

**ENGLISH TEACHERS' STRATEGY IN IMPLEMENTING  
INDEPENDENT CURRICULUM IN EFL CLASSROOM  
AT SENIOR HIGH SCHOOLS IN BARRU**



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**A THESIS**

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Stated declare that the best of my knowledge and belief, this thesis is the result of my own work. To the best of my knowledge, this thesis has not been previously submitted for any academic degree in any university, nor has it been written or published by others, except for those which have been ethically cited and referenced in this manuscript. The authenticity check report of this thesis is attached.

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## PEDOMAN TRANSLITERASI ARAB-LATIN

### 1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

| Huruf Arab | Nama   | Huruf Latin        | Nama                        |
|------------|--------|--------------------|-----------------------------|
| ا          | Alif   | tidak dilambangkan | tidak dilambangkan          |
| ب          | Ba     | B                  | be                          |
| ت          | Ta     | T                  | te                          |
| ث          | s\`a   | s\`                | es (dengan titik di atas)   |
| ج          | Jim    | J                  | je                          |
| ح          | h}a    | h}                 | ha (dengan titik di bawah)  |
| خ          | Kha    | Kh                 | ka dan ha                   |
| د          | Dal    | D                  | de                          |
| ذ          | z\`al  | z\`                | zet (dengan titik di atas)  |
| ر          | Ra     | R                  | er                          |
| ز          | Zai    | Z                  | zet                         |
| س          | Sin    | S                  | es                          |
| ش          | Syin   | Sy                 | es dan ye                   |
| ص          | s}ad   | s}                 | es (dengan titik di bawah)  |
| ض          | d}ad   | d}                 | de (dengan titik di bawah)  |
| ط          | t}a    | t}                 | te (dengan titik di bawah)  |
| ظ          | z}a    | z}                 | zet (dengan titik di bawah) |
| ع          | 'ain   | '                  | apostrof terbalik           |
| غ          | Gain   | G                  | Ge                          |
| ف          | Fa     | F                  | Ef                          |
| ق          | Qaf    | Q                  | Qi                          |
| ك          | Kaf    | K                  | Ka                          |
| ل          | Lam    | L                  | El                          |
| م          | Mim    | M                  | Em                          |
| ن          | Nun    | N                  | En                          |
| و          | Wau    | W                  | We                          |
| هـ         | Ha     | H                  | Ha                          |
| ء          | Hamzah | '                  | Apostrof                    |
| ي          | Ya     | Y                  | Ye                          |

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

### 2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

| Tanda | Nama           | Huruf Latin | Nama |
|-------|----------------|-------------|------|
| اَ    | <i>fath}ah</i> | a           | a    |
| اِ    | <i>kasrah</i>  | i           | i    |
| اُ    | <i>d}ammah</i> | u           | u    |

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

| Tanda | Nama           | Huruf Latin | Nama |
|-------|----------------|-------------|------|
|       | <i>fath}ah</i> |             |      |

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *haulā*

### 3. Maddah

*Maddah* atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

| Harakat dan Huruf | Nama           | Huruf dan Tanda | Nama |
|-------------------|----------------|-----------------|------|
|                   | <i>fath}ah</i> |                 |      |

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

### 4. *Ta marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

### 5. Syaddah (Tasydi>d)

*Syaddah* atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta>di>d* (ـّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِمُّ : *nu"ima*

عَدُوُّ : *'aduwwun*

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

### 6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *al* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).



Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

### 7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'muru>na*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

### 8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

*Fi> Z{ila>l al-Qur'a>n*  
*Al-Sunnah qabl al-tadwi>n*

### 9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *di>>nulla>h* بِاللَّهِ *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fi> rah}matilla>h*

## 10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

*Wa ma> Muh}ammadun illa> rasu>l*  
*Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan*  
*Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n*  
*Nas}i>r al-Di>n al-T{u>si>*  
*Abu>> Nas}r al-Fara>bi>*  
*Al-Gaza>li>*  
*Al-Munqiz\ min al-D}ala>l*

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)  
 Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

## 11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt. = *subh}a>nahu> wa ta'a>la>*

|               |   |
|---------------|---|
| saw.          | = <i>s}allalla&gt;hu 'alaihi wa sallam</i>        |
| a.s.          | = <i>'alaihi al-sala&gt;m</i>                     |
| H             | = Hijrah  |
| M             | = Masehi  |
| SM            | = Sebelum Masehi                                  |
| l.            | = Lahir tahun (untuk orang yang masih hidup saja) |
| w.            | = Wafat tahun                                     |
| QS .../...: 4 | = QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4    |
| HR            | = Hadis Riwayat                                   |



## ABSTRACT

Name : Ayu Sasra  
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Title : English Teachers' Strategy in Implementing the Independent Curriculum in EFL Classroom at Senior High Schools in Barru (Supervised by Magdahalena Tjalla and Zulfah)

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This research aimed to describe how the implementation of independent curriculum in EFL classroom in accordance to determine the proper teaching strategy that the English teachers applied in the classroom. The research was conducted in senior high schools in Barru.

This research used a descriptive qualitative approach. The total subject of the research were three English teachers who implemented the independent curriculum in the English classes. The data collected in the form of interview, observation and documentation. The data were collected from recorded interviews which were then transcribed, observation of teachers' teaching module, and the documentation of the researcher with the teachers with the learning process.

The results showed that English teachers in each school used a variety of strategies in teaching English. Those strategies were lectures strategy, project strategy, heuristic strategy, group discussion strategy, tutorial strategy, and question-answer strategy. From the several strategies that have been explained, there was one teacher who applied the conventional one, namely lectures and question-answer strategies even though the learning curriculum has changed. This was due to the lack of knowledge, training, and experience about this independent curriculum. Although the independent curriculum has been launched since February 2022, in fact that there were many schools that have not implemented this curriculum because the teachers do not understand yet about the ins and outs of this independent curriculum.

**Keywords:** Independent Curriculum, English teachers, strategy, EFL classroom

## ABSTRAK

Nama : Ayu Sasra  
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Judul Tesis : Strategi Guru Bahasa Inggris Dalam Penerapan Kurikulum Merdeka di Kelas EFL di Sekolah Menengah Atas di Barru (Dibimbing oleh Magdahalena Tjalla dan Zulfah)

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Penelitian ini bertujuan untuk menjelaskan bagaimana penerapan kurikulum merdeka pada pembelajaran kelas bahasa inggris sekaligus menentukan strategi yang tepat untuk diterapkan oleh guru di dalam kelas. Penelitian ini dilakukan di sekolah-sekolah menengah atas di Barru

Penelitian ini menggunakan pendekatan deskriptif kualitatif. Jumlah subjek penelitian ada tiga guru bahasa inggris yang menerapkan kurikulum merdeka di kelas bahasa inggris. Data diperoleh dalam bentuk wawancara, observasi dan dokumentasi. Data diperoleh dari rekaman wawancara yang ditranskrip, observasi modul ajar guru, dan dokumentasi berupa gambar peneliti dengan guru dan proses pembelajaran.

Hasil penelitian menyebutkan bahwa para guru bahasa inggris di masing-masing sekolah menggunakan beragam strategi dalam mengajarkan materi bahasa inggris di kelas. Strategi tersebut berupa strategi ceramah, strategi proyek, strategi heuristik, strategi diskusi grup, strategi tutorial, dan strategi pertanyaan-jawaban. Dari beberapa strategi yang telah dijelaskan, ada satu guru yang menerapkan strategi lama, yaitu strategi ceramah dan strategi pertanyaan-jawaban meskipun kurikulum pembelajaran telah berubah. Hal ini disebabkan karena masih kurangnya ilmu, pelatihan, serta pengalaman tentang kurikulum merdeka ini. Meskipun kurikulum merdeka sudah diluncurkan sejak Februari 2022, nyatanya masih banyak sekolah yang belum menerapkan kurikulum ini karena para guru yang belum memahami seluk-beluk tentang kurikulum merdeka ini.

**Kata kunci:** Kurikulum Merdeka, guru bahasa inggris, strategi, kelas EFL.

## تجريد البحث

الإسم : أيو سسرا  
رقم التسجيل : ٢١٢٠٢٠٣٨٧٩١٠٢٠٢٤ :  
موضوع الرسالة : استراتيجيات معلم اللغة الإنجليزية في تنفيذ منهاج "مردكا" في  
فصول اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية في بارو.

هدف هذا البحث هو شرح كيفية تنفيذ منهاج "مردیکا" في تعلم اللغة الإنجليزية في الفصول الدراسية، بالإضافة إلى تحديد الاستراتيجيات المناسبة التي يمكن للمعلمين تبنيها في الفصل. تم إجراء هذا البحث في مدارس الثانوية في بارو. البحث يستخدم منهج وصفي كفي. عدد المشاركين في البحث هم ثلاثة معلمين لغة إنجليزية يطبقون منهج "مردیکا" في فصول اللغة الإنجليزية. تم الحصول على البيانات من خلال المقابلات والملاحظات والتوثيق. جمعت البيانات من خلال تسجيلات المقابلات التي تم نقلها، ومراقبة وحدات التدريس التي أعدها المعلم، وتوثيق بصور للباحث مع المعلمين وعمليات التعلم.

تشير نتائج البحث إلى أن معلمي اللغة الإنجليزية في كل مدرسة يستخدمون مجموعة متنوعة من الاستراتيجيات في تدريس مواضيع اللغة الإنجليزية في الفصل. هذه الاستراتيجيات تتضمن استراتيجية المحاضرة، استراتيجية المشروع، استراتيجية الاستكشاف، استراتيجية مناقشة جماعية، استراتيجية الدعم الفردي، واستراتيجية السؤال والجواب. ومن بين هذه الاستراتيجيات المذكورة، هناك معلم يستخدم استراتيجيتي المحاضرة والسؤال والجواب على الرغم من تغيير المنهاج التعليمي. يعود ذلك إلى نقص المعرفة والتدريب والخبرة حول منهاج "مردیکا". على الرغم من أن منهاج "مردیکا" تم إطلاقه منذ فبراير ٢٠٢٢، إلا أن هناك العديد من المدارس التي لا تزال لا تعتمد هذا المنهاج بسبب عدم فهم المعلمين لتفاصيله.

الكلمات الرئيسية: منهاج مردیکا، معلم لغة إنجليزية، فصل دراسي لتعلم اللغة الإنجليزية.

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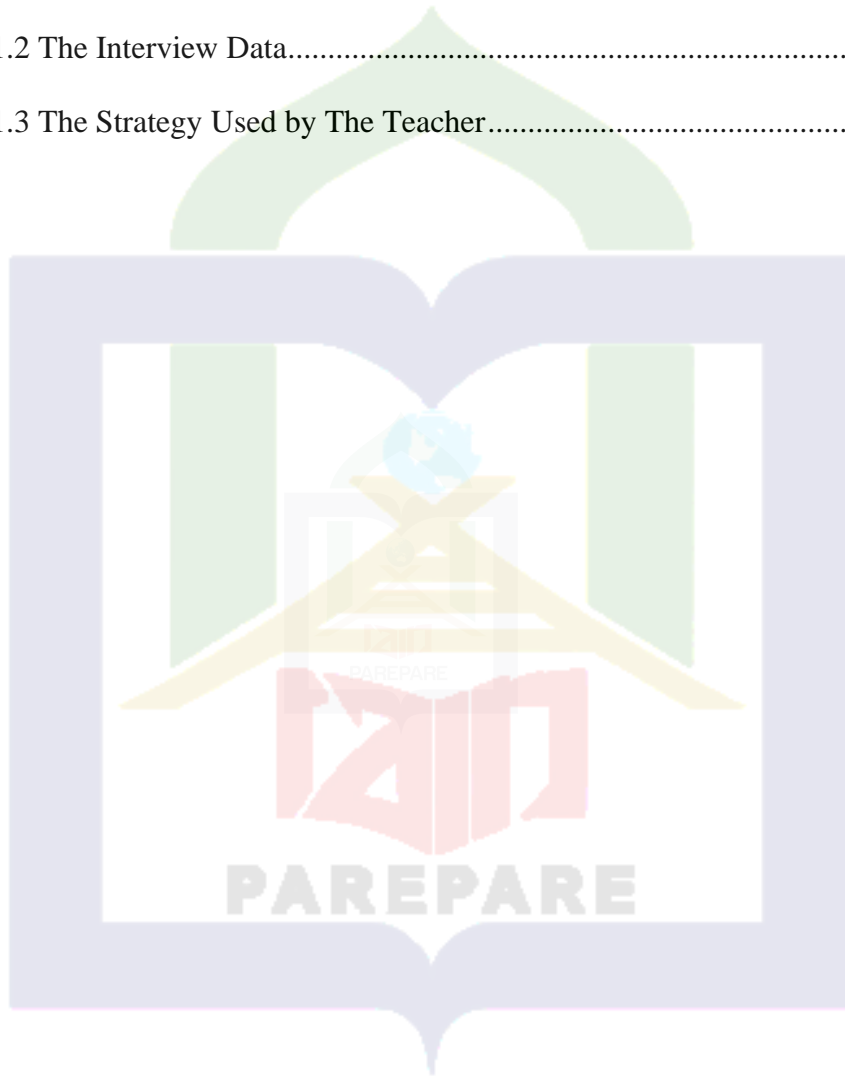
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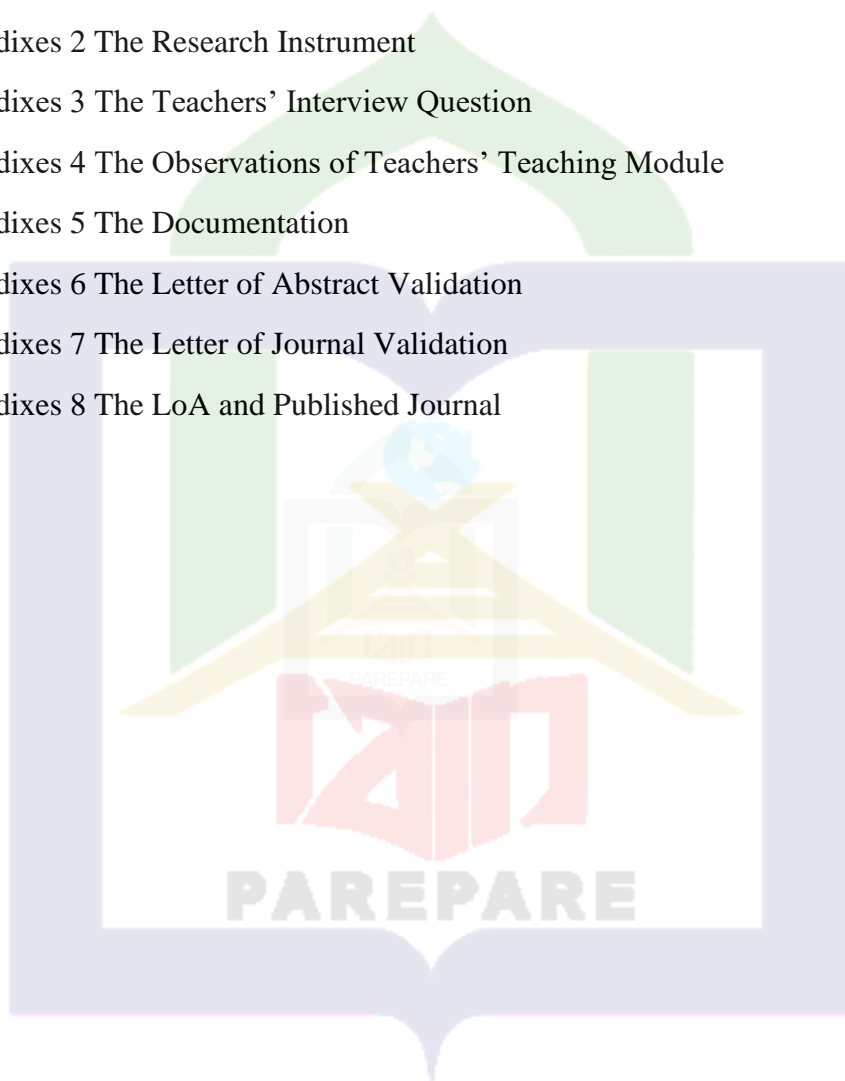
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# CHAPTER I

## INTRODUCTION

### *A. Background*

The Independent curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal that the students have adequate time to deepen the concepts and strengthen the competencies. Teachers have the freedom to choose various teaching tools thus that learning can be tailored to the learning needs and interests of students. The independent curriculum gives the freedom to the educators to create quality learning that suits the students' need and learning environment.

Independent Curriculum is known as a learning approach that prioritizes the advancement of students' decisive reasoning abilities, creativity and Independent. The principles of this curriculum emphasize engaging learning experiences, character development and integration between subjects. With regards to English language learning, the execution of Independent Curriculum provides new challenges and opportunities.

The objectives of implementing Independent Curriculum are to improve students' ability to speak English, develop critical thinking skills, and form an inclusive and creative attitude. The method used in implementing Independent Curriculum in English learning is to integrate the principles of this curriculum into the learning design. Learning activities that prioritize student participation, group discussions, collaborative projects, and problem-based learning are applied in every learning meeting. In addition, the selection of learning materials is also based on contemporary issues and students' needs in communicating in English in everyday life.

The consequences of the Program for Global Student Assessment (PISA) show that 70% of students matured 15 years are beneath the base skill in grasping straightforward perusing or applying essential numerical ideas. This PISA score has not encountered a huge expansion in the last ten to fifteen years. The review shows that there are enormous differences among districts and between financial gatherings concerning the nature of learning. This is exacerbated by the Coronavirus pandemic. To conquer this, the Service of Training and Culture improved on the curriculum under exceptional circumstances (crisis curriculum) to relieve learning misfortune during the pandemic. Subsequently, 31.5% of schools utilizing the crisis educational program showed that utilizing the crisis curriculum could lessen the effect of the pandemic by 73% (proficiency) and 86% (numeration).<sup>1</sup>

In the most recent case, Indonesia was positioned 74th out of 79 nations in the Program for Worldwide Student Assessment (PISA) in 2019 in the fields of math and literacy, so improving and expanding the quality of education is significant as of now. Referring to the objectives of the Republic of Indonesia, in its efforts to make the nation's life more intelligent, as well as the condition of Indonesia's PISA ranking, with many efforts that have been made, which are currently reflected in the curriculum that has developed over the past few years, until the latest one used in Indonesian education is the curriculum 2013 which is based on improving students' character, therefore they can think critically and innovatively.<sup>2</sup>

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<sup>1</sup> Kemendikbud, 'Latar Belakang Kurikulum Merdeka', *Kementrian Pendidikan Dan Kebudayaan RI*, 2023 <<https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824331505561-Latar-Belakang-Kurikulum-Merdeka>> [accessed 8 August 2023].

<sup>2</sup> Syaiful Anwar, Moh Maliki, and Reskika Sari, 'Kurikulum Dan Pendidikan', *Jurnal Pendidikan*, 10.2 (2022), 278–85.

The implementation of Independent Curriculum in English language learning provides interesting results. Students are actively engaged in learning, show improvements in critical thinking skills, and experience improvements in their English language skills. In an inclusive and collaborative learning environment, students have the opportunity to speak, argue and discuss relevant issues in English.

Integration between subjects also provides a richer dimension to English learning. For example, in studying environmental topics, students not only improve language skills, but also understand environmental impact and social responsibility. The challenges faced in implementing Independent Curriculum in English language learning include the need to develop learning materials that are that are fitting to the local and global setting. Evaluation that reflects the principles of the Independent Curriculum also requires adjustments in traditional assessment approaches.

Then, the implementation of the Independent Curriculum also opens up opportunities to establish a learning climate that is more comprehensive, innovative and pertinent to this present reality. The principles of the Independent Curriculum teach students to think independently, collaborate, and connect learning to everyday life. The independent curriculum has one of the interesting points in the application of learning. In this educational program, the learning process will be focused on the students. The teacher will become a facilitator in teaching and learning process. With this student center learning, it will also focus on developing the interests and the talents of students.

The implementation of Independent Curriculum in English language learning in schools is a significant step in promoting education that is more student-centered, inclusive and relevant. The curriculum gives the opportunity to

the students to foster decisive reasoning abilities, creativity and better English language proficiency, while connecting learning to real-world issues. Through the execution of Independent Curriculum, education in Indonesia can produce a generation that is ready to face complex challenges with deep understanding, courageous thinking, and a strong work ethic. On the other hand, the existing curriculum is considered insufficient to improve the quality of education as reflected in the low student learning outcomes indicators. Therefore, the government is more trying to develop a new curriculum to overcome this problem.<sup>3</sup>

All reforms certainly have consequences, but the tactic of continuing to persist in the form of a curriculum that does not include updates is hazardous, because conditioning the curriculum to a fixed position or without change results in knowledge becoming increasingly backward and the nation's youth unable to follow the success obtained from these reforms. Therefore, creation of various forms is needed in the knowledge section.<sup>4</sup>

In contrast, the Independent Curriculum is still less mature in its application in the learning process<sup>5</sup>. Preparation is the starting point for everything, including determining and implementing a policy. In this case, namely the policy of the new curriculum. The lack of preparation for their independent curriculum ultimately makes it difficult for students and teachers to implement the

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<sup>3</sup> Syahrul Hamdi, Cipi Triatna, and Nurdin Nurdin, 'Kurikulum Merdeka Dalam Perspektif Pedagogik', *SAP (Susunan Artikel Pendidikan)*, 7.1 (2022), 10–17 <<https://doi.org/10.30998/sap.v7i1.13015>>.

<sup>4</sup> Agus Setiawan, Shofi Syifa'ul Fuadiyah Ahla, and H. Husna, 'Konsep Model Inovasi Kurikulum Kbk, Kbm, Ktsp, K13, Dan Kurikulum Merdeka (Literature Review)', *Jurnal Pendidikan Dan Pemikiran Islam*, 7.2 (2020), 113–22 <<http://conference.kuis.edu.my/pasak2017/images/prosiding/nilaisejagat/10-MAAD-AHMAD.pdf>>.

<sup>5</sup> Ahmad Almarisi, 'Kelebihan Dan Kekurangan Kurikulum Merdeka Pada Pembelajaran Sejarah Dalam Perspektif Historis', *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial*, 7.1 (2023), 111–17 <<https://doi.org/10.30743/mkd.v7i1.6291>>.

new curriculum. This can be seen especially during the pandemic. Many students have difficulty following lessons. Teachers also have difficulty operating technological devices to deliver material.

In other cases, the independent curriculum requires training that is quite long<sup>6</sup>. Implementing the Independent Curriculum requires greater time and resources than traditional learning methods. Due to the students are given the freedom to organize their own learning, teachers must spend extra time helping students who need additional guidance. Apart from that, this program also requires more resources such as textbooks and equipment.

Aside from that, the obstructions in carrying out the independent curriculum are seen basically in terms of facilities, students and teachers have not yet mastered the independent curriculum. The implementation of new policies must certainly be accompanied by intensive socialization. Without socialization, the parties involved and implementing the policy will most likely not understand the urgency of the policy. Then in the end, the curriculum didn't work well.

This is also a deficiency of the independent curriculum implemented by the government. Socialization is not provided intensively and comprehensively, so there are still disparities in education and information that occur in various parts of Indonesia. This inequality is related to the quality and facilities of educational infrastructure.

Curriculum changes also have an impact on education, especially on students whose achievements are increasingly lower. In fact, these changes can also have an impact on schools, namely that the goals or vision of a school will

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<sup>6</sup> Leny Julia Lingga Ahmad Ridho Ayu Purnamasari S, Muhammad Amin, 'Pendekatan Strategi Pembelajaran Kurikulum Merdeka', *ANTHOR: Education and Learning Journal*, 1.3 (2022), 106–13 <<https://jurnal.fai.umi.ac.id/index.php/eljour/>>.

also be disrupted.<sup>7</sup> At certain levels or stages of education, subjects that were previously separated are now combined. This combination may save teaching time, but there are also disadvantages. The weakness is that the learning that students undergo becomes unfocused because at one time they study two different topics. Apart from that, the vision of a school is also in disarray because the allocation of subjects has changed. This is very influential on vocational school level subjects. The lesson allocation from 60% for vocational subjects to 70% and 40% for general subjects was changed to only 30% in this independent curriculum. This decision has a good effect on prioritizing students' vocational abilities, but the consequence is that knowledge generally receives less attention and less optimal.

Based on the result of first observations in November 2022 at SMA Negeri 4 Barru as one of the sample schools, the researcher found that the school has already used this curriculum. This curriculum is applied for new students who registered as X class students. In reality, this curriculum is still limit to use by every schools due to they used the former curriculum. Based on the English teachers' opinions, there are various kinds of problem experienced in implementing this independent curriculum, especially in learning English. It begins from the difficulty of the students in adapting the methods and strategies taught, even come from the teacher itself.

The teachers who initially had started to master the content of the past educational program, specifically the 2013 educational program, were endure with the emergence of a new curriculum whose content was almost entirely different from the prior one. This also makes it hard for them for they have to rearrange the

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<sup>7</sup> Putri Rahmadhani, Dina Widya, and Merika Setiawati, 'Dampak Transisi Kurikulum 2013 Ke Kurikulum Merdeka Belajar Terhadap Minat Belajar Siswa', *JUPEIS : Jurnal Pendidikan Dan Ilmu Sosial*, 1.4 (2022), 41–49 <<https://doi.org/10.57218/jupeis.vol1.iss4.321>>.



teaching strategies and methods that are suitable for the students. Though that there are not too much differ, they have to rack their brains in applying the material contained in this new curriculum.

Apart from learning strategies and methods, material changes and learning achievements are further obstacles in applying this new curriculum. She found that in this new one the learning materials to be taught to the students underwent many changes. In addition, learning outcomes also experienced the similar problem. Meanwhile for the students themselves, the one that burden them is they have to go back to study all subjects at school as the students at the beginning of the school year will not be divided into several class majors. They will only get the class direction when they move up to the next level.

From this statement, the researcher wants to see the teacher's strategy as the implementer in the class regarding to the application of independent curriculum, school readiness in preparing for the implementation of the independent curriculum and students' views regarding the application of this curriculum concept to their learning process in the classroom. Based on this description, the researcher raised a title "**English Teachers' Strategy in Implementing the Independent Curriculum in EFL Classroom at Senior High Schools of Barru.**"

### ***B. Research Question***

Based on the previous background above, the researcher formed the issue as follows:

What is the strategy used by the teachers in implementing of the independent curriculum in EFL classroom at senior high school in Barru for teaching and learning process of English?

### ***C. Objectives of the Research***

The purpose of this research was to describe how the implementation of the independent curriculum in EFL classroom at senior high schools in Barru in accordance to determine the proper teaching strategy that the English teachers applied with the implementation of the independent curriculum at the senior high schools in Barru.

### ***D. Significance of the Research***

The researcher expected that this research might gave some hypothetical and practical importance. Hypothetically, the result of this examination was supposed to give a further knowledge about how a technique was applied in the teaching and learning experience in the execution of independent curriculum. With the methodologies examined in this review, it was assumed that they would give a contribute to the public training, particularly in the hypothesis of teaching and learning experience.

Practically, this research might afford an understanding of how to develop and to employ a learning strategy based on the independent curriculum that was currently running. This was a considering that there was still inadequacy of knowledge about the operation of this curriculum in every school in Indonesia, especially in Barru district.

### ***E. Research Focus***

Based on the prior background, this research focused on the implementation of independent curriculum in the teaching and learning experience

particularly in English subject to find the strategies applied by the English teacher in light of the independent curriculum. Before knowing this, the English teacher have to perceive the ins and outs of this new curriculum. Therefore, the teacher would be able to select and implement a convenient learning strategies and methods.



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Studies

Several researchers have conducted some studies that connected with the implementation of independent curriculum. The studies are described as follows:

The first issue was carried out by Aqila Nurfadila et all in 2023<sup>8</sup> entitled Problems in the Implementation of Independent Curriculum (IC) A Case Study at SMAN 1 Masbagik in Academic Year 2022/2023, Saly Kurnia Octaviani et all in 2023<sup>9</sup> with Independent Learning Curriculum for Vocational Students' Motivation and Interest in Learning English Language, Firmansah Koesyono Efendi et all in 2023<sup>10</sup> entitled Implementation of The Independent Curriculum in Elementary Schools, Quratul Aini et all in 2023<sup>11</sup> with Implementation of an Independent Curriculum in Supporting Students' Freedom to Create and Learn, Sarmila Yanti Azizah et all in 2023<sup>12</sup> entitled Implications of the Implementation of the Independent Curriculum for the Development of Students' Talents and Interests, Lia Wanti et all in 2023<sup>13</sup> with Analysis of Preparation in the Independent Curriculum Implementation: Case Study on IPAS Learning, Ana Nur Salsabilah

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<sup>8</sup> Aqila Nurfadila and I Made Sujana, 'Problems in the Implementation of Independent Curriculum ( IC ) A Case Study at SMAN 1 Masbagik in Academic Year 2022 / 2023', 8.2774 (2023), 1620–30.

<sup>9</sup> Saly Kurnia Octaviani, 'Independent Learning Curriculum for Vocational Students ' Motivation and Interest in Learning English Language', 8.2 (2023), 8–15.

<sup>10</sup> Firmansah Koesyono Efendi and I Wayan Suastra, 'Implementation of The Independent Curriculum in Elementary Schools', *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2.2 (2023), 149–53.

<sup>11</sup> Quratul Aini and Paser- Kalimantan Timur, 'Implementation of an Independent Curriculum in Supporting Students' Freedom to Create and Learn', *JSRET: Journal of Scientific Research, Education, and Technology*, 2.3 (2023), 999–1008.

<sup>12</sup> Sarmila Yanti Azizah and others, 'Implications of the Implementation of the Independent Curriculum for the Development of Students ' Talents and Interests', *Lingeduca: Journal of Language and Education Studies*, 2.December (2023), 187–95.

<sup>13</sup> Lia Wanti and Ika Chastanti, 'Analysis of Preparation in the Independent Curriculum Implementation: Case Study on IPAS Learning', *BIO-INOVED: Jurnal Biologi-Inovasi Pendidikan*, 5.2 (2023), 250–58.

et al in 2023<sup>14</sup> with Implementation of the Independent Curriculum for Students With Special Needs at SDN Gadang 03 Malang City, and Dasmu in 2023<sup>15</sup> et al in Level of Readiness for Implementation of the Independent Curriculum in Senior High Schools in Depok City West Java.

Based on the results from some studies mentioned above, several of them succeeded and the others are failed in getting the final conclusion of the study. As obtained by researchers named Dasmu, Firmansyah Kusyono, and Aqilah Nur Fadilah. In Dasmu's research, he revealed that the implementation of the independent curriculum in several high schools in Depok city, West Java, is still not optimal. This is due to the lack of collaboration between the principal and the teachers. Meanwhile, in Firmansyah Kusyono's research, he said that the implementation of the independent curriculum in elementary schools is still not generally applicable. In other words, there are only a few classes that applied the independent curriculum. In line with Aqilah Nur Fadilah's research, she revealed that the implementation of the independent curriculum has several issues looked by educators. The teachers actually absence of preparing, media that are less supportive in the teaching process and in designing learning tools. In addition, students also do not get much material explanation from their teachers, resulting in students ultimately not achieving learning objectives.

In contrast to the failure in implementing the independent curriculum obtained by the three previous researchers, there are also some researchers who have succeeded. One of them is research conducted by Ana Nur Salsabilah who had research on schools with special needs. The results of her research stated that

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<sup>14</sup> Ana Nur Salsabilah and others, 'Implementation of the Independent Curriculum for Students with Special Needs at SDN Gadang 03 Malang City', 9.1 (2023), 110–19.

<sup>15</sup> Indica Yona Okyranida and others, 'Level of Readiness for Implementation of the Independent Curriculum in Senior High Schools in Depok City , West Java', 9.7 (2023), 4901–8 <<https://doi.org/10.29303/jppipa.v9i7.4158>>.

the implementation of the independent curriculum is simple and detailed. The students can understand the material effectively and maximally and no need specific teaching strategies. Another successful research is the research conducted by Quratul Aini. She concluded that the implementation of an independent curriculum in schools can support creative freedom and learning also becomes optimal.

The second issue was carried out by Ayu Anggraeni in 2023<sup>16</sup> entitled How Teachers Interpret and Implement Independent Curriculum: Lesson Learnt From the Field, Intan Safitri et all in 2023<sup>17</sup> in English Teachers' Perception on the Implementation of Merdeka Curriculum at Private Vocational High School, Fajar Novtian 2023<sup>18</sup> in English Teachers' Challenges in Applying Learning Model of the Implementation of Merdeka Belajar Curriculum, Sania Tricahyati et all 2023<sup>19</sup> entitled English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang, Inayah Septiyani et all in 2023<sup>20</sup> entitled Teachers' Challenges in Implementing an Independent Learning Curriculum in Science and Social Studies for Primary IV Students, Adelia Alfama Zamista et all in 2023<sup>21</sup> in Perceptions of Indonesian Teachers on the Implementation of "Merdeka" Curriculum, and Muh. Rafiq

<sup>16</sup> Ayu Anggraeni, 'How Teachers Interpret And Implement Independent Curriculum : Lesson Learnt From The Field', *Bhinneka: Jurnal Bintang Pendidikan Dan Bahasa*, 1.3 (2023), 48–59.

<sup>17</sup> Intan Safitri and Etika Dewi Kusumaningtyas, 'English Teachers ' Perception on the Implementation of Merdeka Curriculum at Private Vocational High School', 2023, 60–73.

<sup>18</sup> Fajar Novtian, 'English Teachers ' Challenges in Applying Learning Model of the Implementation of Merdeka Belajar Curriculum', 1.1 (2023), 56–65.

<sup>19</sup> Sania Tricahyati1 and M Zaim, 'Teachers' Readiness in Implementation of "Merdeka Belajar" Curriculum in Teaching English at Junior High School in Padang', *Jelt*, 12.1 (2023), 97–105 <<https://doi.org/10.24036/jelt.v12i1.121783>>.

<sup>20</sup> Inayah Septiyani and Sukartono, "Teachers' Challenges in Implementing an Independent Learning Curriculum in Science and Social Studies", Inayah Septiyani, 'Teachers' Challenges in Implementing an Independent Learning Curriculum in Science and Social Studies for Primary IV Students', *Jurnal Cakrawala Pendas*, 9.3 (2023), 463–74.

<sup>21</sup> Adelia Alfama Zamista and Pipi Deswita, 'Perceptions of Indonesian Teachers on the Implementation of " Merdeka " Curriculum', 11.1 (2023), 13–25.

Tanjung et al in 2023<sup>22</sup> entitled *The Implementation of Independent Curriculum: Teachers' Perception and Difficulties on Developing a Lesson Plan*.

From the results of the research described above, there are several researchers who succeeded and failed. Some of the researchers who failed were the results of studies from Ayu Anggraeni, Intan Safitri, and Inayah Septiyani. In the research conducted by Ayu Anggraeni, teachers experienced several problems in implementing the independent curriculum. The teachers still experience a lack of knowledge in interpreting the components of the independent curriculum. In addition, they also lack time in preparing materials and adjusting the changes of the new English teaching-learning model. Similar to Ayu's research, Intan Safitri also obtained similar results. The teachers were unable to manage time effectively and they had limited references. Meanwhile, Inayah Septiani found another problem faced by the teachers, which was that they did not understand the detailed format in making learning modules, which was supported by the inadequate use of learning media, the difficulty of linking science material and social materials and the inadequate assessment techniques.

On the other hand, there are several other studies that experienced success. One of them is research conducted by Muh Rafiq Tanjung. He stated that teachers have a good perception of the development of teaching materials in the independent curriculum. In line with Rafiq, a researcher called Sania Tricahyati also obtained positive results regarding to the readiness of teachers in applying the independent curriculum. According to her, the teachers were in category 3, which means they were ready to implement the independent curriculum. Adelia Alfama Zamista also got the same results as some previous researchers. She said that

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<sup>22</sup> Muhammad Rafiq Tanjung and others, 'The Implementation of Independent Curriculum: Teachers' Perception and Difficulties on Developing a Lesson Plan', December, 2019.

teachers have a positive view of the independent curriculum because they realize the potential of the independent curriculum in improving the quality of learning.

After the explanation of the results from the previous research on the implementation of independent curriculum and also on the perception of the teachers, the recent researcher finds that the determination of teaching strategies carried out by teachers has not received more attention from some previous researchers. In fact, using strategies in the teaching and learning experience in the classroom is one of the important things to focus on. This is because the use of teaching strategies can affect student activeness in the classroom. The teaching strategy completed by the teacher will also determine how well the results of student learning exercises and how well the students understand the material taught by the teacher. Therefore, the current researcher uses teaching strategies as a research novelty and objective to find what strategies are suitable to use in the English language learning process in accordance with the implementation of the independent curriculum.

## **B. *Some Pertinent Ideas***

### **1. Theory of Teaching Strategy**

#### **a. Definition of Strategy**

Some people still equate the meaning of the word strategy with techniques, methods and ways. The word strategy is often interpreted as a technique or method. The interpretation of the strategy can be done narrowly or broadly. Narrowly defined, strategies are identical to methods or techniques, namely how to convey messages, in this case subject matter to students who aim



to achieve predetermined learning objectives. Thus, the word strategy is related to ways, tactics or methods of doing something.

According to MacDonald in 1968 defines strategy as: The art of carrying out a plan skillfully. Strategy is an art to carry out something well or skillfully. That is why learning strategies are used as an art to bring learners into the learning atmosphere and in a favorable position. Seels and Richey in 1994 provide a definition of strategy as: Instructional strategies are specifications for selecting and sequencing events and activities within a lesson. In line with this opinion, David in 1976 suggests that the strategy is: a plan, method, or series of activities designed to achieve a particular educational goal. Based on the above formulation, a strategy is defined as a plan of action, method, or series of activities designed to achieve specific educational goals.<sup>23</sup>

When interpreted externally, strategies can include: 1) method, 2) approach, 3) selection of resources (including media used in learning), 4) grouping of learners, and 5) measurement of success. In general, strategy means an outline of direction for action in an effort to achieve predetermined goals. Connected to teaching and learning activities, the strategy can be interpreted as general patterns of teacher-student activities in realizing learning activities so as to achieve predetermined goals.

#### b. The Meaning of Teaching Strategy

Teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction and an outline

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<sup>23</sup> Haidar & Salim, *Strategi Pembelajaran.Pdf*, ed. by Rusmiati, *Strategi Pembelajaran (Suatu Pendekatan Bagaimana Meningkatkan Kegiatan Belajar Siswa Secara Transformatif)*, Second Ed (Medan: Perdana Publishing, 2016).

of planned tactics necessary to implement the strategy<sup>24</sup>. Furthermore, Isaac described that showing strategies are that way of behaving of the educator which he appears in the class i.e., the improvements of the showing systems, giving appropriate boost for opportune reactions, boring the learnt reactions, expanding the reactions by additional exercises, etc.<sup>25</sup>

An instructor is expected to have instructional method, technique, and strategy capabilities. For educational experience to be conveyed all the material more successfully, the educators need a strategy to help the learning experience, and the strategy assumes a significant part in making more viable and dynamic learning with the goal that it makes the students keen on learning. Subsequently, the strategy is vital, claimed and dominated by an educator, and the strategy can likewise help the educator during the time spent material to the students<sup>26</sup>.

c. The Position of Teaching Strategy in Curriculum Advancement

Taba fostered a Grades 1 through 8 social examinations curriculums coordinated around instructing learning units. All the while, an educational program model developed that is relevant to many sorts of curriculums and that can be utilized in a wide range of sorts of school settings and school levels: grade school, center school, and secondary school. The model incorporates an association of, and connections among, five commonly intelligent components:

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<sup>24</sup> Arvind Kr. Gill and . Kusum, 'Teaching Approaches, Methods and Strategy', *Scholarly Research Journal for Interdisciplinary Studies*, 4.36 (2017) <<https://doi.org/10.21922/srjis.v4i36.10014>>.

<sup>25</sup> R. L. Russell, 'Teaching Strategies.', *The Lamp*, 2015, 21–25 <<https://doi.org/10.29309/tpmj/2016.23.05.1593>>.

<sup>26</sup> Lamtiar Ferawaty Siregar, Novike Bela Sumanik, and Heru Christianto, 'Analysis of Teacher's Ability in Setting Learning Objectives, Flow of Learning Objectives, And Modules in The Merdeka Curriculum', *SHS Web of Conferences*, 149 (2022), 01005 <<https://doi.org/10.1051/shsconf/202214901005>>.

targets, content, learning opportunities, teaching strategies, and evaluative measures with the goal that a process for instructing and learning is addressed<sup>27</sup>.

d. Planning Teaching Strategies

Directing a teaching strategy is basically an organization or set of choices that the coach takes to correspond the need components of his work and to fabricate the best arrangement regarding what is going on once more. The person who educates should track down an objective and suitable recipe to consolidate strategies, systems, procedures, means and types of association that lead to an ideal utilization of the capability of the prepared subjects<sup>28</sup>. Picking the methodology for preparing comparable to the prepared subject is the educating technique. It is notable that the teaching strategy is the vital device in the curriculum<sup>29</sup>.

The teaching strategy brings about an instructional way to deal with educating and getting the hang of, consolidating and ideal getting sorted out of the strategies, means and types of collection of the members. These components, incorporated into the functional designs, depend on a fundamental vision and intended to guarantee a functioning and imaginative learning of information and to support the preparation cycle. The idea of "strategy" is worked both at the full-scale level, the middle of the road level and the miniature level, the last option level being straightforwardly connected with learning teaching method, preparing

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<sup>27</sup> Edward Christopher Portillo and others, 'Intentional Application of the Taba Curriculum Model to Develop a Rural Pharmacy Practice Course', *INNOVATIONS in Pharmacy*, 11.1 (2020), 21 <<https://doi.org/10.24926/iip.v11i1.2089>>.

<sup>28</sup> Ashwani Kuamr, 'Teaching Methods, Teaching Strategies, Teaching Techniques and Teaching Approach'.

<sup>29</sup> Charles M Reigeluth, *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory* (Routledge, 2013), II.

hypothesis and practice. Embracing a methodology implies taking on a rule for activity, and partner it a specific worldwide method of hierarchical endlessly learning conditions, the utilization of specific techniques and means. It ought to, normally, be brought up that in all actuality we take on blended and consolidated methodologies, as per the targets, the level of the gathering we are working with, the items covered and so on.

It is perceived that any coach has extraordinary opportunity to plan their work, drawing diagrams, outlines, esteem tables or just mental plans which can assist expanding their capacity with choosing and to utilize actually joined sets of strategies, apparatuses and other preparation assets based on Iurea, Neacsu, Safta & Suditu in 2011<sup>30</sup>; and Keegan, 2013<sup>31</sup>. Experience has shown, moreover, that each showing movement is exceptional through the setup of variables and connections that comprise it, accordingly the extremely durable adjusting of certain systems thought ahead of time can bring more thoroughness or rather can give positive input.

e. Characteristics of Teaching Strategies

As referenced previously, teaching strategies propose a manner by which a teaching circumstance can be drawn nearer based on Ionescu & Radu (2001). Highlighting their fundamental qualities: (is significant: 1) they have a regularizing character without the inflexibility of a standard; they are the preparation part of dynamic circumstances, portrayed by adaptability and inward

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<sup>30</sup> Corina Iurea and others, 'The Study of the Relation between the Teaching Methods and the Learning Styles–The Impact upon the Students' Academic Conduct', *Procedia-Social and Behavioral Sciences*, 11 (2011), 256–60.

<sup>31</sup> Desmond Keegan, *Theoretical Principles of Distance Education* (Routledge, 2005).

versatility. The general showing approach illustrated by instructive systems can be "changed" and adjusted to the preparation occasions and conditions. The procedures generally convey the impression of the mentor's showing style, innovativeness and character; (2) they have an organizing and demonstrating capability to connect the learning circumstances where students are set and to set off their mental components of learning; (3) the parts of the technique (strategies, means and association types of the work) structure a framework, laying out the association between them, even interrelations and interdependencies. A teaching strategy can be disintegrated into a progression of tasks, steps, rules of direct well defined for various showing successions with the goal that every choice demonstrating the change to the following grouping by taking advantage of the data got in the past step; (4) they don't distinguish either with the selected systemic framework or the essential showing technique on the grounds that the showing procedure focuses on the preparation interaction all in all, not a solitary preparation succession; (5) they have probabilistic significance, that will be that a specific teaching strategy, albeit logically established and fitting for the mental assets of members, can't ensure the progress of the preparation cycle since there is countless factors that can mediate simultaneously; (6) they include the students in unambiguous learning circumstances and legitimize and satisfactory the preparation content to their character; what's more (7) they make an ideal structure for communications between different parts of the preparation cycle.

f. Types of Teaching Strategies

There are numerous sorts of teaching strategies that can be applied in the language educating process. Muhammad Rashid in 2004<sup>32</sup> explained the teaching strategies as follows:

a) Lectures Strategy

It is the oldest traditional strategy originated from idealism philosophy. It is also known as communication strategy. The main emphasis of this strategy is on the presentation of the content. Teacher is more active and learner are passive listeners. The teacher plans and controls the whole teaching learning process. He may take help of audio-visual aids to make lecture interesting. Though it cannot be useful at primary level of education, it can be used at secondary and higher level of education to teach any subject. To make lecture more interesting and effective, audio-visual aids can be utilized and question-answer strategy can be added. The advantages of this strategy can be described as it is economical with regard to time. It also helps in developing habit of concentration among the students. This one also can help in achieving even high order cognitive objectives (i.e., application, analysis, synthesis, and evaluation). It is so flexible that teacher may use different types of teaching material at one time. The new subject-matter can easily be introduced. Besides that, a good teacher can use his/her full knowledge and verbal communication while teaching.

b) Demonstrations Strategy

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<sup>32</sup> Muhammad Rashid, 'Study Guide on Teaching Strategies', 2004.

It is a traditional classroom strategy used in technical and training colleges and in teacher-education. Demonstration is given in three successive steps. In the first step, objectives of the lesson are stated. The teacher may be called a demonstrator. He/she demonstrates the activity before the student that is to be developed. Then, students try to initiate the demonstrated activity. If there is any query, the teacher tries to satisfy them by further demonstration and illustrations. Another step is the teacher integrates all the activities and then these activities are rehearsed, revised and evaluated. This strategy is applied mainly in technical or training institutes. In teacher education programs, it is used to develop skills in the student-teacher. At school level, a teacher applies it in teaching science, biology, nature-study, arts and crafts. The benefits of this strategy can be defined as it helps in involving various senses to make learning permanent. Though, teacher-behavior is autocratic, he/she invites the cooperation of pupils in teaching-learning process. It also develops interest in the learners and motivates them for their active participation. It helps in achieving psychomotor objectives. Any simple or complex skill becomes easy to understand.

c) Tutorials Strategy

Tutorial is followed up study of lectures. It is highly individualized, remedial teaching. This strategy involves the following steps. First, after delivering the lecture in the general class, the teacher tries to find out those students who have some problems in understanding the content. These students are divided into particular groups on the basis of similar problems. Second, the

teacher tries to generate teaching relating to the needs, abilities and capabilities of each group of students. These classes are known as tutorial-classes. Third, the teacher tries to evaluate his teaching in terms of learning outcomes of the learners. There are some advantages of this strategy. As individual differences are taken into consideration, it is supposed to be an effective and efficient way of teaching. Teacher is like a doctor to diagnose the weaknesses of the learners and on the basis of these weaknesses, he/she provides specific treatment of teaching. Teacher is helping and cooperative to the learners, thus, he/she gain the confidence of the learners in revealing their problems.

d) Programmed Instructions Strategy

It is a new, autocratic and individualized strategy. It is based on psychological principles of operant conditioning. The responses of the learner are strictly controlled by the programmer. The selected content is analyzed and broken into smaller elements. Each element is independent and complete in itself. The programmer develops frames based on each element. Responses are also provided to the learner in the program on some different leaf-lets. The correct response of the learner is the new knowledge or new behavior. Immediate confirmation of correct response provides reinforcement to the learner and he proceeds to the next frame. Wrong responses require feedback. Physical presence of the teacher is not necessary. He may come to give instructions regarding the program. Students are left for learning at their own pace. Some advantages can be defined as the main emphasis is on individual differences and students' involvement. There is no fixed time-interval for



learning. Students may learn at their own pace. Learning by doing maxim of teaching is followed to involve learners in the learning process. Students are exposed only to correct responses, therefore, possibility to commit errors is reduced. Immediate confirmation of the result provides reinforcement to the learners and encourages the learners to proceed further. Feedback is provided to wrong answers, so that learner is able to develop mastery over the content.

e) Heuristic Strategy

The term 'heuristic' refers to Armstrong who has the exponent of this strategy. Pollion and Dankar in 1945 called it "problem solving". It is based on the psychological principles of 'trial and error'. Logical and imaginative thinking are prerequisites for this type of teaching strategy. It is an economical and speedy strategy. A problem is placed before the learners and they are asked to find the solution of the problem through various literacy means, like library, laboratory work-shops etc. teacher's role is to initiate the learning and pupils are active through-out the learning process. By using their creative thinking and imaginative power, they try to find out the relevant solutions based on some logic. They learn by self-experience. Some profits that showed by this strategy are it helps in achieving cognitive, affective, and psychomotor objectives i.e., it helps in all-around development of the child. The students are put into the situation to learn by self-experience. It certainly develops self-confidence and self-reliance in the learners. It helps in developing scientific attitude and creativity in the learners. The teacher encourages the learner to explore the environment in search of the solutions of the problems. By doing

so, some new knowledge is discovered by them. Teacher is always ready to provide individual guidance regarding the solution of the problem. Thus, interaction between the teacher and the learner takes place in a cooperative, conducive environment.

f) Question-answer Strategy

It is the ancient method of teaching. It is known as “Socratic method”. It was developed by the famous philosopher Socrates. According to Parker, “the question is the key to all educative activity above the habit-skill level.” Theory of unfoldment: all knowledge is within the child; teacher cannot teach any things from outside. The knowledge can be emitted by linking the questions with his answers. Socrates has suggested three steps; 1) to prepare questions and arrange them in a logical sequence, 2) to present the questions in such a way that curiosity arises among the learner, 3) to ask new questions by linking with the learner’s response. Some benefits that can be defined from this strategy are in asking the questions the teacher keeps in mind the abilities, needs and interests of the learners. It involves the learners’ participation towards the subject-matter and in teaching acts. It helps in achieving cognitive objectives and bringing knowledge at conscious level. Besides that, classroom verbal interaction is encouraged. It also a useful strategy at all levels of education.

g) Project Strategy

This strategy has evolved from the philosophy of pragmatists. It is experience-centered strategy related to life-situations. According to Kilpatrick,

“a project is a whole-hearted purposeful activity proceeding in a social environment.” When learners have to construct some things related to social life e.g., charts, models, maps, parcels etc. These projects are generally allotted in the aesthetic fields of life e.g., in music, drawing, painting, art, and culture. These projects are given to solve the problems related to any life-situation or related to any subject e.g. How to operate bank-accounts? Or how to send a thing at distant place? These general problems, if solved, will make a child efficient for social-life. A team of students is assigned a work to be performed e.g., to develop a garden in the school. The advantages of this strategy are it helps in developing social norms and social values among the learners. It also provides invaluable opportunities for correlation of various elements of the subject-matter and for transfer of training or learning. Then it helps in growing knowledge very effectively as a result of their close cooperation on social participation in the spirit of democracy.

#### h) Group Discussion Strategy

It is a child-centered strategy, in which students are divided into groups and they are encouraged to discuss on the subject-matter given. Group discussions are organized in two forms: formal and informal. In formal discussions, the matter to be discussed is highly structured, proper schedule is prepared and certain rules are followed. The teacher goes about as a head of the gathering. In casual conversations, the topic to be examined is unstructured. No decent timetable is chosen and no standards are to be adhered to. A remarkable student is chosen as the pioneer by the gathering of students. He anticipates the

conversation and lead the conversation. The educator is aloof and manage the students engaged with the conversation. A few benefits can be characterized from this procedure are emotional and more significant level mental goals are accomplished. Bunch conversation helps in creating self-assurance among the students. It helps in putting together relative conversation at favor and disapproval. It helps in giving opportunity to articulation to the students. It likewise helps in creating propensity for participation and propensity for listening one's own analysis. Students attempt to reach at one resolution with the assistance of solidarity and participation.

i) Role Playing or Simulated Social Skill Training

‘Simulation’ refers to imitation of a particular appearance, form or skill. In education this strategy is popularly used in teacher-training programs. It is better strategy than lesson-demonstration. It is a strategy played in artificial classroom situation. It is just like a drama. Student-teacher has to play the role of a teacher as well as learner. Some profits can be described from this strategy are it helps in developing the social-skill among the student-teacher through experiences. It also helps the student-teachers to analyze, synthesize and evaluate their activities. Then it equips the student-teachers to face the real classroom situation boldly and confidently. The last is it provides immediate reinforcement for modifying student-teachers’ behavior.

2. Teaching Strategy in EFL Classroom

In the learning process, teachers use some strategies to engage students' interest so that the students will understand learning material. Marzano in 2003<sup>33</sup> collected strategies into nine groups as follows:

a) Identifying similarities and differences

This strategy helps students understand more complex problems by simply analyzing them, and also enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different.

b) Summarizing and note-taking

This strategy also enhances students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.

c) Reinforcing effort and providing recognition

This strategy enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more.

d) Homework and practice

This strategy extends the learning opportunities for students to practice, review, and apply knowledge and enhances students' ability to reach the expected level of proficiency for a skill or process.

e) Non-linguistic representation

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<sup>33</sup> S Kiftiah, 'TEACHERS' STRATEGIES IN GIVING EXPLANATION IN EFL CLASSROOM (Doctoral Dissertation, Universitas Negeri Makassar)', 2019.

This strategy enhances students' ability to represent and elaborate on knowledge using mental images.

f) Cooperative learning

This strategy provides students with opportunities to interact with one another in ways that enhance their learning. Organizing students into cooperative groups yield a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and do not overuse this strategy be systematic and consistent in your approach.

g) Setting objectives and providing feedback

This strategy provides students with a direction for learning and with information about how well they are performing about a particular learning objective so they can improve their performance. Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

h) Generating and testing hypotheses

This strategy enhances students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses. Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.

i) Cues, questions and advanced organizers

This strategy helps students use what they already know to enhance what they are about to learn and also enhances students' ability to retrieve, use and organize what they already know about a topic.

### 3. Curriculum for English Language Teaching

In the study of curriculum implementation, Snyder et al in 1992<sup>34</sup> identified three different perspectives as follows:

#### a) Fidelity Perspective

Fidelity perspective means dealing with curriculum implementation. According to Fullan and Pomfrets, 'fidelity' is a kind of perspective in curriculum implementation beside 'process perspectives.' Fidelity perspective assume that the planned curriculum must be highly structured and the teacher must be instructed with explicitly instruction. In fidelity model, curriculum change occurs when new behaviors and organizational patterns are taken up; the task of educational reform is to find efficient ways to do the curriculum. Fidelity perspective looks at the degree to which something has been implemented as planned; the match between design and outcome; and the irrespective of how curriculum has been implemented. In short, fidelity perspective highlights the instruction, but the weakness of this perspective is that the curriculum developers ignored the teacher prior experience and teacher's background.

#### b) Mutual Adaptation Perspective

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<sup>34</sup> Besse Darmawati, 'English Language Teaching Curriculum and Material Production : Comprehensive Questions', *Riset Arkeologi, Bahasa, Dan Sastra*, 1989, 1976, 2-9.

Mutual adaptation perspective is concerned with how a curriculum is adapting during the implementation process by both curriculum developers and teachers. Mutual adaptation perspective tends to see curriculum knowledge as one facet of a larger; complex social system that cannot be taken for granted. According to Skillbeck in 1976, mutual adaptation perspective views the curriculum as a dynamic one which flows by covering the school system other influences, such as environment. As a result, mutual adaptation perspective covers such factors that influence any innovation either within or without the school.

c) Curriculum Enactment Perspective

This perspective is concerned with how curriculum is shaped through the evolving constructs of teacher and students. In enactment perspective, curriculum concerns with classroom experiences and how participants create them, the effect of externally created materials, policies, and characteristics of experiences, including the effect of the experiences to the participants. Consequently, curriculum enactment perspective underlines that the core of curriculum are from the facts of classroom evolving the relationship between teacher, learner, and subject matter.

Besides that, Olshtain in 1989 suggested five types of curriculums in teaching English. They are:

a) Content-based curriculum

This curriculum focuses on learning language through learning something. The primary purpose of instruction is to teach some content or



information using the language that the students are also learning. In this type of curriculum, the students are simultaneously language students of whatever content is being taught. An example of content-based language teaching is a science class taught in the language the students need or want to learn.

b) Product-based curriculum

This curriculum emphasized on behavioral objectives. The primary purpose of this curriculum is to bring about significant changes in the students' pattern of behavior. It becomes important to recognize that any statements of objectives of the school should be statements of changes to take place in the students. This type of curriculum is suitable used for vocational school. The stages of product-based curriculum involve diagnosis of need, formulation of objectives, selection of content, organization of content, selection of learning experiences, organization of learning experience, and determination of what to evaluate and of the ways and means of doing it.

c) Process-based curriculum

This curriculum emphasis on the process of learner. This sense curriculum is not a physical thing, but rather the interaction of teachers, students, and knowledges. In this type, curriculum is what actually happens in the classroom and what people do to prepare and evaluate. In short, this curriculum focuses on the learning process in the classroom.

d) Learner-based curriculum

This curriculum emphasis on individual development; the curriculum organization emerges from the needs, interest and purposes of students. In this

type, curriculum is usually not preplanned, but evolves teacher and students' interaction in relation of learning tasks. Learner-based curriculum developers have purposeful intentions to learner oriented and can be modified upon interaction with students. Therefore, the role for teacher here is just to develop the ability to ascertain the students' interest and motivation.

e) Context-based curriculum

This curriculum refers to the use of facts and fictitious examples in teaching environments in order to learn through the actual, practical experience with a subject, rather than just theoretical parts. This curriculum guides students to focus their attention on, and attempt to resolve problems around them both individual and social in nature. In this type of curriculum, students are usually placed in group activities and the materials are usually based on thematic.

4. The Independent Curriculum

Curriculum implementation by educational units must pay attention to the competency achievement of students in educational units under special conditions. The Covid-19 pandemic period was one of the special conditions that caused learning loss which varied in the achievement of student competencies. To overcome learning loss, a learning recovery policy is needed within a certain period of time related to the implementation of the curriculum by the education unit. Curriculum implementation by educational units can use a curriculum that is in accordance with the learning needs of students and must pay attention to the competency achievement of students in educational units in the context of

learning recovery. So educational units are given options in implementing a curriculum that fits the learning needs of students. The three curriculum options are the 2013 Curriculum, Emergency Curriculum a (i.e. the 2013 Curriculum simplified by the Ministry of Education and Culture), and the Merdeka Curriculum.

The Independent Curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes set by the government. The project is not directed to achieve certain learning achievement targets, so it is not tied to subject content.

Various national and international studies show that Indonesia has experienced a long-standing learning crisis. These studies show that many Indonesian children are unable to understand simple reading or apply basic math concepts. The findings also show a steep education gap between regions and social groups in Indonesia. This situation then got worse due to the outbreak of the Covid-19 pandemic. To overcome these crises and various challenges, we need systemic changes, one of which is through the curriculum. The curriculum determines the material taught in class. The curriculum also influences the pace and teaching methods that teachers use to meet students' needs. For this reason, the Ministry of Education and Culture has developed the Independent Curriculum

as an important part of efforts to recover lessons from the crisis that we have experienced for a long time.

There are two principal targets that fundament this policy. To start with, the public authority, for this situation the Ministry of Education and Culture, needs to underline that schools have the power and obligation to foster an educational program that fits the requirements and setting of each school. Second, with this educational program choice arrangement, it is trusted that the most common way of changing the public educational program can happen without a hitch and bit by bit.

The government is tasked with compiling a curriculum framework. Meanwhile, its operationalization, how the curriculum is implemented, is the school's task and autonomy for the teacher. Teachers as professional workers who have the authority to work autonomously, based on educational knowledge. Thus, the curriculum between schools can and should be different, according to the characteristics of students and school conditions, while still referring to the same curriculum framework.

Changes in the curriculum framework certainly demand adaptation by all elements of the education system. This process requires careful management so that it produces the impact we want, namely improving the quality of learning and education in Indonesia. Therefore, the Ministry of Education and Culture provides curriculum options as one of the change management efforts.

Changes to the new national curriculum will occur in 2024. At that time, the Merdeka Curriculum had already gone through iterations of improvement for

3 years in various schools/madrasas and regions. In 2024 there will be quite a number of schools/madrasas in each region that have studied the Independent Curriculum and will later become learning partners for other schools/madrasas.

This phased approach gives teachers, principals and the education office time to learn. The learning process of these key actors is important because this learning process forms the foundation of the educational transformation that we aspire to.

Let's remember, the goal of curriculum change is to overcome a learning crisis. We want to make schools a safe, inclusive and fun place to learn. For this reason, the Ministry of Education and Culture is making systemic changes, not just the curriculum. We are reforming the education evaluation system, organizing the teacher recruitment and training system, aligning vocational education with the world of work, assisting education offices, and strengthening budgets and institutions.

Such systemic changes certainly cannot happen in an instant. It is hoped that step by step changes in the curriculum will provide adequate time for all key elements so that the foundation for transforming our education can be firmly and firmly planted.

a. Criteria for Schools to Implement Independent Curriculum

There is one criterion, namely being interested in implementing the Independent Curriculum to improve learning. Principals of schools/madrasahs who wish to implement the Independent Curriculum will be asked to study

material prepared by the Ministry of Education and Culture on the concept of the Independent Curriculum.<sup>35</sup>

Furthermore, if after studying the material the school decides to give it a try, they will be asked to complete an application form and a short survey. So, the process is registration and data collection, not selection. The Ministry of Education and Culture believes that the willingness of school/madrasah principals and teachers to understand and adapt the curriculum in their respective contexts is the key to success. Thus, the Merdeka Curriculum can be implemented in all schools/madrasahs, not limited to schools that have good facilities and in urban areas.

However, we are aware that the level of readiness of schools/madrasahs varies due to disparities in the quality of schools/madrasahs. Therefore, the Ministry of Education and Culture has prepared a curriculum implementation level scheme, based on the results of a survey filled out by schools when registering. Again, there is no selection in this registration process. The Ministry of Education and Culture will later map out the level of readiness and prepare assistance as needed.

#### b. Implementation of Independent Curriculum in a Sustainable Manner

The Independent Curriculum can be continuously implemented in three ways. First, fundamental regulations, for example Government Regulation No. 57 of 2021 concerning National Education Standards. Regulations can be a reference

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<sup>35</sup> Kemdikbud, 'Buku Saku Kurikulum Merdeka; Tanya Jawab', *Kementerian Pendidikan Dan Kebudayaan*, 2022, 1–50.

for developing the competence of teachers and school principals as well as many other things.

Second, from the assessment side. The curriculum must be accompanied by a good assessment or assessment system as the National Assessment (AN). AN is very different from the National Examination. AN is designed not to test knowledge, but to assess students' reasoning abilities. AN is also an assessment that describes the idea of an ideal school. AN itself is not only for assessing students and schools but also assessing the performance of local governments. Through the results of the regional performance assessment, the central government will be able to provide policies that are more in line with the needs and context of each educational unit and region.

Third, public support. Public support is another crucial thing in the sustainability of curriculum implementation. Strong public support will be difficult to shake policy changes.

#### c. Form of Independent Curriculum Structure

The curriculum consists of intra-curricular activities, projects to strengthen the profile of Pancasila students, and extracurriculars. The allocation of study hours in the curriculum structure is written in total in one year and is supplemented by suggestions for the allocation of study hours if delivered on a regular/weekly basis. In addition, there are adjustments in subject settings which are explained in detail in the question-and-answer list for each level.

Apart from the above, in the previous high school level curriculum, there was a specialization major intended for class X as a new student. But in this Independent curriculum there is no specialization in class X because:

- i. students need to reinforce basic/foundational competencies before they make decisions about the direction of academic interests and talents they want to develop
- ii. the decision to make academic choices should be made when students are more psychologically mature, when they are in high school, not in junior high school
- iii. students can use 1 year of study in high school to get to know the choices provided by the education unit, before making decisions regarding the subjects they want to study giving students more opportunities to discuss with parents/guardians and Counseling Guidance teachers about interests and his talents and future plans

There is a maximum limit in taking elective subjects for SMA level. Total study hours (JP) per week are allocated 42-47 JP, including elective subjects. The allocation of elective subjects consists of 20-25 JP. Subjects from the MIPA, Social Studies, and Language and Culture groups have an allocation of 5 JP each, 2 JP for Craft and Entrepreneurship subjects, and a maximum of 5 JP for Vocational subjects. Students choose 4-5 subjects from a minimum of two elective subject groups (the maximum elective subjects taken from one elective subject group is 3 subjects).

- d. Student's Profile – Pancasila



The Pancasila student profile is a graduate profile that aims to demonstrate the character and competence that are expected to be achieved and strengthen the noble values of Pancasila for students and stakeholders. The Pancasila student profile does not only apply to educational units that use the Independent Curriculum, but also applies to education units that apply the 2013 Curriculum. In its preparation, the Pancasila student profile has mapped/referenced Strengthening Character Education (PPK) so that its implementation can be harmonized. With adjustments according to the ability of the educational unit, educational units that use the 2013 Curriculum may apply project-based learning to fortify the profile of Pancasila students which is generally expected by the Assembling School or PK SMK. In educational units, the profile of Pancasila students' needs to be developed through various complementary and reinforcing strategies, namely the culture of the education unit, learning activities, and co-curricular exercises through learning of projects. Thus, this project is not the only method but strengthening efforts to develop the profile of Pancasila students.

e. Project Strengthening Student's Profile – Pancasila

The project to strengthen the Pancasila student profile is a learning approach through a project with the main objective of achieving the dimensions of the Pancasila student profile. Students will learn to examine certain themes that are a priority each year. With the project to strengthen the Pancasila student profile, education units need to allocate time so that teachers can work collaboratively. Collaboration will be the key to the success or failure of a project.

In carrying out projects, teachers must collaborate across disciplines to plan, facilitate, and carry out assessments. In the PAUD unit, the project to strengthen the Pancasila student profile has themes determined by the government. These themes can be developed by educational units. Every year, educational units carry out two project themes so that this needs to be included in the organization of learning in the educational unit's operational curriculum.

The project to strengthen the Pancasila student profile will be carried out separately from the subjects, but will take up part of the overall learning time in the education unit. In PAUD units, the implementation of the Pancasila student profile project is integrated with daily play-learning activities and is carried out at least on holidays and celebrations of local traditions.

The Pancasila student profile serves as a compass for Indonesian educators and students. The Pancasila student profile describes the national education goals in more detail regarding the ideals, vision, mission and educational goals for students and all components of the education unit. The Pancasila student profile provides an overview of the character and abilities of Indonesian students. All learning, programs and activities in educational units are ultimately aimed at the profile of Pancasila students, so that educators and students know what the country's expectations are for educational outcomes and try to make them happen together.

Each subject, program and activity in the education unit is expected to support the achievement of the Pancasila student profile by including it in learning. Pancasila student profiles will also be strengthened by project-based

learning with themes that support the development of the intended competencies and characters.

The direct influence of the Pancasila student profile: there is a project to strengthen the Pancasila student profile from the early childhood education level to high school/vocational school, and in special schools. The indirect influence on the education unit is the existence of a National Assessment, especially the learning environment survey and character survey which are methods for monitoring the learning environment in accordance with the profile of Pancasila students.

#### 5. The Concept of Teaching and Learning Strategies in Independent Curriculum

The concept of teaching and learning strategies in independent learning is a situation where teacher and students have the freedom to innovate, to learn independently and creatively in the process of teaching and learning activities. The Independent learning program itself aims to improve the quality of human resources, the Minister of Education and Culture implements the education program called “Merdeka Belajar” principle as the direction of learning. Minister of Education and Culture Nadiem Makarim designed this program as a movement of change. The “Merdeka Belajar” program is intended for every level of education such as elementary school, junior high school, senior high school, and university<sup>36</sup>.

The strategy in independent learning certainly has changes at the education level where it aims to develop the mind of students to be able to think

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<sup>36</sup> Fatimah Azis and others, *Strategi Pembelajaran Dalam Konteks Merdeka Belajar* (Malang: Madza Media, 2023).

critically, to communicate well, to collaborate, creative and of course students feel the pleasure in teaching and learning strategies. According to Sibagariang, Sihotang and Murniarti's view that the learning implementation plan (RPP) itself is an important guideline that educators need to have in carrying out the learning process in order to achieve learning success which is the main focus on changes in the "Merdeka Belajar" program where educators are given the freedom to be able to choose, to make, to use and to develop the format of the RPP based on Sanra et al in 2022<sup>37</sup>. It is expected that teachers can develop lesson plans efficiently and effectively so that educators have plenty of time to prepare and evaluate the learning process. This application aims to determine the teaching and learning strategies for students.

a) Teacher's Perceptions in the Implementation of Independent Curriculum

The learning that is not innovative results in the impact of boredom on students. Teacher must be able to use teaching strategies and methods that are appropriate for the learning process activities in the classroom. This situation has an important effect on educators in order to become a professional teacher in fulfilling the requirements of the four competencies. In the scope of education, it shows that not a few schools have educators who do not fully understand the meaning of independent learning and how to implement it independently in their respective schools. In managing the learning process, educators still find it difficult to set learning goals according to the needs, interests and aspirations of students. Determining priorities, ways and rhythms of learning, including adapting

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<sup>37</sup> Riki Sanra and others, 'Strategi Pembelajaran IPS Dalam Konteks Kurikulum 2013 Edisi Revisi Dengan Konsep Merdeka Belajar', *Journal of Education and Instruction (JOEAI)*, 5.1 (2022), 165–71 <<https://doi.org/10.31539/joeai.v5i1.3413>>.

to new, more effective ways such as utilizing information technology and conducting evaluations related to the effectiveness of models, methods, and learning techniques and strategies, some educators are still confused and find it difficult.

According to Kurniawan, the teacher's concept in implementing Merdeka Belajar is one of the programs to create a happy learning atmosphere for students and educators<sup>38</sup>. Merdeka Belajar is one of the efforts for Independent in thinking and expressing, basically independent learning aims to liberate teachers and students. The Independent learning policy is designed so that educators can innovate in education independently and provide knowledge and skills to educators so that they can implement the independent learning policy effectively and efficiently.

#### b) How Teachers Evaluate Learning

In managing effective learning, educators must recognize the change. Through this, every educator must be in line with the situation faced as a new challenge. The way teachers evaluate the learning process includes:

- a) Every school must be able to include facilities as learning resources so that educators can fight their classes and not be constrained in order to support the learning process. When the Independent learning program is implemented, the use of learning resources and learning media uses more digital media which automatically requires adequate supporting facilities

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<sup>38</sup> Syarifuddin Adjam and others, 'Presepsi Guru Dalam Penerapan Konsep Pendidikan Merdeka Belajar Di SMP Negeri 31 Halmahera Barat', *Jurnal Ilmiah Wahana Pendidikan*, 8.12 (2022), 494–500.

such as internet access and Android phones, as well as educators who must understand digital media.

- b) Every educator must be able to develop themselves and innovative forward in the implementation of this independent learning curriculum.
- c) Educators must have a passion for learning and self-development, have a strong commitment to goals and be creative in managing learning so as not to make students feel stiff in the face of new policies that are so transformative.
- d) One requirement that educators must have in independent learning is to be able in Independent and creative, and always want to continue to learn and develop.

The concept of strategy, especially in independent curriculum learning, is the importance of evaluation for educators which is one of the competencies that must be possessed by an educator. In this era of independent learning, educators are given the freedom to organize the learning they do for the application of fun and effective learning. This is reinforced by the fact that many educators in the scope of school, still consider evaluation activities to be unimportant, the focal point is only related to the concept of evaluation as well as the concept of conducting evaluations<sup>39</sup>.

- c) Elements of Teaching and Learning Strategies in Independent Curriculum

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<sup>39</sup> Sutrisno Sutrisno, Nurul Mahruzah Yulia, and Dewi Niswatul Fithriyah, 'Mengembangkan Kompetensi Guru Dalam Melaksanakan Evaluasi Pembelajaran Di Era Merdeka Belajar', *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3.1 (2022), 52–60.

The development of technology today certainly also requires the education for independent learning curriculum, this is designed for students where they are taught on how to play an active role in the classroom. In fact, we are required to always match the age so that in the future we can be increased. This policy of the Ministry of Education aims to encourage students to master more knowledge in preparing themselves towards progressive education.

There are several reasons for issuing the policy of this independent learning:

- a) Encouraging students in schools to be more active by motivating them to recognize modern or progressive education
- b) Accelerate the motivation that come from the creativity
- c) Eliminating the paradigm that education is only the responsibility of the education unit by using this independent learning
- d) Educators have the responsibility to provide direction or give appreciation to the outstanding students
- e) Make learners more active, which means that these learners can accept the material well that provided by the teachers which aims to ensure an awesome and qualified education

Therefore, it is time for all programs or designs to support the quality of education. The application of the independent curriculum is the government's answer or response to the opportunities and challenges of the industrial revolution 4.0 era faced by the world of education.

The concept of 'Independent Learning Education' was proposed by the Minister of Education in a speech at 2019 National Teacher's Day (HGN) commemoration event which was then applied in 2020. The Independent curriculum is directed to provide opportunities for students to optimize their skills so that they have the potential in accordance with the development of the industrial revolution era 4.0.

The policy of independent learning era aims to develop graduate's competencies and skills, both personal skills and expertise skills<sup>40</sup>. With this policy, an educational institution can develop the learning process according to its potential and vision and mission. This makes it possible for educational institutions to collaborate and innovate for the progress and development of the quality of education. Innovation and collaboration are needed so that an educational institution can compete in the face of rapid technological developments.<sup>41</sup>

Along with the development of the current era, educational institutions are expected to be ready to plan students to be imaginative, think fundamentally, inventively, be able to solve problems, and hone skills in communication and collaboration. These skills are needed by students to face the ever-changing times.

With these skills, students are expected to be able to answer the challenge of well-literate, including data literacy, technology literacy, and ethical human

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<sup>40</sup> Rati Riana and Rini Sugiarti, 'Penerapan Pembelajaran Bahasa Indonesia Dalam Konsep Merdeka Belajar-Kampus Merdeka', in *Seminar Nasional PIBSI Ke-42: Peran Bahasa Dan Sastra Indonesia Dalam Kerangka Merdeka Belajar Pada Masa Pandemi Covid-19*, 2020, pp. 294–306.

<sup>41</sup> Anisa Ulfah and others, 'Model Pembelajaran Literacy Circle Sebagai Inovasi Pembelajaran Menulis Puisi Di Era Merdeka Belajar', *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2022, 216–29.



literacy, where it is not only literacy in reading, writing and counting. This is a challenge for educators in capable to innovate in presenting learning activities thus the students get a qualify learning experience. Learning experiences are needed for learners that may develop their insights and skills in accordance with the planned competencies and learning objectives. This can be obtained by the students if the educators professionally present quality of learning by considering the chosen learning model.

The learning model is one of the learning components that can determine the success and the quality of learning. Educators need to plan the learning well in order that they can present qualified learning. This is also the case in learning to write poetry in the era of independent learning. Educators need to consider the learning outcomes from the graduates of independent learning curriculum. Therefore, the students are capable to express their ideas and develop their skills in writing poetry creatively. The literacy learning model called the circle, mentioned as an innovation in the independent learning model that developed based on a skill approach.

#### d) Scope of Teaching and Learnings Strategies in Independent Curriculum

Teaching and learning strategies are learning activities that teachers and students must do, for the learning objectives can be achieved effectively and efficiently. While the scope is the limit of the discussion and object of the learning strategy. Thus, the scope of teaching and learning strategies is the limit of the activities that must be carried out by teachers and students in the learning process to achieve goals effectively and efficiently. The scope of this include:

- a) The scope of education unit drafting the flow of learning objectives or syllabus

Within the scope of the education unit, the formulation and the application of the preparation of learning pathways and objectives or subject syllabi serves to direct education units in planning, implementing and evaluating learning as a whole then the learning outcomes are obtained systematically, consistently and measurably.

- b) The scope of the class for the preparation of teaching modules or plans of the learning process

For lesson plan documents in the classroom, education units can use, modify or adapt examples of teaching modules provided by the government, and simply attach several examples of lesson plans (RPP) / teaching modules or forms of activity plans that represent the core of the learning series in the appendix. For examples materials, media, approaches, time allocation, methods, integrated coaching patterns, basic competencies of learners and evaluation.

Education units and educators have the flexibility to determine learning activities and teaching tools in accordance with the learning objectives, the context of the education unit, and the characteristics of learners. The Independent curriculum provides an opportunity for madrasah to plan and develop learning activities and learning tools consisting of teaching modules, project modules and teaching materials in accordance with 3 things namely learning objectives, the context of madrasah and the learners' characteristics.

## 6. The Independent Curriculum in EFL Classroom

English language learning is focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of texts. The minimum learning outcomes for these six language skills refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and are equivalent to level B1<sup>42</sup>. Level B1 (CEFR) reflects the specifications that can be seen in learners' ability to do the following:

- i. Maintain interaction and convey what is desired, in a variety of contexts with clear articulation
- ii. Comprehensively expresses the main idea to be conveyed and
- iii. Maintain communication although sometimes there are still pauses

English language learning at primary and secondary education levels is expected to achieve the ability to communicate in English as a part of life skills.

### a. The Approach

The approach used in English language learning is a text-based approach (genre-based approach), where the learning is focused on texts, in various modes, whether in spoken, written, visual, audio, or multimodal. There are four stages in the text-based approach, and these stages are carried out in the discussion of the same topic as follows:

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<sup>42</sup> Kementerian Pendidikan dan Kebudayaan, 'Capaian Pembelajaran Bahasa Inggris Pada Kurikulum Merdeka' (Kementerian Pendidikan dan Kebudayaan, 2022) <<https://kurikulummerdeka.com/capaian-pembelajaran-bahasa-inggris-pada-kurikulum-merdeka/>>.

- 1) Building Knowledge of the Field (BKOF): the teacher builds learners' knowledge or background knowledge of the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text.
- 2) Modelling of the Text (MOT): the teacher provides text models/examples as a reference for learners in producing works, both orally and in writing.
- 3) Joint Construction of the Text (JCOT): the teacher guides learners and co-produces the text.
- 4) Independent Construction of the Text (ICOT): learners produce oral and written texts independently.

b. Profile of Pancasila Students

English language learning in the national curriculum helps learners to prepare themselves to become lifelong learner, who have the Pancasila Learner Profile such as faith and noble character, Independent, critical reasoning, creativity, mutual cooperation, and global diversity. English language learning has the opportunity to achieve the Pancasila Learner Profile through written texts, visual materials, oral texts, and activities developed in the teaching and learning process. The English learning process can be organized with two options: 1) as an elective subject for education units that have ready resources, 2) if human resources are not ready, English content can be integrated into other subjects and/or extracurricular activities.

c. The Objectives of English Learning Outcome

Based on the decree of the Head of BSKAP, English learning outcomes in the Independent curriculum aim to develop the following: 1) communicative competence in English with a variety of multimodal texts [spoken, written, visual and audiovisual]; 2) intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures; 3) the confidence to express oneself as an independent and responsible individual; 4) critical and creative reasoning skills.

d. Characteristics of English Subjects

English subjects in the independent curriculum have the following characteristics:

1) Different types of texts

The types of text taught in English are diverse, for example narratives, descriptions, expositions, procedures, arguments, discussions, special texts (short messages, advertisements), and authentic texts. These texts are presented not only in the form of written texts but also spoken texts (monologues or dialogues), visual texts, audio texts and multimodal texts (texts containing verbal, visual, and audio aspects), both authentic and texts created for teaching purposes, both single and multiple texts, produced on paper and screen. This is to facilitate learners to be skilled in using technology (technological literacy), so as to improve their ability to navigate digital information.

2) Classroom condition

Teachers can decide which text types to teach according to the conditions in the classroom. The learning can start from text types that contain topics that learners are already familiar with to help them understand the content of the texts they read and then be able to produce texts of that types that are new to the learners. The teacher can help them build an understanding of the new text type, so that the learners are able to produce works in that one, both oral and written. The selection of text types can also be adjusted to the conditions that are often experienced by learners both in the school context, as well as the context at home so that the learners have the opportunity to learn and practice the text in real life.

### 3) Learner centered

The learning process is learner-centered, that is the learning process should be focused on changing learners' behavior (from being unable to become able to), in using English in the six language skills in various text types.

### 4) Language skills

English language learning focuses on learners' language skills according to the stages of language development.

### 5) Receptive and productive elements

English language learning includes elements of receptive skills (listening, reading, and viewing) as well as productive skills (speaking, writing and presenting).

### e. The Elements of English Learning Outcome

English learning outcomes consists of six elements with the following descriptions:

1) Listen

According to Petri in 2017, the ability to understand information, give appreciation to the interlocutor, and understand the information heard, then that it can convey, relevant and contextual responses. The process that occurs in listening includes activities such as listening, identifying, understanding, interpreting language sounds, then understanding the meaning. Listening skills are also non-verbal communication skills that include how well a person captures the meaning (implied and explicit) in an oral exposure and understands the main and supporting ideas in the information content and context surrounding the exposure.

2) Reading

The ability to understand, use and reflect on texts for their purpose and importance, to develop person's knowledge and potential to participate in society.

3) Viewing

The ability to understand, use and reflect on visual texts for their purpose and importance.

4) Speaking

The ability to convey ideas, thoughts, and feelings orally in social interactions.

5) Writing

The ability to convey, communicate ideas, express creativity and create the various genres of written texts, in an effective and comprehensible manner of interest to the readers with appropriate organizational structures and linguistic elements.

#### 6) Presenting

The ability to present ideas eloquently, accurately, accountably, in a communicative manner through various media (visual, digital, and audiovisual), and can be understood by the listeners. Delivery in speaking and presenting needs to be structured and developed according to the needs or characteristics of the listeners.

#### f. The Focus of English Learning in Each Phase

English language learning has a different focus for each phase. The focus as follows:

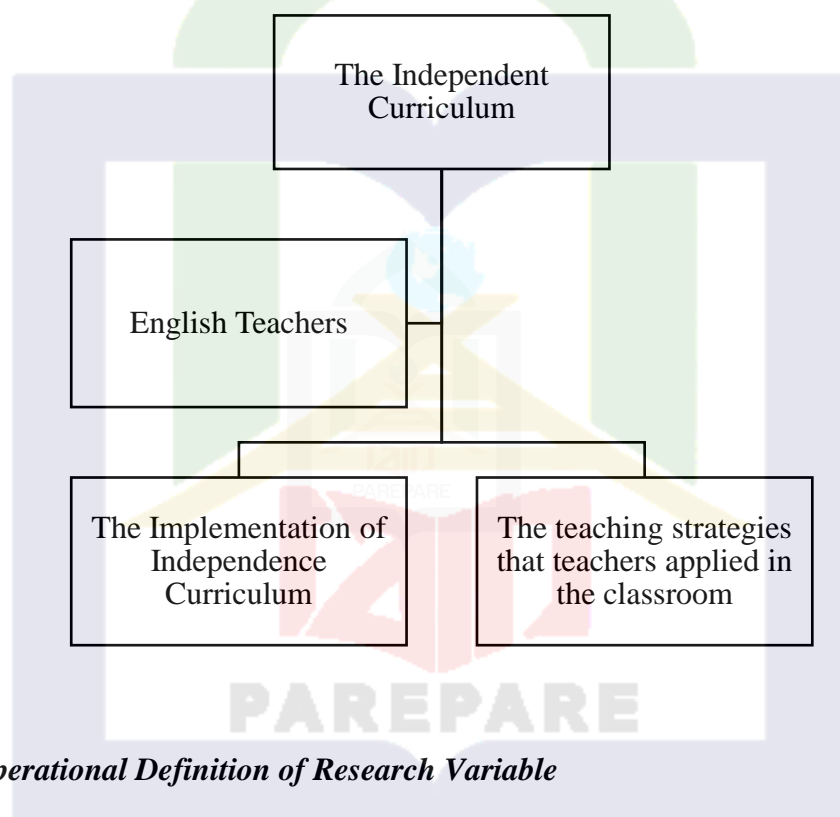
- a) A phase focused on the introduction of English and spoken English skills.
- b) In the B phase, learning is focused on spoken English skills, but the written language is introduced. In this phase, teachers need to help learners understand that English pronunciation and writing are different.
- c) In C phase, at the final level (elementary school/MI/A package program), learning focuses on spoken and written English.
- d) General English learning in D phase (junior high school/MTs/B package program) focuses on strengthening spoken English and written language skills.



- e) E and F phase (senior high school/MA/C package program) focuses on strengthening oral and written language with CEFR B1 target.

### **C. Conceptual Framework**

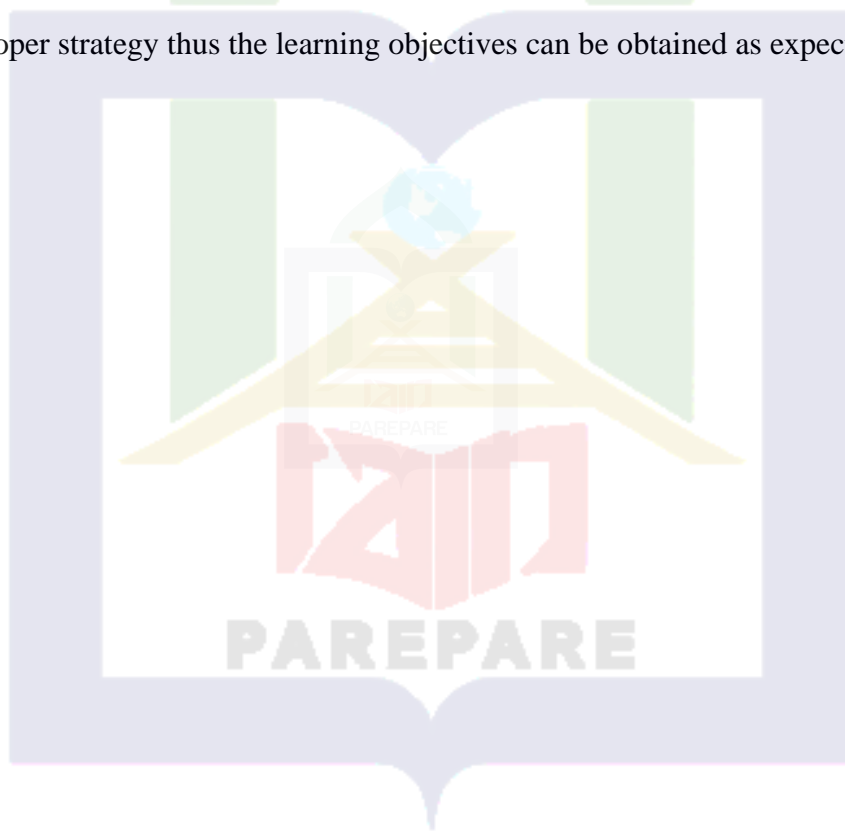
The graphic elaborates about the conceptual framework of this research as follows:



### **D. Operational Definition of Research Variable**

This research involves two variables in the of independent curriculum namely the teaching strategy used by the teachers and the implementation of independent curriculum itself in teaching and learning in the classroom. The explanation of these two variables is explained as follows:

1. The Independent curriculum is a curriculum with various intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen their competence.
2. A teaching and learning strategy are any activity (way or path) chosen or engineered in such a way by the educators that can produce assistance, therefore the learning process occurs in students towards accomplishing certain learning goals. In this case, the teacher must be able to apply the proper strategy thus the learning objectives can be obtained as expected.



## CHAPTER III

### RESEARCH METHOD

#### ***A. Research Design***

In this research, the researcher used a descriptive qualitative approach to get descriptive data in the form of words written or spoken of teacher and students also behaviors that can be observed<sup>43</sup>. In this research, the researcher has two purposes. First, the writer wants to describe the implementation of the independent curriculum in the school specifically in the classroom. Second, the writer needs to explain the appropriate strategy to apply in teaching English in the classroom at senior high schools in Barru academic year 2023/2024.

#### ***B. Research Location and Time***

##### **1. Location of the Research**

This research conducted at SMA Negeri 2 Barru and SMA Negeri 4 Barru which located in Barru district, Soppeng Riaja district and Mallusetasi district, Barru Regency, South Sulawesi. These schools work under the supervision of the Ministry of Education and Culture in carrying out its activities. This research conducted at these schools where the target of the research was the English teachers. Those teachers have taught in all grade in those schools.

The researcher chose these schools as research sample because they were the educational units that has implemented the independent curriculum in their

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<sup>43</sup> Nur Azizah, 'Students' Perception towards Online Learning for English Speaking Skill.' (IAIN Parepare, 2022).

learning system and also as a guide for the teaching and learning process in the classroom.

## 2. Time of the Research

This research was managed around 16 to 24 of November 2023 in the academic year 2023/2024. The researcher spent 1 week or more to organize this research.

### **C. Subject of the Research**

Collecting the data must be relevant to the problem of the research. The data in this research was in the form of descriptive qualitative data and used qualitative data procedure for the data analysis. The data in this research was obtained from the interviews with the teachers, observation and the documentation. The total subjects from the schools in Barru were three English teachers. Most of them are women.

| Senior High Schools in Barru | Subject of The Research |
|------------------------------|-------------------------|
| SMA Negeri 2 Barru           | 2 teachers              |
| SMA Negeri 4 Barru           | 1 teacher               |
| Total Subjects               | 3 teachers              |

### **D. Data Collection Techniques and Instruments**

Numerous techniques were utilized to collect the data, including observation, interviews and documentation. The results gained for further analysis were achieved by obtaining suitable data and information from these procedures.

#### a. Observation

In this research, the researcher used participant observation, the subject of the observation was teacher's activities in the classroom. It focused on how the teacher find the best strategy to teach the English that based on the implementation of the new curriculum namely the independent curriculum. The first observation was done by the researcher in one of the schools, which was at SMAN 4 Barru at November 2022 and continued to other observation to other schools at 16 of November 2023.

b. Interview

The researcher used structured interview by organized an interview with the English teachers. The teachers' answers were recorded by using audio recording. The researcher asked about the circumstances of the class, how the way the teacher delivered the material by using the proper strategy and the learning process occurred. The interview's questions are based on the constructivism theory that in line with the implementation of independent curriculum's indicator.

Table 1.1. The Interview Guide

| No. | Indicator                            | Question   |
|-----|--------------------------------------|--|
| 1   | Differentiated teaching and learning | <ol style="list-style-type: none"> <li>1. What are the strategies used by the English teachers to implement differentiated learning in the classroom?</li> <li>2. What are the strategies used by the English teachers to increase the potential of the students' English learning achievements?</li> <li>3. What are the strategies used by the English teachers to manage</li> </ol> |

|   |   |   |
|---|---|---|
|   |   | the results of formative and summative assessments for English language learning in the classroom?  |
| 2 | The assessment of students' learning outcomes (CP)  | <ol style="list-style-type: none"> <li>1. What are the strategies used by the English teachers to measure the standard of graduate competence in English language learning?</li> <li>2. What are the strategies used by the English teachers to determine the learning objectives?</li> </ol>   |
| 3 | The flexibility of fulfilling the learning outcomes | <ol style="list-style-type: none"> <li>1. What are the strategies used by the English teachers to provide the best teaching to achieve the learning objectives of English material?</li> <li>2. What are the strategies used by the English teachers to plan the material of English learning at the beginning of the school year?</li> </ol> |
| 4 | Project-based learning                              | <ol style="list-style-type: none"> <li>1. What are the strategies used by the English teachers to manage the time allocation of the project for English language learning?</li> <li>2. What are the strategies used by the English teachers to create an innovative, creative and fun learning of English material?</li> </ol>                |

c. Documentation

Documentation was also one of data collection which could be in form of written or visual that may contribute to the understanding of what was happening in the classroom or in the research site where the research conducted<sup>44</sup>.

### ***E. Research Implementation***

This research conducted for one (1) week meetings. In the first meeting, the researcher held an observation to the classroom in SMAN 4 Barru. The researcher analyzed the teacher and the students' activities in the middle of material implementation. The second meeting the researcher interrogated and conduct interviews with the teachers. The third meeting the researcher visited SMAN 2 Barru and conducted the same activities as the first school in two days.

### ***F. Techniques of Analysis Data***

The data in this research analyzed qualitatively. The researcher acquired the data for the research goals through the description of interview technique. Besides that, the observation's description also employed to seek out the proper strategy in teaching and learning English in the classroom had been undertaken. The documentation corresponded to the sub-heading offered in this part and put in a precise sequence. The findings of this research were shown in case that the readers may understand and may applied the similar strategy used by the teacher in this school.

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<sup>44</sup> Ufrah Ufrah, 'Teachers' Creativity and Belief in Using Group Work as EFL Classroom Management Strategy' (IAIN Parepare, 2020).

### **G. Test Validity of the Data**

The data validity test used to assess the research's credibility or level of confidence after the data collection had been conducted to make sure that all data gained would be as accountable as what the researcher needed. It also managed to ease the researcher explain the result in words. Several strategies would be used to do this research, which as follows:

#### **a. Participation Expansion**

The researcher was the main tool in qualitative research. The researcher's participation was critical in data gathering. It would not only be completed in a short period but also necessitates an expansion of engagement. Extension participation means that the researcher stayed in the field of data collecting until the saturation point of data collection is achieved. Assuming that it would be done, it could reduce the interference of the researcher in the setting, restricted the researcher's inaccuracy, and mitigated the impact of uncommon events.

#### **b. Persistence of Observation**

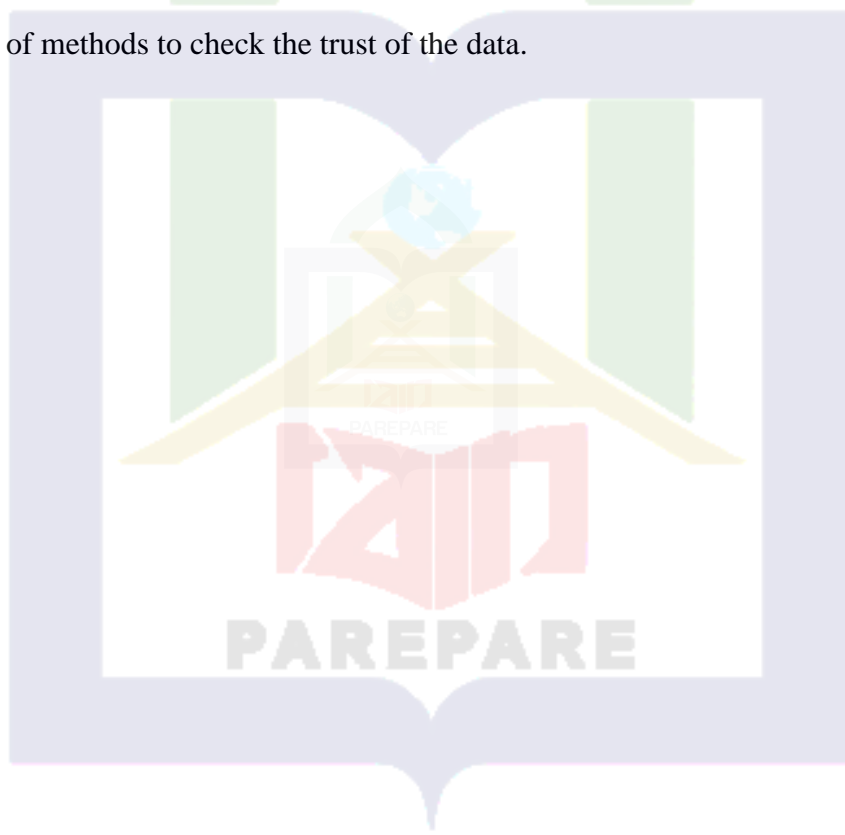
The persistence of observation for the interpretation in a variety of ways throughout a continuous or tentative analytical process aimed to limit the varied impacts. It seemed to identify the traits and aspects in a highly relevant context to the topic at hand and then focused on these details in depth. In abbreviation, the perseverance of observation would add the depth to the research.

#### **c. Triangulation**

Triangulation was a technique of data validity test which utilized something else outside the data for checking or as a comparison against the data. The most



used triangulation technique is the examination other sources. Triangulation used to eliminate the distinguishes in reality construction in the context of research when collecting data about the incidence and relation of sharing views. In other words, by using triangulation the researcher could recheck the findings by comparing a variety of sources, methods or theories. The researcher used triangulation for the validity of the data. The researcher applied this method by filing a variety of the data, checking it with multiple data sources, and utilizing a variety of methods to check the trust of the data.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### *A. Research Findings*

Based on the results of research conducted by the researcher on the use of learning strategies carried out by English teachers in implementing the independent curriculum, the researcher found several opinions obtained from interviews with several teachers at high schools in Barru district. In the implementation of the independent curriculum, this curriculum was in line with the theory of constructivism where all learning processes of this curriculum are student-centered. Some teachers used various strategies in teaching English in the classroom which were applied to the implementation of the independent curriculum.

In the interview stage, the researcher used several indicators in the independent curriculum. These indicators are differentiated learning; the assessment of students' learning outcomes; the flexibility of fulfilling the learning outcomes; and the application of project-based learning. From these indicators, the researcher made several questions that were asked to English teachers.

The following table shows the results of research regarding what were the strategies that the teachers used in teaching and learning of English:

Table 1.2. The interview data

| Teacher | Indicator  | Interview Data   |
|---------|--|--|
| T1      | 1. Differentiate teaching and learning<br>2. The assessment of students' learning outcomes | To apply differentiate learning, I gave them diagnostic test first. In the diagnostic test, I showed some questions of cognitive and non-cognitive test. To process the assessment, I divided them |

|    |   |   |
|----|---|---|
|    | <ol style="list-style-type: none"> <li>3. The flexibility of fulfilling the learning objectives</li> <li>4. Project-based learning</li> </ol>   | <p>based on different levels of knowledge. I gave them some materials that based on learning outcomes. After I read it, I matched it with the flow of learning objectives (ATP). Then in the project-based learning, I discussed the teaching module with the coordinator teacher then applied it to the students. To create an innovative and pleasant atmosphere in learning English, I used various kinds of technology and gave the students some ice breaking in the last hour of material</p> |
| T2 | <ol style="list-style-type: none"> <li>1. Differentiate teaching and learning</li> <li>2. The assessment of students' learning outcomes</li> <li>3. Project-based learning</li> </ol> | <p>In the differentiate teaching and learning, I conducted a diagnostic test to distinguish the characteristics of each student. To process the assessments, I adapted the indicator of learning outcomes. In the project-based learning, I managed the time completed in one session and used the topic that students like. I usually used the students' social media account as the media to provide the English learning material.</p>   |
| T3 | <ol style="list-style-type: none"> <li>1. The assessment of students' learning outcomes</li> <li>2. The flexibility of fulfilling the learning objectives</li> </ol>                  | <p>To process the assessment, I looked at the level of students' understanding. I asked some questions again regarding to the material presented and saw what the response was. In fulfilling the learning objectives, I conveyed to the students</p>   |

|  |                           |   |
|--|---------------------------|---|
|  | 3. Project-based learning | about our learning objectives and the targets to be achieved. I arranged the project time around one month for students to complete their project based on the material they interested in. After that I challenged them to present it in front of the class and gave rewards to the students who success in solved the question. |
|--|---------------------------|---|

Based on the table presented, it can be explained that there are several things that must be fulfilled based on indicators of implementing the independent curriculum. Differentiated learning is a learning that was developed to respond the students' different learning needs, including learning readiness, interests, potential and learning styles. Implementing differentiated learning requires good preparation. The preparatory steps that need to be taken so that differentiated learning can run effectively include: 1) determining learning objectives, 2) mapping student learning needs such as learning readiness, interests and learning styles, and 3) determining the strategies and assessment tools that will be used. Based on this explanation, in differentiated learning teachers used diagnostic tests to determine students' learning needs. These diagnostic tests were in the form of cognitive and non-cognitive tests that produced various levels of students' understanding and learning styles. From these results, the teacher would determine what material is suitable and in accordance with the students' needs.

Meanwhile, in the second indicator, learning outcomes (CP) are a series of character competencies that must be achieved by students after participating in

learning in one phase. To understand learning outcomes, there are four steps that must be considered, namely understanding the rationale, understanding the objectives of the subject, studying the characteristics and studying the achievements per phase. In assessing learning outcomes, the teacher provided material adapted to the previous steps. In addition, considering students' level of understanding is one of the steps teachers took in assessing learning outcomes.

In the independent curriculum, the ministry of education and culture wants to prioritize more flexible learning processes and systems. With a flexible system, this provides more benefits for students. The flexibility of this curriculum can be seen from two things, namely setting learning objectives based on phases so that teachers and schools have more freedom. Then, the lesson hours determined by this curriculum are also carried out annually then that schools can innovate and develop in the preparation of the curriculum and learning. In addition, the flexibility of the independent curriculum can also be seen from the process of delivering learning material which is more flexible, including providing opportunities for teachers to prepare and deliver lessons that are considered more efficient and in accordance with students' abilities. Even though the learning system is more flexible, teachers still pay attention to the learning flow and objectives, surely after looking at learning outcomes (CP). In the learning flow and objectives there are several competencies that can be fulfilled.

The final indicator is the implementation of project-based learning. The implementation of project-based learning is usually carried out collaboratively in heterogeneous groups. This means that students do learning together in their

groups. This project-based learning model does not only focus on the end of the result, but placed more emphasis on the process of how students can solve problems and ultimately produce a product. This project-based learning can also use media as a learning tool. Teachers use several technologies as learning media. One of them is students' use of social media as a learning tool. Project-based learning with the help of social media can increase students' creativity in presenting products<sup>45</sup>.

Based on the explanation of each indicator above, several strategies used by teachers were formulated:

Table 1.3. The Strategy Used by the Teachers

| Teacher | Indicator   | Categories (Strategies)                           |
|---------|---|---|
| T1      | <ol style="list-style-type: none"> <li>1. Differentiate teaching and learning</li> <li>2. The assessment of students' learning outcomes</li> <li>3. The flexibility of fulfilling the learning objectives</li> <li>4. Project-based learning</li> </ol> | Tutorial, group discussion, and project strategy  |
| T2      | <ol style="list-style-type: none"> <li>1. Differentiate teaching and learning</li> <li>2. The assessment of students' learning outcomes</li> <li>3. Project-based learning</li> </ol>   | Heuristic, group discussion, and project strategy |
| T3      | <ol style="list-style-type: none"> <li>1. The assessment of students' learning outcomes</li> </ol>  | Lectures and Question-answer strategy             |

<sup>45</sup> Alfin Anwar, 'Media Sosial Sebagai Inovasi Pada Model PjBL Dalam Implementasi Kurikulum Merdeka', *Inovasi Kurikulum*, 19.2 (2022), 239–50 <<https://doi.org/10.17509/jik.v19i2.44230>>.

|  |   |  |
|--|---|--|
|  | 2. The flexibility of fulfilling the learning objectives<br>3. Project-based learning |  |
|--|---|--|

Some of these strategies are explained as follows:

a. Tutorial strategy

Tutorial Strategy is a learning strategy that explains the delivery of material to students. This strategy emphasizes the formation of certain groups based on the level of problems and students' understanding. This strategy also requires teachers to organize learning that is related to students' needs, abilities and skills. In this strategy, teachers assess students based on their learning achievements. The benefit of this strategy is that teachers can provide certain treatments effectively and efficiently according to student needs.

b. Group discussion strategy

Group discussion strategy is a learning strategy that emphasizes students' involvement in the teaching and learning process by dividing them into groups where they are encouraged to discuss certain learning material. The issues discussed are very structured along with a precise schedule and followed by certain rules. This strategy is student-centered where the teacher only determines the group while the students will play an active role in learning. The benefit of this strategy is that students can build cooperation in creating relative but still supportive conversations by listening to each other's analysis of group members.

c. Project strategy

Project strategy is a learning strategy that involves students' experiences and skills. The students have to involve several things related to their social life. This type of strategy is given to the students to solve problems related to various social conditions or other subjects. Students are formed into groups and assigned to create a project. The assessment of this project is that apart from seeing their cohesiveness and cooperation, teachers can also assess how students can use their skills and experience in socializing in the surrounding environment. Students can utilize various electronic media or technology to help improve skills in completing projects.

d. Heuristic strategy

Heuristic strategy is a learning strategy that explains the search for students' psychological side. This strategy emphasized the problem-solving process. The psychological side is meant by providing strategies that are adapted to the students' characteristics. From these characteristics, teachers can see students' learning styles. This learning style influenced students' logical and imaginative thinking. The teacher's role here is to start learning by making students continue to play an active role in the learning process. Students learn by self-experience. The interactions that occurred between teachers and students will create a cooperative and conducive environment.

e. Lectures strategy

Lectures strategy is one type of conventional learning strategy which is better known as a communication strategy. This strategy emphasizes the presentation of learning content. Teachers play a more active role in controlling



the course of the learning process. Apart from that, she can also use the media to make this strategy more interesting. This strategy is quite flexible where teachers can use a variety of learning materials at one time. This strategy can also help students increase their thinking concentration.

f. Question-answer strategy

Question-answer strategy is one kind of conventional learning strategy that emphasizes that asking questions is the key of all learning activities. In this case the teacher prepares and organizes several questions that are linked to student responses. With this strategy, teachers can remember students' abilities, needs and interests. This strategy also involves student participation in learning material and in the teacher's teaching activities. In this case, teachers and students are encouraged to continue verbal interaction in the classroom.

**B. Research Discussion**

From the research findings, researcher found various types of strategies implemented by English teachers in their respective schools. These strategies were a strategy that could be implemented in accordance with the provisions of the independent curriculum. Apart from them that were in accordance with the independent curriculum, these strategies were also in line with the teaching strategies used in EFL learning in the classroom.

Differentiated learning involves learning readiness, interests, potential and learning styles. The success of differentiated learning might be seen in the learning process and results. Indicators of differentiated learning success included

students felt comfortable in learning, increased skills and successful learning from students, namely students being able to self-reflect on their abilities began from the starting point of learning to improve themselves during the learning process and at the end of learning. This opinion was agreed by Rezky Nefianti in 2023 that differentiated learning has advantages which include being able to improve student learning outcomes, optimized students' need, and increase students' enthusiasm for learning.<sup>46</sup>

In implementing this differentiated learning, teachers used a lot of tutorial and group discussion strategies. Differentiated learning used more student interaction in certain groups. By using this group discussion, it could increase students' understanding, made the students thought critically and worked together. As said by Aulia Fikrina in 2021, this group discussion could improve understanding, critical thinking, personal growth, communication skills and self-direction in learning.<sup>47</sup>

This tutorial and group discussion strategy was in line with the teaching strategy in EFL classroom using cooperative learning strategies. This strategy provided opportunities for students to discuss and communicate with each other which could improve their learning. According to Chen Ruiying in 2021, this cooperative learning strategy could help students to enhance their academic

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<sup>46</sup> Rezky Nefianti, Rabiatal Adawiyah, and Fujianor Maulana, 'Implementation of Differentiated Learning in Supporting Merdeka Belajar to Improve Senior High School Student's Learning Outcomes', *BIO-INOVED: Jurnal Biologi-Inovasi Pendidikan*, 5.3 (2023), 412 <<https://doi.org/10.20527/bino.v5i3.17614>>.

<sup>47</sup> Aulia Fikrina and others, 'The Students' Perception on the Advantages of Group Discussion Technique in Teaching Speaking At the Eleventh Grade in Sman 1 Vii Koto Sungai Sarik', *International Journal of Language and Literature*, 5.3 (2021), 158–64 <<https://doi.org/10.23887/ijll.v5i3.45767>>.

performance and most students and teachers also showed a positive attitude towards cooperative learning.<sup>48</sup>

Apart from tutorial and group discussion strategies, teachers also applied heuristic strategies. This strategy emphasized how students tried to solve problems. Based on Chunhe Zhao in 2021, he stated that English learning by using heuristic decision has built on the combination of listening, speaking, reading and writing.<sup>49</sup> This strategy was in line with one of the learning strategies carried out in EFL classroom, namely reinforcing effort and providing recognition. This strategy aimed to increase students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Demonstrating the connection between effort and achievement helps students saw the importance of effort and allowed them to change their beliefs to emphasize it more. According to Huw Jarvis in 2022, this reinforcing effort strategy produced more efficient learning from positive results and less efficient learning from negative results.<sup>50</sup>

Another strategy used by teachers was the project strategy, where this strategy emphasized on how students worked together in a group to create a project. In this strategy the teacher assessed not only the results of the project, but also the process and the students' abilities. Based on Zulkarnaen in 2023, learning

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<sup>48</sup> Ruiying Chen, 'A Review of Cooperative Learning in EFL Classroom', *Asian Pendidikan*, 1.1 (2021), 1–9 <<https://doi.org/10.53797/aspen.v1i1.1.2021>>.

<sup>49</sup> Chunhe Zhao, Balaanand Muthu, and P Mohamed Shakeel, 'Multi-Objective Heuristic Decision Making and Benchmarking for Mobile Applications in English Language Learning', *ACM Trans. Asian Low-Resour. Lang. Inf. Process.*, 20.5 (2021) <<https://doi.org/10.1145/3439799>>.

<sup>50</sup> Huw Jarvis and others, 'Effort Reinforces Learning', *Journal of Neuroscience*, 42.40 (2022), 7648–58 <<https://doi.org/10.1523/JNEUROSCI.2223-21.2022>>.

strategy using project could help the students to develop creativity and analytical, logical and critical abilities in problem solving. This strategy could also provide direct experience in solving the problems and finding useful solutions in daily activities.<sup>51</sup> This project strategy was in line with one of the teaching strategies in EFL classroom, namely homework and practice. This strategy expanded learning opportunities for students to practice, review, and apply knowledge and increase their ability to achieve the expected level of proficiency for a skill or process. Based on Lea A. Theodore in 2023 homework was well established that children benefit from work to be completed at home, which provides both academic and non-academic benefits and promotes the acquisition of scholarly knowledge with long-term implications for increasing intrinsically motivated goal-directed behavior.<sup>52</sup>

The next strategy was the lectures strategy. This strategy emphasized on how the teacher gave direction to students in working on the material and adapted it to the learning objectives. According to Muhamad Suhaimi Taat in 2020, the lectures strategy would have positive impacts on their lifestyle when dealing with their surrounding society and in workplaces in later stages.<sup>53</sup> This was in line with the strategy of setting objectives and providing feedback. This strategy gave

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<sup>51</sup> Zulkarnaen Zulkarnaen and others, 'Manfaat Model Pembelajaran Project Based Learning Untuk Pendidikan Anak Usia Dini Dan Implementasinya Dalam Kurikulum Merdeka', *Jurnal Bunga Rampai Usia Emas*, 9.2 (2023), 394 <<https://doi.org/10.24114/jbrue.v9i2.52951>>.

<sup>52</sup> Lea A. Theodore, Melissa A. Bray, Bruce A. Bracken, 'Homework and Study Strategies', in *Desk Reference in School Psychology*, ed. by Lea A. Theodore (New York, NY, USA: Oxford University Press, 2023), pp. 161–78 <<https://doi.org/10.1093/med-psych/9780190092344.001.0001>>.

<sup>53</sup> Muhamad Suhaimi Taat, Khalid Abdulbaki, and Asma Al-Saqqaf, 'The Impact of Lecture and Interactive Methods On Student's English Competency', *International Journal of Emerging Technologies in Learning*, 15.20 (2020), 255–66 <<https://doi.org/10.3991/ijet.v15i20.16683>>.

students direction for learning and provide information about how well they perform certain learning objectives so they could improve their performance. Setting learning objectives might make students more focused on the direction of learning. Based on Nurul Alfiah Wahyuni in 2023 feedback is necessary to measure whether students have understood well the lesson that has been delivered. Students should be given feedback to help them become autonomous learners who can regulate aspects of their thinking, motivation, and behavior during learning.<sup>54</sup>

The final strategy was the question-answer strategy. This strategy emphasized on verbal communication carried out by teachers and students during the learning process in the classroom. The teacher prepared questions which would later be linked to student responses or answers. This was in line with the EFL class learning strategy, namely cues, questions and advanced organizers. This strategy helped students used what they already knew to improve what they would learn and also enhanced students' ability to retrieve, use and organize what they already knew about a topic. According to Ade in 2021, this question-answer strategy was effective in improving some skills in English teaching and learning.<sup>55</sup>

In the independent curriculum, differentiated learning is one of the main elements in learning. To carry out this differentiated learning, the teacher conducted a diagnostic test at the beginning of the meeting. This diagnostic test was used to determine students' abilities in a particular subject. After carrying out

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<sup>54</sup> Nurul Alfiah Wahyuni, Aminah Suriaman, and Sriati Usman, 'The Implementation of Feedback to Facilitate Students' Self-Regulation in Learning English in Madrasah Aliyah Context', *SOSIOHUMANIORA: Jurnal Ilmiah Sosial Dan Humaniora*, 9.2 (2023), 316–31.

<sup>55</sup> Ade Sahbana Damanik and Herman Herman, 'Improving Students' Reading Comprehension Through Question Answer Relationship Strategy (Qars)', *Inovish Journal*, 6.1 (2021), 84 <<https://doi.org/10.35314/inovish.v6i1.1949>>.

this test, the teacher would create material according to student needs. This was in line with the opinion expressed by Haerazi in 2023. He argued that teachers could use various other diagnostic assessments such as tests, observations or interviews to collect information about students' abilities and performance. From the results of this diagnostic assessment, teachers could evaluate students' strengths and weaknesses, and designed learning strategies that suited their learning needs.<sup>56</sup>

In the independent curriculum, learning outcomes are one of the new terms which are defined as learning competencies that students must achieve at each stage of student development for each subject in basic education and secondary education. Learning outcomes contain a set of competencies and scope of material which are arranged comprehensively in narrative form. The formulation of learning outcomes must also be accompanied by appropriate assessment criteria then they can be used to assess that the expected learning outcomes have been achieved. Learning outcomes together with assessment criteria are used to identify more measurable learning objectives. This was agreed with Nadira Aulia in 2023 who said that assessing learning outcomes places more emphasis on evaluating student learning outcomes in each subject.<sup>57</sup> Apart from learning outcomes, learning objectives are another term used in the Indonesian education curriculum to describe competencies in the form of knowledge, skills and attitudes that must be achieved, possessed and mastered by students in a learning activity.

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<sup>56</sup> Haerazi Haerazi and others, 'Pelaksanaan Asesmen Diagnostik Mata Pelajaran Bahasa Inggris Tingkat SMP Negeri Dan SMA Negeri: Penguatan Implementasi Kurikulum Merdeka Di Kab. Lombok Tengah', *Sasambo: Jurnal Abdimas (Journal of Community Service)*, 5.2 (2023), 487–97 <<https://doi.org/10.36312/sasambo.v5i2.1211>>.

<sup>57</sup> Juanda Nadira Aulia, Sarinah, 'Analisis Kurikulum Merdeka Dan Kurikulum 2013', *Jurnal Literasi Dan Pembelajaran Indonesia*, 3.1 (2023), 14–20.

In implementing the independent curriculum, project-based learning is also one of the main elements. This learning is a learning approach of student-centered. This method focuses on the process of having a final result in the form of a product or service, hence the students are given the freedom to determine their own learning activities until they create a result in the form of a product. This learning is greatly influenced by student activity in class which makes students involved in designing, developing and creating solutions to answer the problems given. This was in line with the opinion of Ni Made Risa in 2020. she said that project-based learning had a positive influence on students to develop social skills and think creatively in creating a project. This learning displays all the intellectual and social dispositions needed to solve real-world problems.<sup>58</sup>

The independent curriculum exists as an appropriate form of educational design. This was stated by the Minister of Education and Culture that the Independent Curriculum has several advantages. First, it is simpler and deeper because this curriculum will focus on essential material and pay attention to the development of student competencies in each phase. Second, there is independence for teaching staff and students, for students in this case there are no longer specialization programs in high school, students can choose subjects of interest according to their talents and abilities. Meanwhile, for teaching staff, teachers will teach according to the stages of student achievement and development.

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<sup>58</sup> Ni Made Risa Kusadi, I Putu Sriartha, and I Wayan Kertih, 'Model Pembelajaran Project Based Learning Terhadap Keterampilan Sosial Dan Berpikir Kreatif', *Thinking Skills and Creativity Journal*, 3.1 (2020), 18–27 <<https://doi.org/10.23887/tscj.v3i1.24661>>.

Judging from the convenience provided by the government in the form of freedom in the learning process, where authority is given to the school, it is certain that implementing learning can be easy. The school, especially its teaching staff, has freedom in the learning process. This certainly makes it very easy for teachers to choose learning tools that suit students' needs. This is in line with the opinion of Nola Nari in 2023 who said that the role of schools, especially school principals, is shown by the implementation of the independent curriculum, driving the student-centered learning processes and provide independence to work for students and education staff.<sup>59</sup>

Learning tools in the form of models, methods and learning strategies are freely used by teachers to support teaching and learning activities. Apart from that, teachers are free to teach according to the stages of student achievement and development, in this case teachers are also required to be able to use creative and innovative learning equipment then the teachers can create and innovate learning tools that are adapted to the developments in the 21st century. The selection of learning device ideas can be in the form of using learning strategies that are not monotonous. Therefore, students do not feel bored in learning activities. This was also stated by Germana Oreng Ritan in 2023 that teachers were required to have the ability to develop students' learning strategies. In today's developments, teachers are required to adapt learning strategies through technological approaches. In his research, teachers applied information technology in learning English, such as creating questions or materials using the quizzes application. In

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<sup>59</sup> Nola Nari and others, 'The Strategy of the School Principle in the Implementation of the Independent Curriculum', 2. August (2023), 174–86.



order not to burden students, teachers provided the option of creating a link that was shared with students to send assignments in the form of photos, Google forms, and also by Google Drive via the WhatsApp application.<sup>60</sup>

Creative and innovative strategies are one way for teachers to achieve learning goals easily. Hence the application of the Independent Curriculum can be said to have the advantage of being more relevant and interactive. One of them is creating learning activities through project activities which provide wider opportunities for students to actively explore actual issues, for example environmental issues, health and other issues in order to support the development of character and competency of the Pancasila Student Profile which is one of the policy changes in the Independent Curriculum.

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<sup>60</sup> Germana Oreng Ritan and others, 'Analisis Penerapan Kurikulum Merdeka Belajar (KMB) Pada Pembelajaran Bahasa Inggris Di SMA Negeri 1 Lewolema', *JRPP: Jurnal Review Pendidikan Dan Pengajaran*, 6.4 (2023), 2472–75.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Conclusion*

Based on the previous research findings and discussion, the researcher can settle the following conclusion:

The English teachers in several schools in Barru used various teaching and learning strategies in implementing the independent curriculum in their respective schools. Those strategies were lectures strategy, project strategy, heuristic strategy, group discussion strategy, tutorial strategy, and question-answer strategy. In the independent curriculum, learning in the classroom was student-centered. From the three teachers, there was one teacher who still used the conventional strategy, namely lectures strategy and question-answer strategy. The researcher formulated the strategies used by the English teachers using four indicators. The indicators were differentiated learning, the assessment of learning outcomes, the flexibility of learning objectives, and project-based learning.

In implementing the independent curriculum, these teachers still experienced many obstacles in understanding the contents of the curriculum. Some of the problem they faced were a lack of knowledge and training about the independent curriculum, difficulty in managing learning time and projects, and some of them still did not understand about the assessment of formative and summative. Due to these obstacles, it made difficult for them to master it. Even so, these teachers are kept trying to hone their skills to provide useful knowledge to the students according to the needs and characteristics of the students.

## **B. Suggestion**

There are several suggestions addressed to teachers, schools, students and also to the future researcher regarding the results of this research:

1. To the teachers, the researcher expects that teachers will further hone their abilities and qualities as learning facilitators. Currently, technology is always developing and teachers must follow the era of globalization so that learning in the classroom becomes more creative and creates a pleasant classroom atmosphere.
2. To the school, the researcher wishes that the school will continue to provide support to teachers through various kinds of training so that teachers can understand more about independent curriculum learning. Apart from that, the school must also continue to carry out evaluations then it continues to develop in implementing this program.
3. To the students, the researcher assumes that students can further increase their enthusiasm for learning. The researcher also hope that students can give ideas and motivation each other and be independent in understanding the learning material.
4. To the future researcher, the researcher expects that the results of this research can be useful in developing new strategies and can become a reference source for further research.

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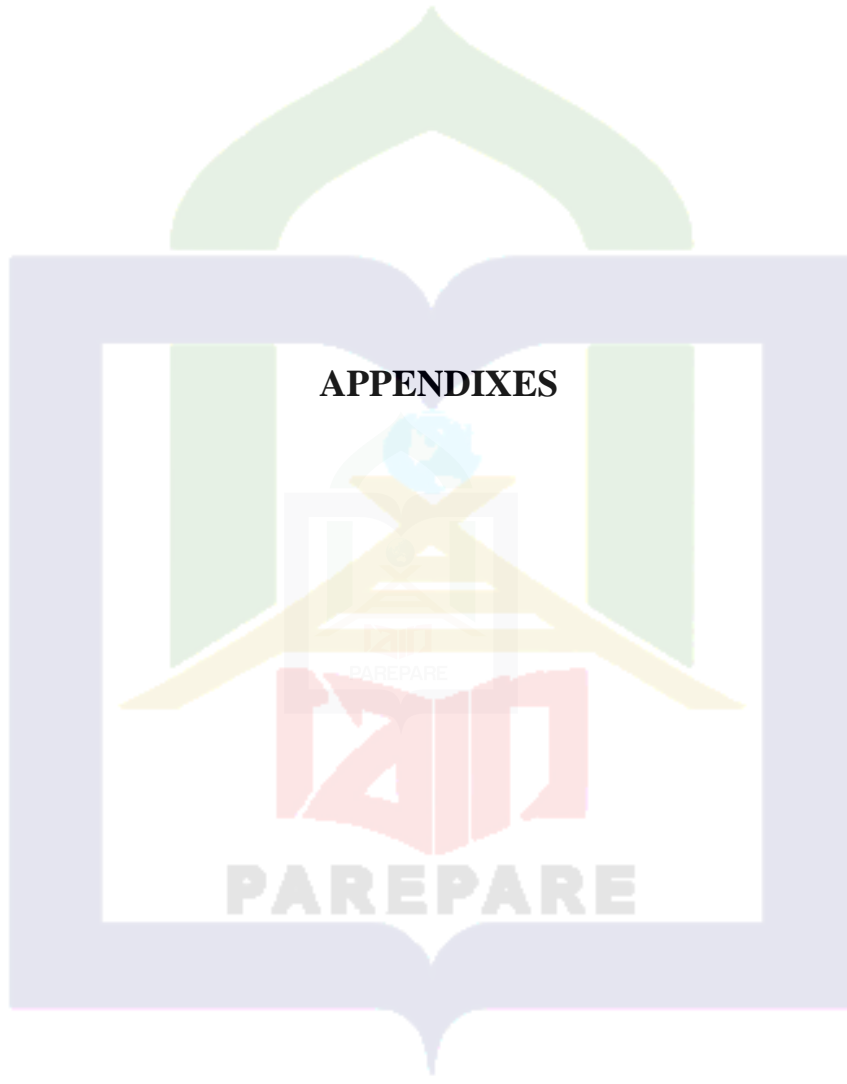
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**PERSURATAN**

Appendices 1: Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
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Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mall@iainpare.ac.id

Nomor : B-512/In.39/PP.00.09/PPS.05/11/2023 13 November 2023  
Lampiran : -  
Perihal : Permohonan Rekomendasi Izin Penelitian

Yth. Bapak Bupati Barru  
Cq. Dinas Penanaman Modal Dan Pelayanan  
Terpadu Satu Pintu

Di

Tempat

*Assalamu Alaikum Wr. Wb.*

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana  
IAIN Parepare tersebut di bawah ini :

Nama : AYU SASRA  
NIM : 2120203879102024  
Program Studi : Tadris Bahasa Inggris  
Judul Tesis : **English Teachers' Strategy In Implementing Independence  
Curriculum In EFL Classroom At Senior High Schools In  
Barru.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian  
tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian  
ini direncanakan pada bulan **November sampai Januari** Tahun 2024.

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang  
bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*



Direktur,

*Darmawati*  
Dr. Hj. Darmawati, S.Ag., M.Pd  
NIP. 19720703 199803 2 001



**PEMERINTAH KABUPATEN BARRU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410  
<http://izinonline.barrukab.go.id> : e-mail : [barrudpmtsptk@gmail.com](mailto:barrudpmtsptk@gmail.com) .Kode Pos 90711

Barru, 16 November 2023

Nomor : 589/IP/DPMPTSP/XI/2023  
Lampiran :  
Hal : Izin Penelitian

Kepada  
Yth. 1. Kepala SMAN 1 Barru  
2. Kepala SMAN 2 Barru  
3. Kepala SMAN 4 Barru  
di-  
Barru

Berdasarkan Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Parepare Pascasarjana Nomor : B-972/In.39/PP.00.9/PPS.05/11/2023 tanggal 13 November 2023 perihal tersebut di atas, maka Mahasiswa / Peneliti / Dosen / Pegawai di bawah ini :

Nama : AYU SASRA  
Nomor Pokok : 2120203879102024  
Program Studi : Tadris Bahasa Inggris  
Perguruan Tinggi : IAIN Parepare  
Pekerjaan : Mahasiswa (S2)  
Alamat : Palanro Kec. Mallusetasi Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 16 November 2023 s/d 16 Desember 2023, dalam rangka penyusunan Tesis, dengan judul :

**ENGLISH TEACHER'S STRATEGY IN IMPLEMENTING INDEPENDENT CURRICULUM IN EFL CLASSROOM AT SENIOR HIGH SCHOOLS IN BARRU**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1(satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperluhnya.



**TEMBUSAN** : disampaikan Kepada Yth.

1. Bapak Bupati (sebagai laporan),
2. Kepala Cabang Dinas Pendidikan Provinsi Sulsel Wilayah VIII Provinsi di Pare-Pare;
3. Kepala Bappelitbangda Kab. Barru;
4. Direktur Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Parepare Pascasarjana;
5. Mahasiswa yang bersangkutan;



**PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 2 BARRU**

*Alamat : Jl. Pacekke No. 8 Mangkoso. Kode pos 90752*

**SURAT IZIN PENELITIAN  
NOMOR 421/276 .UPT.SMA.02/Barru/Disdik**

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Barru Kabupaten Barru menerangkan :

Nama : **AYU SASRA**  
NIM : 2120203879102024  
Program Study : Tadris Bahasa Inggris  
Alamat : Jl. Pacekke No.8 Mangkoso, Kab. Barru

Telah di terima Melakukan Penelitian di UPT SMA NEGERI 2 BARRU dengan judul :

**“ENGLISH TEACHER’S STRATEGY IN IMPLEMENTING INDEPENDENT CURRICULUM IN EFL CLASSROOM AT SENIOR HIGH SCHOOLS IN BARRU”**

Demikian surat keterangan ini di berikan kepadanya dan dapat di pergunakan sebagaimana mestinya,-



27 November 2023

Kepala UPT SMAN 2 Barru

**M. SYAMSUDDIN, S.Pd., M.Pd**

NIP. 19751130 200604 1 016



**PEMERINTAH PROVINSI SULAWESI SELATAN**

**DINAS PENDIDIKAN**

**UPT SMA NEGERI 4 BARRU**

Alamat: Jln. H. Andi Tjambalang No. 05 Ujung Indah Desa Cilellang Kec. Mallusetasi Kab. Barru kode pos 90753

**SURAT KETERANGAN**

Nomor : 422/ 316-UPT SMA.04/Barru/Disdik/2023

Yang bertanda tangan di bawah ini :

Nama : **Hasby, S.Pd.,M.Pd**  
NIP : 19720828 199903 1 009  
Pangkat/ Gol.Ruang : Pembina Utama Muda IV/c  
Jabatan : Kepala UPT SMA Negeri 4 Barru

Dengan ini menerangkan dengan benar kepada :

Nama : **AYU SASRA**  
NIM : 2120203879102024  
Program Study : Tadris Bahasa Inggris  
Pekerjaan : Mahasiswa (S1)

Bahwa yang bersangkutan telah melakukan penelitian dengan Judul “ENGLISH TEACHER’S STRATEGY IN IMPLEMENTING INDEPENDENT CURRICULUM IN EFL CLASSROOM AT SENIOR HIGH SCHOOLS IN BARRU” yang dimulai pada tanggal 16 Nopember s/d 16 Desember 2023.


Demikian surat keterangan ini kami buat untuk dipergunakan seperlunya.

Barru, 18 Desember 2023

Kepala UPT Satuan Pendidikan  
SMA NEGERI 4 Barru



**Hasby, S.Pd. M.Pd**  
Pembina Utama Muda IV/c  
NIP. 19720828 199903 1 009

|   |   |
|---|---|
|  | <p align="center"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b><br/> <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b><br/> <b>PASCASARJANA</b><br/> <b>Jl. Amal Bakti No. 8 Soreang 911331</b><br/> <b>Telepon(0421)21307,Faksimile(0421)2404</b></p> |
|   | <p><b>INSTRUMEN PENELITIAN TESIS</b></p>  |

Appendices 2: Research Instruments

The Interview Guide

| No. | Indicator  | Question   |
|-----|--|--|
| 1   | Differentiated teaching and learning               | <p>4. What are the strategies used by the English teachers to implement differentiated learning in the classroom?</p> <p>5. What are the strategies used by the English teachers to increase the potential of the students' English learning achievements?</p> <p>6. What are the strategies used by the English teachers to manage the results of formative and summative assessments for English language learning in the classroom?</p> |
| 2   | The assessment of students' learning outcomes (CP) | <p>3. What are the strategies used by the English teachers to measure the standard of graduate competence in English language learning?</p> <p>4. What are the strategies used by the English teachers to determine the learning objectives?</p>   |

|   |   |  |
|---|---|--|
| 3 | The flexibility of fulfilling the learning outcomes | <p>3. What are the strategies used by the English teachers to provide the best teaching to achieve the learning objectives of English material?</p> <p>4. What are the strategies used by the English teachers to plan the material of English learning at the beginning of the school year?</p> |
| 4 | Project-based learning                              | <p>3. What are the strategies used by the English teachers to manage the time allocation of the project for English language learning?</p> <p>4. What are the strategies used by the English teachers to create an innovative, creative and fun learning of English material?</p>                |

Observation of Teachers' Teaching Module

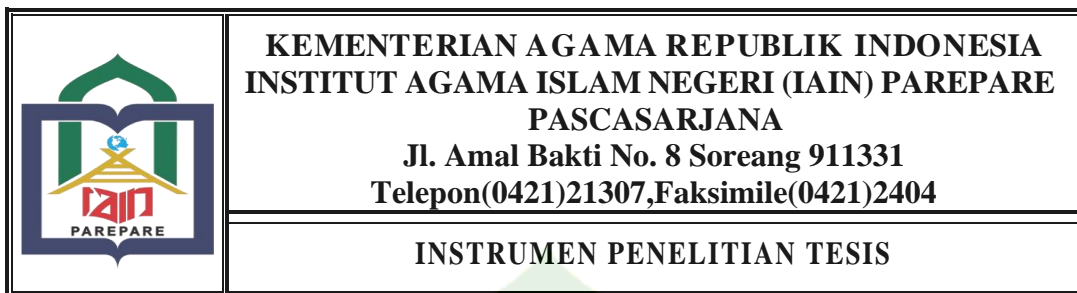
Name of Teacher :

Name of School :

Address :

| No. | Deskripsi  | Yes | No | Ket |
|-----|--|-----|----|-----|
| 1   | Guru memiliki dokumen Capaian Pembelajaran (CP)  |     |    |     |
| 2   | Guru merancang Alur Tujuan Pembelajaran (ATP)  |     |    |     |
| 3   | Guru menyusun modul ajar sesuai dengan ketentuan kurikulum yang berlaku saat ini                                   |     |    |     |
| 4   | Modul ajar yang digunakan sesuai dengan materi dan kebutuhan siswa   |     |    |     |
| 5   | Dilaksanakan pembelajaran berdiferensiasi di kelas X   |     |    |     |
| 6   | Kesiapan guru dalam melaksanakan pembelajaran bahasa Inggris   |     |    |     |
| 7   | Strategi yang digunakan guru sesuai dengan kebutuhan siswa   |     |    |     |
| 8   | Strategi yang digunakan guru dalam penyampaian materi bahasa Inggris sudah sesuai dengan kurikulum yang berlaku    |     |    |     |
| 9   | Guru menggunakan media pembelajaran sebagai salah satu strategi mengajar dan sesuai dengan kebutuhan belajar siswa |     |    |     |
| 10  | Model pembelajaran yang digunakan sesuai dengan tuntutan kurikulum yang berlaku saat ini                           |     |    |     |
| 11  | Strategi yang digunakan guru dalam penyampaian   |     |    |     |
| 12  | Terdapat kesulitan bagi guru dalam menyampaikan materi pembelajaran bahasa Inggris                                 |     |    |     |
| 13  | Terdapat kendala bagi guru dalam menerapkan strategi pembelajaran di dalam kelas                                   |     |    |     |
| 14  | Sumber belajar yang digunakan mudah diperoleh  |     |    |     |
| 15  | Sumber belajar yang digunakan berasal dari sumber yang valid dan terpercaya  |     |    |     |





### Appendices 3: Teachers' Interview Question

- Responden : Teacher 1
- Day/date : 22 November 2023
- Time : 09.30 a.m.
- Location : SMAN 4 Barru
- Peneliti : (Strategi apa yang anda gunakan dalam menerapkan pembelajaran berdiferensiasi?)
- Guru : Pada pembelajaran berdiferensiasi, saya memberi mereka penilaian asesmen diagnostic terlebih dahulu. Di asesmen diagnostic itu saya memberikan soal atau pertanyaan. Asesmen diagnostic itu dibagi dua, ada non-kognitif dan kognitif. Kalau non-kognitif itu biasanya menanyakan apakah kamu suka belajar bahasa inggris, bagaimana pembelajaran bahasa inggris, bagaimana menurut kamu jika diberi tugas-tugas. Kalau kognitifnya, saya sudah memberikan penilaian dengan soal-soal tentang materi utama yang didapat saat masih SMP.
- Peneliti : (Strategi apa yang anda gunakan dalam meningkatkan capaian pembelajaran bahasa inggris siswa?)
- Guru : Dari hasil asesmen diagnostic, saya membagi mereka dalam tiga level. Tingkatannya itu ada level pertama atau level atas, level kedua atau level sedang, dan level ketiga atau level rendah.
- Peneliti : (Strategi apa yang anda gunakan dalam memproses hasil penilaian

- formatif dan sumatif siswa dalam pembelajaran bahasa inggris?)
- Guru : Untuk penilaian tersebut, saya berdasar kepada level-level tadi. Setelah penentuan level, berarti sudah bisa memisahkan atau memberikan perhatian dan perlakuan berbeda kepada siswa tersebut. Misalnya pada tingkat terendah pasti akan berbeda perlakuannya dengan tingkat sedang bahkan tingkat atas. Selain itu saya juga menilai berdasarkan sikap mereka pada saat proses pembelajaran. Kemudian saya juga biasa memberikan soal-soal on the spot.
- Peneliti : (Strategi apa yang anda gunakan dalam mengukur standar kompetensi lulusan pembelajaran bahasa inggris?)
- Guru : Untuk mengukur hal tersebut, saya biasanya melihat dari capaian pembelajarannya (CP). Nah dari CP itu saya membuat dan memberi materi-materi kepada siswa berdasarkan CP tadi. Pada fase E kelas X, di CP-nya ada materi tentang recount text, narrative text, dan descriptive text. Di setiap materi harus diberikan penilaian dengan memperhatikan empat skill dalam bahasa inggris. Sebagai contoh misalkan dalam skill speaking, saya biasa memberi siswa dialog untuk dikomunikasikan.
- Peneliti : (Strategi apa yang anda gunakan dalam menentukan tujuan pembelajaran?)
- Guru : Dalam hal tersebut, saya memulai dari CP. Saya membaca CP. Pada CP itu ada alur tujuan pembelajaran. Dari alur kemudian membuat tujuan pembelajaran. Jadi jalurnya itu dari CP kemudian ATP lalu terakhir TP.
- Peneliti : (Strategi apa yang anda gunakan dalam memberikan pengajaran terbaik dalam mencapai tujuan pembelajaran materi bahasa inggris?)
- Guru : Kalau untuk itu, saya biasa memberikan siswa ice breaking di jam-jam terakhir pelajaran supaya mereka tidak mengantuk dan kembali bersemangat dalam belajar. Ice breakingnya itu menyesuaikan dengan alur tujuan pembelajaran. Selain itu biasanya

saya juga menggunakan LCD sebagai alat bantu. Saya juga biasanya menyuruh siswa menggunakan ponsel masing-masing untuk mencari kosakata yang mereka tidak tahu artinya di Google.

Peneliti : (Strategi apa yang anda gunakan dalam merencanakan materi pembelajaran bahasa inggris di awal tahun pembelajaran?)

Guru : Ya kembali seperti di jawaban sebelumnya tadi. Saya juga melihat dulu di capaian pembelajarannya. Capaian pembelajaran ini sebenarnya inti dari setiap materi yang akan diajarkan karena di dalam CP itu sudah ada materi yang disediakan, jadi kita tinggal mengembangkan. Dari CP tadi, saya membuat ATP lalu kemudian TP nya. Penentuannya seperti ini kelas X itu adalah fase E, kelas XI dan kelas XII adalah fase F. Dan materi serta fase-fase itu sudah ditentukan oleh pemerintah jadi tidak akan berubah.

Peneliti : (Strategi apa yang anda gunakan dalam mengatur alokasi waktu proyek dalam pembelajaran bahasa inggris?)

Guru : Alokasi waktunya ini berdasarkan kordinator proyek. Kordinator itu membuat modul ajar lalu kemudian diberikan kepada guru-guru pembimbing. Dari modul ajar itu guru membaca kemudian mengarahkan siswa melakukan proyek tersebut. Penilaiannya nanti saya lihat dari bagaimana kerja sama siswa di dalam kelompoknya, bagaimana mereka membangun chemistry bersama anggota kelompok masing-masing dan bagaimana keaktifan mereka dalam mengerjakan proyek.

Peneliti : (Strategi apa yang anda gunakan dalam menciptakan pembelajaran bahasa inggris yang kreatif, inovatif dan menyenangkan?)

Guru : Sama seperti jawaban sebelumnya tadi. Saya biasa menggunakan media-media elektronik seperti LCD, laptop, dan ponsel yang terhubung ke jaringan internet. Selain di dalam kelas, saya juga memberikan beberapa ice breaking seperti tadi yang saya jawab sebelumnya. Selain untuk membuat suasana menyenangkan di

dalam kelas, saya juga ingin agar para siswa tidak bosan dan tetap semangat belajar meski sudah masuk jam-jam akhir pelajaran.

- Responden : Teacher 2
- Day/date : 27 November 2023
- Time : 11.44 a.m.
- Location : SMAN 2 Barru
- Peneliti : (Strategi apa yang anda gunakan dalam menerapkan pembelajaran berdiferensiasi?)
- Guru : Di awal semester, saya mengadakan asesmen diagnostic terlebih dahulu. Tes ini nantinya akan saya gunakan untuk membedakan karakteristik dari setiap siswa, termasuk gaya belajarnya. Saya menyediakan pertanyaan berupa pertanyaan checklist-checklist. Saya membedakan gaya belajar seperti gaya kinestetik, gaya auditoria, dan gaya visual. Untuk siswa kinestetik, saya menyediakan materi ajar dalam bentuk kinestetik. Untuk siswa auditori, saya menyiapkan bahan ajar dalam bentuk MP3 misalnya. Untuk siswa visual, saya menyiapkan bahan ajar dalam bentuk video.
- Peneliti : (Strategi apa yang anda gunakan dalam meningkatkan capaian pembelajaran bahasa inggris siswa?)
- Guru : Saya mengembangkan banyak model pembelajaran. Yang paling sering saya lakukan adalah sering searching, browsing model-model pembelajaran yang baik, yang bisa saya terapkan yang sesuai dengan zaman. Strategi yang disukai oleh siswa-siswa sekarang. Jika dibandingkan dengan cara mengajar 10 tahun yang lalu, tidak terlalu banyak yang berubah.
- Peneliti : (Strategi apa yang anda gunakan dalam memproses hasil penilaian formatif dan sumatif siswa dalam pembelajaran bahasa inggris?)

Guru : Selama ini belum ada pelatihan tentang ini. Jadi saya masih meraba-raba dan belajar. Saya menilai keseharian siswa sebagai bahan pertimbangan penilaian formatif dan sumatif. Untuk penilaian akhir semester, nilai inilah yang saya bagi dengan kesekian persen. Yang lebih banyak menentukan nilai rapornya adalah nilai hariannya.

Peneliti : (Strategi apa yang anda gunakan dalam mengukur standar kompetensi lulusan pembelajaran bahasa inggris?)

Guru : Saya menyesuaikan dengan indicator tiap CP. Setelah itu melihat ATP dan turun ke bawah saya sesuaikan saja. Misalnya dalam CP itu materinya adalah memproduksi sebuah teks, maka penilaiannya itu membuat atau menghasilkan teks yang bersangkutan, yang sudah ditentukan dengan materi dan indicator.

Peneliti : (Strategi apa yang anda gunakan dalam memberikan pengajaran terbaik dalam mencapai tujuan pembelajaran materi bahasa inggris?)

Guru : Jika ingin memberikan pembelajaran yang menarik, saya menyesuaikan strategi yang sesuai dengan zaman para siswa. Misalnya dalam memproduksi teks tadi, saya menyuruh mereka membuat prosedur teks dalam bentuk rekaman, video dan macam lainnya. Kemudian akan diedit video tersebut dan nanti akan diunggah ke media sosial masing-masing siswa. Sehingga cara tersebut menjadi motivasi tersendiri untuk siswa. Daripada menggunakan cara konvensional yang menyuruh menulis di kertas saja lalu selesai. Menurut saya tidak terlalu bermakna sama sekali. Tapi dengan diunggah seperti itu, maka karya siswa tersebut dapat dilihat oleh orang luar selain warga sekolah.

Peneliti : (Strategi apa yang anda gunakan dalam mengatur alokasi waktu proyek dalam pembelajaran bahasa inggris?)

Guru : Untuk proyek seperti ini pasti membutuhkan alokasi waktu untuk menyelesaikan satu proyek. Untuk pembelajaran berbasis proyek ini saya biasanya menyelesaikannya dalam satu sesi. Waktu yang dibutuhkan itu dua minggu dalam dua kali pertemuan. Tapi tergantung juga dari proyek yang sedang dikerjakan. Misalnya pada materi news item, saya menyuruh mereka membuat dalam bentuk video dan diedit. Maka waktu yang dibutuhkan pasti lebih dari dua minggu.

Peneliti : (Strategi apa yang anda gunakan dalam menciptakan pembelajaran bahasa inggris yang kreatif, inovatif dan menyenangkan?)

Guru : Saya menyesuaikan dengan apa yang membuat siswa tertarik. Sekarang, para siswa lebih banyak menggunakan ponsel. Jadi saya membuat materi yang menggunakan ponsel. Di dalam ponsel mereka juga pasti menggunakan media sosial masing-masing. Jadi apa yang mereka sudah buat di kelas dapat diunggah ke sana. Walaupun di sekolah memiliki peraturan tidak boleh menggunakan ponsel di dalam kelas, tapi saya mengecualikannya di kelas saya. Dengan catatan saya bertanggung jawab untuk mengawasi dan mengumpulkan ponsel mereka setelah jam pelajaran saya. Jadi jika jam pelajaran bahasa inggris sudah tiba waktunya, maka saya menyuruh mereka membawa ponsel masing-masing.

Responden : Teacher 3

Day/date : 27 November 2023

Time : 09.59 a.m.

Location : SMAN 2 Barru

Peneliti : (Strategi apa yang anda gunakan dalam menerapkan pembelajaran berdiferensiasi?)

- Guru : Saya belum menerapkan pembelajaran berdiferensiasi karena saya masih menyesuaikan target waktunya.
- Peneliti : (Strategi apa yang anda gunakan dalam memproses hasil penilaian formatif dan sumatif siswa dalam pembelajaran bahasa inggris?)
- Guru : Untuk penilaian ini juga saya masih belum terlalu paham untuk mengelolanya
- Peneliti : (Strategi apa yang anda gunakan dalam mengukur standar kompetensi lulusan pembelajaran bahasa inggris?)
- Guru : Untuk hal ini, saya melihat dari tingkat pemahaman siswa. Terkadang setelah saya mengajar, saya akan bertanya kembali terkait materi yang disampaikan. Saya juga melihat respon apa yang ditunjukkan siswa mengenai pertanyaan-pertanyaan itu.
- Peneliti : (Strategi apa yang anda gunakan dalam menentukan tujuan pembelajaran?)
- Guru : Saya biasanya menggunakan beberapa strategi. Tergantung dari apa tema yang sudah disepakati. Terkadang kalau hanya menerapkan satu strategi biasanya anak-anak akan merasa bosan. Kurikulum merdeka itu menyediakan satu tema untuk satu semester dan materinya juga berbeda-beda. Strateginya bisa seperti kerja kelompok, individu, dan yang lainnya. Saya biasa juga memberi kompetisi biar mereka lebih belajar berbahasa inggris.
- Peneliti : (Strategi apa yang anda gunakan dalam memberikan pengajaran terbaik dalam mencapai tujuan pembelajaran materi bahasa inggris?)
- Guru : Saya menyampaikan kepada siswa mengenai tujuan pembelajarannya apa, bagaimana target yang ingin dicapai. Jadi siswa mampu focus pada tujuan tersebut. Saya juga akan kembali melakukan feedback kepada mereka, memberikan beberapa pertanyaan sesuai dengan tujuannya.

Peneliti : (Strategi apa yang anda gunakan dalam merencanakan materi pembelajaran bahasa inggris di awal tahun pembelajaran?)

Guru : Saya biasanya berusaha untuk meningkatkan minat belajar siswa dengan memberikan games-games. Kemudian menyampaikan pentingnya berbahasa inggris, lebih seperti sedikit pengenalan terhadap bahasa inggris. Kemudian saya menguji kembali kemampuan mereka dalam berbahasa inggris.

Peneliti : (Strategi apa yang anda gunakan dalam mengatur alokasi waktu proyek dalam pembelajaran bahasa inggris?)

Guru : Saya menyesuaikan dengan target yang sudah ditentukan. Misalkan targetnya adalah proyek harus selesai sesuai dengan materi saat itu, maka saya memberi waktu untuk siswa sekitar sebulan lamanya untuk mereka kerjakan di rumah. Meski begitu, mereka tetap belajar seperti biasa di sekolah. Proyek tersebut bisa dikerjakan di rumah. Saya selalu mengingatkan siswa untuk menyelesaikan proyek sekaligus mengecek bagaimana tujuan proyek, proses, serta hasil akhir dari proyek tersebut. Strategi yang lebih sering saya gunakan adalah metode ceramah dengan memberikan mereka arahan untuk mencari materi lalu mereka mengerjakannya. Kemudian tugas tersebut dipresentasikan. Bagi siswa yang belum paham atau kurang dalam materi tersebut, saya akan menjelaskan ulang materinya.

Peneliti : (Strategi apa yang anda gunakan dalam menciptakan pembelajaran bahasa inggris yang kreatif, inovatif dan menyenangkan?)

Guru : Saya menyesuaikan dengan materi yang disukai oleh para siswa. Seperti contoh saat membahas materi tentang Descriptive text, saya memulai dari language features-nya dan tenses nya. Nantinya saya akan memberi mereka tantangan untuk menjelaskannya di depan



kelas. Saya biasanya juga memberikan reward kepada siswa agar mereka menjadi lebih semangat dalam belajar.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**INSTRUMEN PENELITIAN TESIS**

Appendices 4: The Observation of Teachers' Teaching Module

Name of Teacher : Asriana, S.Pd (Teacher 1)

Name of School : SMAN 4 Barru

Address : Cilellang Utara, Kec. Mallusetasi, Kab. Barru

| No. | Deskripsi  | Yes | No | Ket |
|-----|--|-----|----|-----|
| 1   | Guru memiliki dokumen Capaian Pembelajaran (CP)  | √   |    |     |
| 2   | Guru merancang Alur Tujuan Pembelajaran (ATP)  | √   |    |     |
| 3   | Guru menyusun modul ajar sesuai dengan ketentuan kurikulum yang berlaku saat ini                                   | √   |    |     |
| 4   | Modul ajar yang digunakan sesuai dengan materi dan kebutuhan siswa   | √   |    |     |
| 5   | Dilaksanakan pembelajaran berdiferensiasi di kelas X   | √   |    |     |
| 6   | Kesiapan guru dalam melaksanakan pembelajaran bahasa Inggris   | √   |    |     |
| 7   | Strategi yang digunakan guru sesuai dengan kebutuhan siswa   | √   |    |     |
| 8   | Strategi yang digunakan guru dalam penyampaian materi bahasa inggris sudah sesuai dengan kurikulum yang berlaku    | √   |    |     |
| 9   | Guru menggunakan media pembelajaran sebagai salah satu strategi mengajar dan sesuai dengan kebutuhan belajar siswa | √   |    |     |

|    |  |   |   |  |
|----|--|---|---|--|
| 10 | Model pembelajaran yang digunakan sesuai dengan tuntutan kurikulum yang berlaku saat ini | √ |   |  |
| 11 | Strategi yang digunakan guru dalam penyampaian   | √ |   |  |
| 12 | Terdapat kesulitan bagi guru dalam menyampaikan materi pembelajaran bahasa inggris       |   | √ |  |
| 13 | Terdapat kendala bagi guru dalam menerapkan strategi pembelajaran di dalam kelas         |   | √ |  |
| 14 | Sumber belajar yang digunakan mudah diperoleh  | √ |   |  |
| 15 | Sumber belajar yang digunakan berasal dari sumber yang valid dan terpercaya              | √ |   |  |

Name of Teacher : Nur Hudaya, S.Pd (Teacher 2)

Name of School : SMAN 2 Barru

Address : Paccekke, Mangkoso, Kec. Soppeng Riaja, Kab. Barru

| No. | Deskripsi  | Yes | No | Ket |
|-----|--|-----|----|-----|
| 1   | Guru memiliki dokumen Capaian Pembelajaran (CP)                                  | √   |    |     |
| 2   | Guru merancang Alur Tujuan Pembelajaran (ATP)                                    | √   |    |     |
| 3   | Guru menyusun modul ajar sesuai dengan ketentuan kurikulum yang berlaku saat ini | √   |    |     |
| 4   | Modul ajar yang digunakan sesuai dengan materi dan kebutuhan siswa               | √   |    |     |
| 5   | Dilaksanakan pembelajaran berdiferensiasi di kelas X                             | √   |    |     |

|    |  |   |   |  |
|----|--|---|---|--|
| 6  | Kesiapan guru dalam melaksanakan pembelajaran bahasa Inggris   | √ |   |  |
| 7  | Strategi yang digunakan guru sesuai dengan kebutuhan siswa   | √ |   |  |
| 8  | Strategi yang digunakan guru dalam penyampaian materi bahasa Inggris sudah sesuai dengan kurikulum yang berlaku    | √ |   |  |
| 9  | Guru menggunakan media pembelajaran sebagai salah satu strategi mengajar dan sesuai dengan kebutuhan belajar siswa | √ |   |  |
| 10 | Model pembelajaran yang digunakan sesuai dengan tuntutan kurikulum yang berlaku saat ini                           | √ |   |  |
| 11 | Strategi yang digunakan guru dalam penyampaian   | √ |   |  |
| 12 | Terdapat kesulitan bagi guru dalam menyampaikan materi pembelajaran bahasa Inggris                                 |   | √ |  |
| 13 | Terdapat kendala bagi guru dalam menerapkan strategi pembelajaran di dalam kelas                                   |   | √ |  |
| 14 | Sumber belajar yang digunakan mudah diperoleh  | √ |   |  |
| 15 | Sumber belajar yang digunakan berasal dari sumber yang valid dan terpercaya  | √ |   |  |

Name of Teacher : Reskianawidyaningsih Wahid, S.Pd. (Teacher 3)

Name of School : SMAN 2 Barru

Address : Paccekke, Mangkoso, Kec. Soppeng Riaja, Kab. Barru

| No. | Deskripsi                                  | Yes | No | Ket |
|-----|--|-----|----|-----|
| 1   | Guru memiliki dokumen Capaian Pembelajaran | √   |    |     |

|    |  |   |   |  |
|----|--|---|---|--|
|    | (CP)   |   |   |  |
| 2  | Guru merancang Alur Tujuan Pembelajaran (ATP)  | √ |   |  |
| 3  | Guru menyusun modul ajar sesuai dengan ketentuan kurikulum yang berlaku saat ini                                   | √ |   |  |
| 4  | Modul ajar yang digunakan sesuai dengan materi dan kebutuhan siswa   | √ |   |  |
| 5  | Dilaksanakan pembelajaran berdiferensiasi di kelas X   |   | √ |  |
| 6  | Kesiapan guru dalam melaksanakan pembelajaran bahasa Inggris   | √ |   |  |
| 7  | Strategi yang digunakan guru sesuai dengan kebutuhan siswa   | √ |   |  |
| 8  | Strategi yang digunakan guru dalam penyampaian materi bahasa Inggris sudah sesuai dengan kurikulum yang berlaku    | √ |   |  |
| 9  | Guru menggunakan media pembelajaran sebagai salah satu strategi mengajar dan sesuai dengan kebutuhan belajar siswa | √ |   |  |
| 10 | Model pembelajaran yang digunakan sesuai dengan tuntutan kurikulum yang berlaku saat ini                           | √ |   |  |
| 11 | Strategi yang digunakan guru dalam penyampaian   | √ |   |  |
| 12 | Terdapat kesulitan bagi guru dalam menyampaikan materi pembelajaran bahasa Inggris                                 |   | √ |  |
| 13 | Terdapat kendala bagi guru dalam menerapkan strategi pembelajaran di dalam kelas                                   |   | √ |  |
| 14 | Sumber belajar yang digunakan mudah  | √ |   |  |

|    |   |   |  |  |
|----|---|---|--|--|
|    | diperoleh   |   |  |  |
| 15 | Sumber belajar yang digunakan berasal dari sumber yang valid dan terpercaya | √ |  |  |

### IDENTITAS INFORMAN

Yang bertanda tangan di bawah ini:

Nama : Asriana, S.Pd  
 Alamat : Cilellang Utara, Kec. Mallusetasi Kab. Barru  
 Jenis Kelamin : Perempuan  
 Status : Guru Bahasa Inggris Kelas X, XI, dan XII

Menerangkan bahwa,

Nama : Ayu Sasra  
 Program Studi : Tadris Bahasa Inggris  
 Kampus : Pascasarjana IAIN Parepare

Benar telah melakukan beberapa kali pertemuan dan wawancara dengan saya dalam rangka menyusun Thesis yang berjudul "English Teachers' Strategy in Implementing Independent Curriculum in EFL Classroom at Senior High Schools in Barru."

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Barru, 27 November 2023

  
 Asriana, S.Pd

## IDENTITAS INFORMAN

Yang bertanda tangan di bawah ini:

Nama : Nur Hudaya  
Alamat : Paccekke, Mangkoso, Kec. Soppeng Riaja Kab. Barru  
Jenis Kelamin : Perempuan  
Status : Guru Bahasa Inggris Kelas X dan XI


Menerangkan bahwa,

Nama : Ayu Sasra  
Program Studi : Tadris Bahasa Inggris  
Kampus : Pascasarjana IAIN Parepare

Benar telah melakukan beberapa kali pertemuan dan wawancara dengan saya dalam rangka menyusun Thesis yang berjudul "English Teachers' Strategy in Implementing Independent Curriculum in EFL Classroom at Senior High Schools in Barru."

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Barru, 29 November 2023

  
Nur Hudaya, S.Pd

## IDENTITAS INFORMAN

Yang bertanda tangan di bawah ini:

Nama : Reskianawidyaningsih Wahid, S.Pd  
Alamat : Paccekke, Mangkoso, Kec. Soppeng Ríaja Kab. Barru  
Jenis Kelamin : Perempuan  
Status : Guru Bahasa Inggris Kelas X dan XII

Menerangkan bahwa,

Nama : Ayu Sasra  
Program Studi : Tadris Bahasa Inggris  
Kampus : Pascasarjana IAIN Parepare

Benar telah melakukan beberapa kali pertemuan dan wawancara dengan saya dalam rangka menyusun Thesis yang berjudul “English Teachers’ Strategy in Implementing Independent Curriculum in EFL Classroom at Senior High Schools in Barru.”

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Barru, 29 November 2023



Reskianawidyaningsih Wahid, S.Pd





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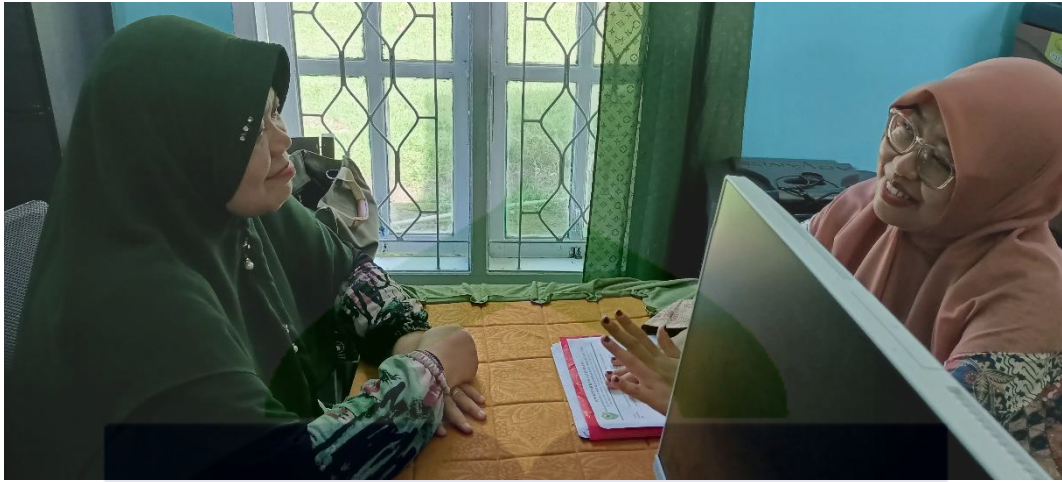
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**DOKUMENTASI**

Picture 1 The researcher had an interview with the teacher 1



Picture 2 The researcher had an interview with teacher 2



PAREPARE

Picture 3 The researcher had an interview with teacher 3



Picture 4 The English learning process



Picture 5 The teacher gave an ice breaking in the last hour of material



Picture 6 The teacher checked the students' assignments and filled the grades on the students' control cards



Picture 7 The image of SMAN 4 Barru



Abstract Validation



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**SURAT KETERANGAN**

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Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Ayu Sasra  
Nim : 2020203879102009  
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 08 Januari 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 08 Januari 2024  
Kepala,



Hj. Nurhamdah, M.Pd.  
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Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : English Teachers' Strategy in Implementing Independent Curriculum in EFL Classroom at Senior High Schools in Barru  
Penulis : Ayu Sasra  
Afiliasi : IAIN Parepare  
Email : ayusasrah@gmail.com

Benar telah diterima pada Jurnal **International Journal of Health, Economics, and Social Sciences (IJHESS) Vol. 6 No. 1 January 2024** yang telah terakreditasi SINTA 5.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An. Ketua LP2M  
Kepala Pusat Penerbitan & Publikasi



  
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## Letter of Acceptance (LoA)



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Website: <https://jurnal.unismuhpalu.ac.id/index.php/IJHES>

### Letter of Acceptance

Date 27 December 2023  
International Journal of Health, Economics, and Social Sciences (IJHES)

Dear Author(s)  
Ayu Sasra, Maghdahelena Tjalla, Zulfah Fakhruddin, Abdul Haris Sunubi, Ambo Dalle

It's my pleasure to inform you that, after the peer review, your paper **ENGLISH TEACHERS' STRATEGY IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN EFL CLASSROOM AT SENIOR HIGH SCHOOLS IN BARRU** has been **ACCEPTED** with content unaltered to publish with International Journal of Health, Economics, and Social Sciences (IJHES) in **Volume 6 Issue 1 (January 2024)**.

Thank you for making the journal a vehicle for your research interests

With regards  
Yours sincerely



*Dr. Ahmad Tani*  
Editor in Chief



## English Teachers' Strategy in Implementing the Independent Curriculum in EFL Classroom at Senior High Schools in Barru

Ayu Sasra<sup>1\*</sup>, Maghdahelena Tjalla<sup>2</sup>, Zulfah Fakhruddin<sup>3</sup>, Abdul Haris Sunubi<sup>4</sup>, Ambo Dalle<sup>5</sup>

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### ABSTRACT

The implementation of Independent Curriculum in English learning in school is a significant step in promoting education that is more student-centered, inclusive and relevant. The curriculum gives opportunity to the students to foster creativity and better English proficiency. This research aims to describe how the implementation of independent curriculum in EFL classroom in accordance to determine the proper teaching strategy that the English teachers apply in the classroom. This research used a descriptive qualitative approach to get the data in the form of interview, observation and documentation. The results showed that English teachers in each school which was the subject of this research used a variety of strategies in teaching English in the classroom. Most of these strategies still used the conventional one even though the learning curriculum has changed. This was due to the lack of knowledge, training, and experience about this independent curriculum. Although the independent curriculum has been launched since February 2022, in fact there were still many schools that have not implemented this curriculum along with teachers who do not understand the intricacies of this independent curriculum.

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## 1. INTRODUCTION

Independent Curriculum is known as a learning approach that prioritizes the advancement of students' decisive reasoning abilities, creativity and Independent. The principles of this curriculum emphasize engaging learning experiences, character development and integration between subjects. With regards to English language learning, the execution of Independent Curriculum provides new challenges and opportunities.

The objectives of implementing Independent Curriculum are to improve students' ability to speak English, develop critical thinking skills, and form an inclusive and creative attitude. The method used in implementing Independent Curriculum in English learning is to integrate the principles of this curriculum into the learning design. Learning activities that prioritize student participation, group discussions, collaborative projects, and problem-based learning are applied in every learning meeting. In addition, the selection of learning materials is also based on contemporary issues and students' needs in communicating in English in everyday life.

The implementation of Independent Curriculum in English language learning in schools is a significant step in promoting education that is more student-centered, inclusive and relevant. The curriculum gives the opportunity to the students to foster decisive reasoning abilities, creativity and better English language proficiency, while connecting learning to real-world issues. Through the execution of Independent

Curriculum, education in Indonesia can produce a generation that is ready to face complex challenges with deep understanding, courageous thinking, and a strong work ethic. On the other hand, the existing curriculum is considered insufficient to improve the quality of education as reflected in the low student learning outcomes indicators. Therefore, the government is more trying to develop a new curriculum to overcome this problem. (Hamdi et al., 2022)

In contrast, the Independent Curriculum is still less mature in its application in the learning process (Almarisi, 2023). Preparation is the starting point for everything, including determining and implementing a policy. In this case, namely the policy of the new curriculum. The lack of preparation for their independent curriculum ultimately makes it difficult for students and teachers to implement the new curriculum. This can be seen especially during the pandemic. Many students have difficulty following lessons. Teachers also have difficulty operating technological devices to deliver material

In other cases, the independent curriculum requires training that is quite long (Ayu Purnamasari S, Muhammad Amin, 2022). Implementing the Independent Curriculum requires greater time and resources than traditional learning methods. Due to the students are given the freedom to organize their own learning, teachers must spend extra time helping students who need additional guidance. Apart from that, this program also requires more resources such as textbooks and equipment.

Aside from that, the obstructions in carrying out the independent curriculum are seen basically in terms of facilities, students and teachers have not yet mastered the independent curriculum. The implementation of new policies must certainly be accompanied by intensive socialization. Without socialization, the parties involved and implementing the policy will most likely not understand the urgency of the policy. Then in the end, the curriculum didn't work well.

This is also a deficiency of the independent curriculum implemented by the government. Socialization is not provided intensively and comprehensively, so there are still disparities in education and information that occur in various parts of Indonesia. This inequality is related to the quality and facilities of educational infrastructure.

Curriculum changes also have an impact on education, especially on students whose achievements are increasingly lower. In fact, these changes can also have an impact on schools, namely that the goals or vision of a school will also be disrupted (Rahmadhani et al., 2022). At certain levels or stages of education, subjects that were previously separated are now combined. This combination may save teaching time, but there are also disadvantages. The weakness is that the learning that students undergo becomes unfocused because at one time they study two different topics. Apart from that, the vision of a school is also in disarray because the allocation of subjects has changed. This is very influential on vocational school level subjects. The lesson allocation from 60% for vocational subjects to 70% and 40% for general subjects was changed to only 30% in this independent curriculum. This decision has a good effect on prioritizing students' vocational abilities, but the consequence is that knowledge generally receives less attention and less optimal.

Based on the result of first observations in November 2022 at SMA Negeri 4 Barru as one of the sample schools, the author found that the school has already used this curriculum. This curriculum is applied for new students who registered as X class students. In reality, this curriculum is still limit to use by every schools due to they used the former curriculum. Based on the English teachers' opinions, there are various kinds of problem experienced in implementing this independent curriculum, especially in learning English. It begins from the difficulty of the students in adapting the methods and strategies taught, even come from the teacher itself.

The teachers who initially had started to master the content of the past educational program, specifically the 2013 educational program, were endure with the emergence of a new curriculum whose content was almost entirely different from the prior one. This also makes it hard for them for they have to rearrange the teaching strategies and methods that are suitable for the students. Though that there are not too much differ, they have to rack their brains in applying the material contained in this new curriculum.

Apart from learning strategies and methods, material changes and learning achievements are further obstacles in applying this new curriculum. She found that in this new one the learning materials to be taught to the students underwent many changes. In addition, learning outcomes also experienced the similar problem. Meanwhile for the students themselves, the one that burden them is they have to go back to study all subjects at school as the students at the beginning of the school year will not be divided into several class majors. They will only get the class direction when they move up to the next level.

From this statement, the researcher wants to see the teacher's strategy as the implementer in the class regarding to the application of independent curriculum, school readiness in preparing for the implementation of the independent curriculum and students' views regarding the application of this curriculum concept to their learning process in the EFL classroom at Senior High Schools of Barru.

## 2. THEORY OVERVIEW

Teaching strategy is a generalized plan for a lesson which include structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy (Gill & ..

2017). Furthermore, Issac described that showing strategies are that way of behaving of the educator which he appears in the class i.e., the improvements of the showing systems, giving appropriate boost for opportune reactions, boring the learnt reactions, expanding the reactions by additional exercises, etc. (Russell, 1980). An instructor is expected to have instructional method, technique, and strategy capabilities. For educational experience to be conveyed all the material more successfully, the educators need a strategy to help the learning experience, and the strategy assumes a significant part in making more viable and dynamic learning with the goal that it makes the students keen on learning. Subsequently, the strategy is vital, claimed and dominated by an educator, and the strategy can likewise help the educator during the time spent material to the students (Siregar et al., 2022).

Muhammad Rashid (Rashid, 2004) explained the teaching strategies as follows; 1) lectures strategy, 2) demonstrations strategy, 3) tutorials strategy, 4) programmed instructions strategy, 5) heuristic strategy, 6) question-answer strategy, 7) project strategy, 8) group discussion strategy, 9) role playing or simulated social skill training.

In the learning process, teachers use some strategies to engage students' interest so that the students will understand learning material. Marzano (Kiftiah, 2019) collected strategies into nine groups as follows: 1) identifying similarities and differences, 2) summarizing and note-taking, 3) reinforcing effort and providing recognition, 4) homework and practice, 5) non-linguistic representation, 6) cooperative learning, 7) getting objectives and providing feedback, 8) generating and testing hypotheses, 9) cues, questions and advanced organizers.

### 3. METHODOLOGY

In this research, the author used a descriptive qualitative approach to get descriptive data in the form of words written or spoken of teacher also behaviors that can be observed (Azizah, 2022). Numerous techniques were utilized to collect the data, including observation, interviews that based on constructivism theory, and documentation. In this research, the author has two purposes. First, the writer wants to describe the implementation of the independent curriculum in the school specifically in the classroom. Second, the writer needs to explain the appropriate strategy to apply in teaching English in the classroom at senior high schools in Barru academic year 2023/2024.

This research conducted at SMA Negeri 2 Barru and SMA Negeri 4 Barru which are located in Barru district, Soppeng Riaja district and Mallusetasi district, Barru Regency, South Sulawesi. These schools work under the supervision of the Ministry of Education and Culture in carrying out its activities. This research will conduct at these schools where the target of the research is the English teachers. Those teachers have taught in all grade in those schools.

The author chose these schools as research sample because they are the educational units that has implemented the independent curriculum in their learning system and also as a guide for the teaching and learning process in the classroom. The English teachers have also attended many trainings and gained a lot of knowledge about implementing the independent curriculum at the school.

### 4. RESULT AND DISCUSSION

In the previous discussion, the author has mentioned the indicators of the implementation of the independent curriculum. In this indicator, several questions were asked to English teachers. However, before asking about these questions, the author wants to know the opinions of the teachers about general matters regarding the independent curriculum and the obstacles faced while implementing this curriculum. The teachers gave different responses. From Asriana's perception as the English teacher of SMAN 4 Barru, the independent curriculum is the curriculum implemented after the Education Unit Level Curriculum (KTSP). This curriculum optimizes the needs of students. Therefore, teachers must know the character of the students before starting the lesson. Before starting the lesson, an initial assessment is held which is called a diagnostic assessment. This assessment will be the answer to knowing students' abilities and needs.

She also revealed that the word Merdeka, which was pinned as the name of the new curriculum, did not mean that students and teachers are freed from the usual learning and teaching tasks, but the independence intended here was that teachers know and better understand the needs of students based on their character. The students would also be more flexible in receiving material from the teacher. One of the characteristics of this curriculum was the P5 program. In this program the teacher chose and determined the theme that would be completed in one semester, while the students can choose what activities they would practice in the P5 program based on the theme given. This was what distinguished the previous curriculum, KTSP, from this independent curriculum.

In contrast to the previous opinion, Asriana revealed various obstacles faced. One of them was that in this independent curriculum, the time allocation for learning English was reduced from the original 4 hours to only 2 hours per meeting. This makes the teachers' teaching time not reach 24 hours. Therefore, they have to search for other hours outside of school. For example, if a school has only 10 study groups with 2 English teachers, then one of the teachers must find for other hours at another schools.

The atmosphere in the classroom was also different. According to her, her teaching style was still the same as in previous years. She still often used conventional strategies, although she has combined them with new ones. However, another obstacle she found was from the students. She said that students become less able to master English because they did not have basic vocabulary.

The second teacher, Nur Hudayah, an English teacher at SMAN 2 Barru, said that the independent curriculum was a very student-centered curriculum. Students who used to be the objects, in the independent curriculum, were now the subjects where they had to be very concerned about learning. She also said that the independence meant by this curriculum was student-centered activities, starting from learning styles and others. In addition, she also revealed that because this curriculum was new to the teacher, she experienced obstacles in mastering its contents. One of them was due to the lack of training and deeper knowledge about the independent curriculum.

The third teacher, Reskianawidyaningsih Wahid as an English teacher at SMAN 2 Barru, also expressed a different opinion. According to her, the independent curriculum was a curriculum given to teachers and students to exercise freedom of expression in learning according to the given theme. She added that in this curriculum the teacher did not teach as usual. In this curriculum the teacher gave a theme and students were asked to respond to what they were able to achieve from that theme.

Apart from the above, Reskiana also revealed various obstacles she faced. The first was that students at the school rarely use Indonesian. The students tend to use the local language, Bugis. Therefore, when she taught the English subject, she found it difficult to provide material. The second one told that students' interest in learning English was still lacking. She said that students still thought that English was not crucial in terms of achieving their goals and jobs in the future because there were still many students who chose local jobs then it made them think that they did not need to learn English.

#### 4.1 Differentiated teaching and learning

In this first indicator, the author emphasized on how the English teachers' strategy in implementing differentiated learning in the classroom. In addition, the author also asked about how the English teachers' strategy in increasing the potential of students' English learning achievements. The author also wanted to know how the English teachers' strategy in managing the results of formative and summative assessments for English learning in the classroom about differentiated learning.

From the results of interviews about differentiated learning, these English teachers expressed a variety of different opinions. According to Asriana, in implementing differentiated learning, she conducted diagnostic assessment at the initial stage. In this diagnostic assessment she gave some questions to the students. According to her, this diagnostic assessment was divided into two, namely cognitive and non-cognitive assessments.

The similar one was also stated by Nur Hudaya. She also used diagnostic assessment to implement this differentiated learning in the classroom especially in English lessons. However, she applied this diagnostic assessment to differentiate students' characteristics. One of them was the students' learning style in the classroom. She arranged a list of questions to be answered by the students by giving a check symbol (√) to the answer that suited them.

From the answers, it could be found that there were some students who have kinesthetic, auditory, and visual learning styles. From these different learning styles, she must prepare teaching materials in kinesthetic forms such as various kinds of outdoor learning for students whose learning styles were kinesthetic. For auditory students, she would prepare teaching materials in the form of MP3s or similar with it. While for visual students, she would prepare teaching materials in the form of videos.

In addition to differentiated learning, the author also asked about the strategies used by English teachers in improving the potential of English learning outcomes. Based on Nur Hudaya's idea, she saw and developed many learning models that she got from the internet where she applied the strategy in accordance with the times and technology. These strategies not only keep up with the times but also favored by the students themselves. Even so, she argued that the strategy was almost the same as the way she has been teaching it in the last 10 years ago. Along with that, according to her, teachers still have to learn about this.

Reskiana was another case. She considered that the strategy in developing the potential of student learning outcomes was determined in terms of knowledge sources. For this reason, she assigned students to find sources of information at home and then presented the results of the search in front of the class. This was because students still restricted in using laptops and cellphones at school, except during certain class hours and must be supervised by the teacher concerned. It was also different with Asriana. In developing potential learning outcomes, the strategy she applied was based on the differentiated learning discussed earlier and also by using the results of the diagnostic assessment.

The author also asked the teachers for their opinions on the strategies they used in managing the results of formative and summative assessments in English language learning. For Asriana, the strategy she used in managing assessment results was to give different treatment at each level. In addition, she assessed how the students behave during the learning process in the classroom. In addition, she also gave some

questions on the spot, which means that the questions are given directly at that time without having to wait for a long time.

Another thing was expressed by Nur Hudaya. She revealed that in managing the results of formative and summative assessments, the grades of daily assignments are taken into consideration. The report card that would be issued at the end of the semester depended on the daily grades. She said this because she has not received sufficient training on formative and summative assessment. Therefore, she mostly looked at students' daily lives in giving assessments. Meanwhile, from Reskiana's side, she has not implemented the management of formative and summative assessment results because she still did not really understand the management procedures.

#### **4.2 The substance of student's competency achievement is simpler, essential and deeper**

In this indicator, the author emphasized on how the English teachers' strategy in measuring the competency standards of graduates in English language learning. The second was how the English teachers' strategy in implementing learning outcomes in English language materials in the classroom. In addition, the author also wanted to know how the English teachers' strategy in preparing learning objectives.

From the results of the interview, the author found several different opinions. For Reskiana, when she wanted to measure graduate competency standards, she looked at the level of students' understanding. She would ask again related to the material presented. From there she could provide an assessment based on the responses given by students.

A different opinion was given by Asriana. She revealed that when measuring graduate competency standards, she provided material based on learning outcomes (CP). The CP explained various materials such as recount text, narrative text and descriptive text. Each material must be given an assessment by paying attention to 4 skills in English learning. Each skill was given different material.

In line with Asriana, Nur Hudaya also adjusted the assessment material based on learning outcomes (CP). This was followed by looking at the flow of learning objectives (ATP) and so on. The determination of the assessment was based on the indicators requested by the material. For example, if the material requested was to produce a text, then that text would be given to students instead.

In addition, the author also asked about how the English teachers' strategy in implementing learning outcomes. On Nur Hudayah's side, determining the competency standards of graduates was related to implementing learning outcomes. In terms of producing procedure text, for example, she said that if you wanted the learning to be more interesting, then adapted it to the learning that students like. Students could make procedure texts in the form of recordings, videos and various other kinds that matched students' interests.

The recording or video would be uploaded to their social media, then that it would become a motivation for other students. The results of the work could also be seen by outsiders other than the school community. In her opinion, this kind of strategy was more interesting than the conventional way that only told the students to write or do assignments in exercise books.

It was different on the Reskiana's side. The strategy in implementing learning outcomes varies. She thought that the strategy used depends on the theme. If you only applied one strategy, students usually felt bored. She also revealed that in this independent curriculum, the learning was determined by theme, one theme in one semester. Even though it was only one theme, it has a lot of material in it. Therefore, the strategies used are also different. For example, some worked in groups, some individually. In addition, she also usually provided competitions with the aim that students could further deepen the English material.

Meanwhile, from Asriana, determining learning outcomes was also aligned with learning objectives. After understanding the learning outcomes, the flow of learning objectives must also be determined. From this flow, then she made the learning objectives.

#### **4.3 The period of fulfilling the learning outcomes is more flexible**

In this indicator, the author asked various questions such as how the English teachers' strategy in providing the best teaching to achieve learning objectives in English materials and how the English teachers' strategy in planning English learning at the beginning of the school year.

The first one came from Reskiana. In providing the best teaching to achieve learning objectives in English learning, students were informed about the learning objectives and targets to be achieved. This would enable the students to focus on the learning objectives. After that, she would return to the first strategy which was asking questions and students providing responses to the questions given.

In contrast to what Asriana said. She said that one of the best ways to teach English material was to provide ice breaking at the beginning and middle of the material if the English subject on a particular day was the last hour of the lesson. This aimed to keep students from getting sleepy and re-energized to learn. In addition, she also usually used other learning media such as cellphones, laptops and LCD to help students translate some unknown vocabulary through the internet. In line with Asriana, Nur Hudayah also used various media to provide the best teaching to students in English learning.

In addition to the best teaching, the author also asked about the teachers' strategy in planning English learning at the beginning of the school year. Reskiana told that the strategy she used in planning learning at the beginning of the year was to increase students' interest in learning by providing various kinds of games as an initial stage. Then afterward she conveyed the importance of using English. In other words, she gave a little introduction to English. Then she would test their ability to speak English by making students spoke English in front of the class.

This was not similar with Nur Hidayah. At the beginning of the school year, she would conduct a diagnostic test to find out the characteristics of each student. Then afterward, she divided the students' ability levels based on the results of the diagnostic test. For example, for students whose learning style was auditory, she made material about music or the like. For students whose learning style was visual, she made materials about movies and the like. For kinesthetic learning styles, students are invited outside the classroom to learn.

On Asriana's part, at the beginning of the school year, she adjusted the material at the beginning of the school year based on the learning outcomes (CP). According to her, in the CP, all the material was already available to be taught. She rather followed what has been regulated by the learning outcome indicators that have been determined in the independent curriculum. The CP provided details of what would be taught in E phase which means for first class and F phase for second and third class.

#### 4.4 Project-based learning

In this indicator, the writer asked about English teachers' strategies in organizing time project allocation for English learning. The author also asked about the English teachers' strategy in implementing this project-based learning. In addition, the author asked about the teacher's strategy in creating innovative, creative and fun learning in English materials.

Nur Hidayah said that she completed the project allocation for English learning in one session. The time used was about 2 weeks for two meetings. However, this time was uncertain. It was based on the topic or project being taught. If the topic was a little arduous, then the time needed could be more than two weeks. For example, when students were assigned to make a news item in the form of a video, then she gave about 3 weeks to complete the material.

Asriana expressed a different opinion. She said that the time allocation used was determined by the theme coordinator. The time used also varies. Usually the time for project-based learning would be done in the middle to the end of the semester. This project-based learning was related to the P5 program. In this program, the theme coordinator made a teaching module and then distributed it to the supervising teacher who has been assigned beforehand. The teacher read the teaching module and then applied it to the students.

Reskiana described that the time allocation for project-based learning quite required a lot of time. She has to set a target in advance where the project must be completed in the specified time. She usually took a month for students to complete the work at home. While at school they would still study as usual, and would be reminded to complete the work at home. Then she did not fully use the time to study as usual but how to double check the purpose of the project, the sustainability and the results of the project.

In addition, Reskiana gave more direction to her students to find their own materials at home. After that, they would present the results of the material in front of the class. Then she has re-explain the material for students who did not understand or for students who were lacking in mastering the material.

The author also asked about the strategies used by teachers in creating innovative, creative and fun learning. Nur Hidayah explained that in creating fun learning, she adjusted the material based on the students' interests and interests. She often employed media such as cell phones, which were owned by each student. The cell phone would be used in doing assignments where the assignments should be uploaded by the students on their respective social media accounts. She thought that students should be more motivated to learn if they operated cell phones that were connected to the internet.

Even so, she still limited the used of these cellphones. She said that the school actually prohibited students from bringing their cell phones or other electronic devices to school. However, for teaching and learning purposes at school, they are allowed to bring them with a note that the teacher who taught the material at that time should be responsible for supervising the collection of students' cellphones after finishing teaching. When they learned English, she allowed the students to use their cell phones and it would be returned after the English lesson was over.

It's different with Reskiana. In making learning innovative, creative and fun, she used materials that students like. For example, if students studied descriptive text, they started from the language features and then discussed the tenses used. She would present the formula and then the students were given a challenge to come to the front of the class to answer the question. If they are successful, she would give rewards for the success of the students who answered the questions. She concerned that every now and then students should be given rewards so that they can be enthusiastic about learning.

Different perception came from Asriana. She revealed that for innovative, creative and fun learning, she often used various media such as cellphones and laptops as tools to create a pleasant classroom atmosphere. Apart from media, she gave various quizzes related to English with the aim of increasing the



students' vocabulary.

From the various opinions stated by these teachers, they used various strategies in teaching English which in accordance with the implementation of the independent curriculum in their respective schools. Even though these teachers encountered various kinds of obstacles, they kept tried to provide material that was required to the needs of students. They hope that the government could facilitate them in improving their quality as educators by providing various kinds of training, thus that the implementation of this independent curriculum could run well and smoothly.

## 5. CONCLUSIONS

Based on the previous research findings and discussion, the author concluded that English teachers in several schools in Barru used various learning strategies in implementing the independent curriculum in their respective schools. In the independent curriculum, learning in the classroom was student-centered. Therefore, these teachers must adjust the strategies that will be used in teaching English and adapt these strategies to the needs and characteristics of students. This was intended that student could understand and mastered the material being taught.

In implementing the independent curriculum, these teachers still experienced many obstacles in understanding the contents of the curriculum. Some of them did not understand how to process formative and summative assessments. This was because there has not been much training and knowledge about this, made it difficult for them to master it. Even so, these teachers are kept trying to hone their skills to provide useful knowledge to the students according to the needs and characteristics of the students.

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