are known as 3T areas. 3T areas are places or classifications that are thought to require further support in a number of areas, including education. This led to the creation of a study to determine the effectiveness of the recently adopted curriculum modifications in comparison to the previously in use curriculum. This is certainly a challenge for a teacher to adapt to changes in the existing curriculum, and it is possible that the curriculum is not implemented or does not run successfully in accordance with the expectations of education policy makers in Indonesia. Oliva (1988) curriculum is the series of experiences that the student encounters at school, the discipline, subject, and materials taught at schools, that is, it is everything planned by the school. Pinar (2012:188) "curriculum" is understood as what the district office requires them to teach, what the state education department publishes in scope and sequence guides. Curriculum is designed to provide guidance in managing the school curriculum and learning to be carried out by the school (Gunawan, 2017). So, it can be concluded that the curriculum is a set of plans and arrangements that are systematically structured to organize and direct the learning process in educational institutions. The curriculum sets learning objectives, material content, teaching methods, and assessment of learning outcomes. and of course the curriculum is made by the policy maker. Curriculum change has been defined as the integration of three interrelated concepts: change, development, and usage (Leung, 2012)

To obtain information related to this research, the list of questions that will be asked are:

1. Do you think the change in curriculum has influenced your teaching style?
2. What significant differences do you feel at each curriculum change?
3. What challenges do you face every time a curriculum change occurs?
4. What is your perception of the impact of curriculum changes on students' motivation and participation in learning English?
5. In your opinion, does changing the curriculum provide benefits for you as an educator or will it cause difficulties for educators?
6. In your opinion, does changing the curriculum improve the quality of learning?
7. What curriculum do you think is better? Give reasons.

This curriculum change is a challenge for teachers, especially in areas where there is no equal distribution of facilities and lack of socialization of curriculum implementation. Of course, these two things are considered the main things in the learning and teaching process. With the various points of view or perceptions of the teachers, the government can find out the response to the policies that have been enacted. According to Qiong (2017) perception is the process of selecting, organizing, and interpreting a phenomenon/event experienced by a person to describe meaning in it. In line with that, Sibarani (2019) explains that perception refers to the process of selecting, organizing, and interpreting stimuli of a person to get a coherent and meaningful picture. According to Ismail (2020) perception is a view that is preceded by sensing of objects (objects, humans, ideas, symptoms and events) through the five senses so that it immediately gives meaning and value to an object by highlighting the nature typical of an object and the results of perception can be in the form of responses or judgments that are different from individuals.

This perception varies greatly depending on factors such as how long one has had teaching experience, personal beliefs, and even the customs or rules that apply at a school. Perhaps some teachers see curriculum changes as an opportunity for growth in the world of education in Indonesia, while others may see it as a disruption to existing routines and are already comfortable with the existing system. Understanding these perceptions not only helps us appreciate the complexity of the education system but also allows us to better support our teachers who work hard to adapt to an ever-evolving curriculum. Curriculum change refers to the process of revising or updating what students learn at school. This can happen for various reasons - from technological advances to shifts in social values, character values and pandemic issues. Some people argue that frequent changes can be distracting and prevent students from developing a solid foundation in their studies and always feel like the government's guinea pigs. Others believe that curriculum updates keep education relevant and help prepare young minds for a changing world. So, this whole phenomenon is quite controversial but undeniably important in shaping the world of good education in the future.

Effective teaching in schools has a significant impact on students' capacity for development, and the curriculum undoubtedly plays a significant part in this. The curriculum plays a crucial role in the whole educational process; in fact, it is an integral component of education and an imperative need. Ainy & Effane (2023) identify three functions of the curriculum. The Conservative role is the first one. The curriculum's conservative duty is to maintain it for future generations of youth who have different cultural beliefs that are a

holdover from the past. The second position is the Creative position. The curriculum's creative function requires the school to create new materials in response to contemporary demands. In light of The curriculum is inventive in this instance. In order to enable students to fully grow and engage in the dynamic of a developing social life, the curriculum need to include fresh, innovative content. The third curriculum role is the Critical and Evaluative Role, which examines the previous role, which was conservative and holds that not all traditional values and cultural practices need to be upheld. Because of this, the curriculum has a voting role in determining which values and cultures should remain the same and which ones kids should adopt.

## **METHODS**

In this research the author used a qualitative descriptive method. Descriptive qualitative studies seek to provide a detailed description and summary of what participants say about a particular issue (Thorne, et al., 2002) This research method involved 6 English teachers from several levels by asking the 7 questions mentioned above. Then the author collected various opinions from 5 English teachers regarding curriculum changes and combined them. to describe English teachers' perceptions of curriculum changes that have occurred in Indonesia. English teachers' perceptions of curriculum changes in Indonesia.

## **RESULTS AND DISCUSSION**

Based on data from interviews with 6 teachers, the following results were produced.

1. Curriculum changes greatly influence teachers' learning styles, because the teaching methods used in the curriculum are very different from the previous curriculum. The current curriculum, namely the independent curriculum, uses technology more as a support in the learning and teaching process. The independent curriculum also makes students the center of learning which is based on the child's interests and talents. Hesson (2007: 628) SCL model is teaching integrative thinking, based on existing models of creativity and synthesis. In this model, the student is put at the heart of a bigger learning process that includes instructors, specialists and the public.
2. The significant differences between the K13 Curriculum and the Independent Curriculum are in the K13 assessment form there are 3 assessments, namely cognitive, affective and psychomotor, while in Merdeka there is a raw form of assessment, meaning the teacher has a free way of carrying out the teacher's assessment so that students can explore what their

capacity is in carrying out the task. Another change felt by teachers is a change in teacher techniques or strategies in dealing with students. because the current independent curriculum means students have the freedom to improve their abilities. Teachers must be able to know students' abilities and create teaching techniques.

3. The challenge that teachers face is how to adapt to existing changes. They must be able to learn to understand how this new curriculum can be implemented in the classroom because currently the curriculum in force is the independent curriculum, they have several challenges, namely the first is a lack of facilities which requires teachers to take turns using projectors, speakers, etc. to display material both in the form of videos and images. the second is the lack of socialization from the government in the 3T regions in implementing the independent curriculum. Most of these teachers have confusion or difficulty in preparing lesson plans. The problems are always related to the student-teacher ratio, knowledge of subject matter, availability of teaching and learning materials, teacher professional training, teacher supervision and evaluation, as well as unproblematic exploration.
4. Because P5 activities encourage student participation in the learning process and allow students to showcase their skills and creativity, teachers believe that their ideas and techniques will boost students' willingness to study. While some students may find new teaching techniques confusing, others may find them intriguing and stimulating. Because they are learning as much as they can from what they already know and can find in daily life, the students are also more motivated than ever to study English.
5. The first time the teachers felt it was difficult because they had to study again to understand the independent curriculum. But according to these teachers the aim of each curriculum was the same, namely developing students' abilities. So they consider this something that is beneficial for them because they get new experiences, they learn more and it makes them more creative teachers to build a fun and interesting learning atmosphere.
6. The new curriculum certainly provides good quality education because there are positive changes to students who are passive and more active in the learning process. However, they also feel and assume that the quality of learning that improves mostly only occurs in big cities because there they get adequate facilities and the abilities of students who might be said to be more capable.
7. Teachers feel that the independent curriculum is better than other curricula. because teachers teach according to the character of their students. The Independent Curriculum

gives teachers greater freedom and responsibility in designing and implementing learning that suits students' needs and students can improve their attitudes and skills with P5.

Based on the results of the interviews obtained, it is clear that the respondents have a good opinion regarding the changes to the curriculum implemented in Indonesia. They all voiced the opinion that these changes would have a good impact on the nation's education system. The teachers also acknowledged that there were many obstacles that hampered the successful implementation of the curriculum, especially those related to the autonomous curriculum, even though they agreed to the curriculum change. The main challenges mentioned include challenges related to inadequate facilities and a lack of training opportunities related to the newly implemented curriculum. Teachers find it difficult to implement the curriculum into their lesson plans because of these difficulties. While there is excitement about the beneficial impacts of curriculum changes, the real-world struggles of educators underscore how important it is to address infrastructure and training deficiencies to ensure the successful implementation of educational reforms. Regarding the overall goal of improving education in Indonesia through these curricular adjustments, the instructors who took part in the interviews remained optimistic.

They underscore the need for all-encompassing support systems, such as infrastructure improvements and focused training initiatives, to empower teachers and facilitate the successful implementation of progressive curricula. In short, there is great hope for improving education; However, to fully realize the potential for curriculum change in Indonesia, existing obstacles must be overcome.

## **CONCLUSION**

It is essential to comprehend their opinions on curriculum modifications in order to guarantee that educational reforms are successfully implemented. While some educators applauded the move and its advantages, other educators voiced reservations and proposed improvements that should be made, including to the 3T area's amenities. Legislators and other stakeholders should take these viewpoints into account and collaborate with educators to develop curriculum that best suit the requirements of children and foster successful learning.

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