

# Assessing the Preparedness of English as a Foreign Language (EFL) Teachers in Implementing the 2022 National Curriculum at Senior High Schools

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## ABSTRACT

This research aimed to assess the preparedness of EFL teachers for implementing the IKM at senior high schools in Palembang City. The research used mixed methods. Both of the data were collected concurrently. When self-developed and validated questionnaires were distributed and filled in, to know the general overview of the EFL teachers in implementing the IKM. For data triangulation, the interview data was supported by a teaching document in the form of a lesson plan (RPP). The overall result of quantitative data analysis showed that the EFL teachers of SHSs were highly ready in terms of competencies, assessment methods, mindset/attitude, commitment, and teaching resources to implement the IKM. Meanwhile, the analysis of qualitative data indicated that EFL teachers had not yet demonstrated their readiness to implement IKM according to the process standards of IKM teaching. This less-readiness was caused by the provided training, and the workshop was only able to enhance their cognitive aspects, not the practical knowledge required to implement the IKM properly. The findings of this research shed light on policymakers and leaders about the EFL teachers' readiness toward the IKM implementation in Palembang City.

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## 1. INTRODUCTION

As a formal educational institution, the school offers a variety of systematic learning environments that can give students with numerous chances for teaching and learning activities. This can be accomplished through the development and progress of directed students, as well as the facilitation of numerous learning opportunities. According to (Haerullah & Elihami, 2020), the formal education system in the form of schools plays a significant role in accomplishing national education goals. All of this is organized in a manual called a curriculum, which, according to Khoirurrijal (2022, p.1), acts as a foundation for carrying out the learning process. Schools, as formal education units, create diverse and systematic learning settings for the many various activities that students participate in, particularly an environment that can facilitate additional opportunities. As a result, the necessary objectives can be met

through the growth and development of pupils who are encouraged and directed. The curriculum utilized in the teaching and learning process influences all aspects of education.

According to a UNICEF Institute education survey report, only about 60% of students in Indonesia have a high interest in learning, while the rest are still low, with as many as 26% showing low interest in learning and 14% showing low interest in learning. According to this survey, there are still many students in Indonesia who are interested in learning. As a result, they are less motivated to study and have lower graduation rates in school.

Many curriculum changes have occurred in Indonesia as a result of the flow of time, or it could be due to other factors such as changes in leaders, including the minister of education, evaluation of the previous curriculum, which was deemed ineffective, and so on. Various issues that arise during curriculum preparation must be thoroughly studied and analyzed. According to Rahayu et al. (2022, p.2), to fulfil educational goals as effectively as possible, the curriculum must be structured according to what is required by today's society and directed by the increasingly rapid changes in time. From the 1952 curriculum to the current autonomous curriculum, Indonesia's curriculum has seen various adjustments and developments in its implementation.

According to Law of the Republic of Indonesia No. 2 of 1989, Chapter I, Article 1, "education is a conscious effort to prepare students for their future roles through guidance, teaching, and/or training activities." Education implementation strategies include training, guidance, and teaching (Abdillah-Dalimunthe, 2016). It might be read that education is a means of enabling students to adapt optimally to their environment, with the ability to effect changes in students and improve society through the way teachers intervene with students.

Based on what has been stated above, the curriculum plays a critical part in the educational system's ability to produce an inventive, creative, and dependable generation with a feeling of responsibility. The curriculum includes instructional materials, procedures, content, and learning objectives, which are a collection of learning plans that will be utilized as a guide during teaching and learning activities to fulfil national education goals. According to Khoirurrijal, (2022, p.3), the curriculum is a design file that contains learning methods and tactics that can be developed later; goals to be achieved; what materials and learning experiences students must carry out; evaluation materials that are useful to see goal achievement.

The evolution of curriculum development has seen several milestones: starting in 1947 and progressing through 1964, 1968, 1973, 1975, 1984, 1994 (with a revision), and subsequent years like 2004 (KBK, Competency-Based Curriculum), 2006 (KTSP, School-Based Curriculum), and 2013 (Kurtilas). Following revisions to the 2013 curriculum, Indonesia has now introduced a new curriculum known as the independent curriculum (Ananda & Hudaidah, 2021). This curriculum, as described by Khoirurrijal et al. (2022), serves as a flexible learning framework with various extracurricular learning systems. It is designed to allow students ample time to delve into conceptual learning and develop competencies.

Nadiem Makarim, a minister of education, was the driving force behind the curriculum shift to an autonomous study curriculum. The emphasis of the autonomous learning curriculum is on student independence. According to Indarta et al. (2022), a sense of independence implies that pupils have the freedom to access various types of knowledge obtained through non-formal or formal education. The independent curriculum allows children to learn freely by not imposing constraints on the notion of teaching and learning that occurs; it can be done both outside and inside the school, and creativity is encouraged for both students and teachers.

The Curriculum Merdeka prioritizes integrated learning within the curriculum, ensuring sufficient time for students to delve into concepts and enhance their skills. This initiative, part of Indonesia's Ministry of Education, Culture, Research, and Technology, aims to address the ongoing educational challenges exacerbated by the pandemic. It also serves as an assessment of the 2013 Curriculum (Indarta et al., 2022).

Teachers in the Merdeka Belajar Curriculum have the option to choose the teaching gadgets used during learning so that they can alter the learning demands and interests of students' talents during the teaching and learning process. The Merdeka Belajar curriculum strives to strengthen the Pancasila student

profile, which has been expanded based on certain themes and ideas implemented by the government as a whole. So that the required learning can be obtained without being bound by the knowledge accessible in the subject.

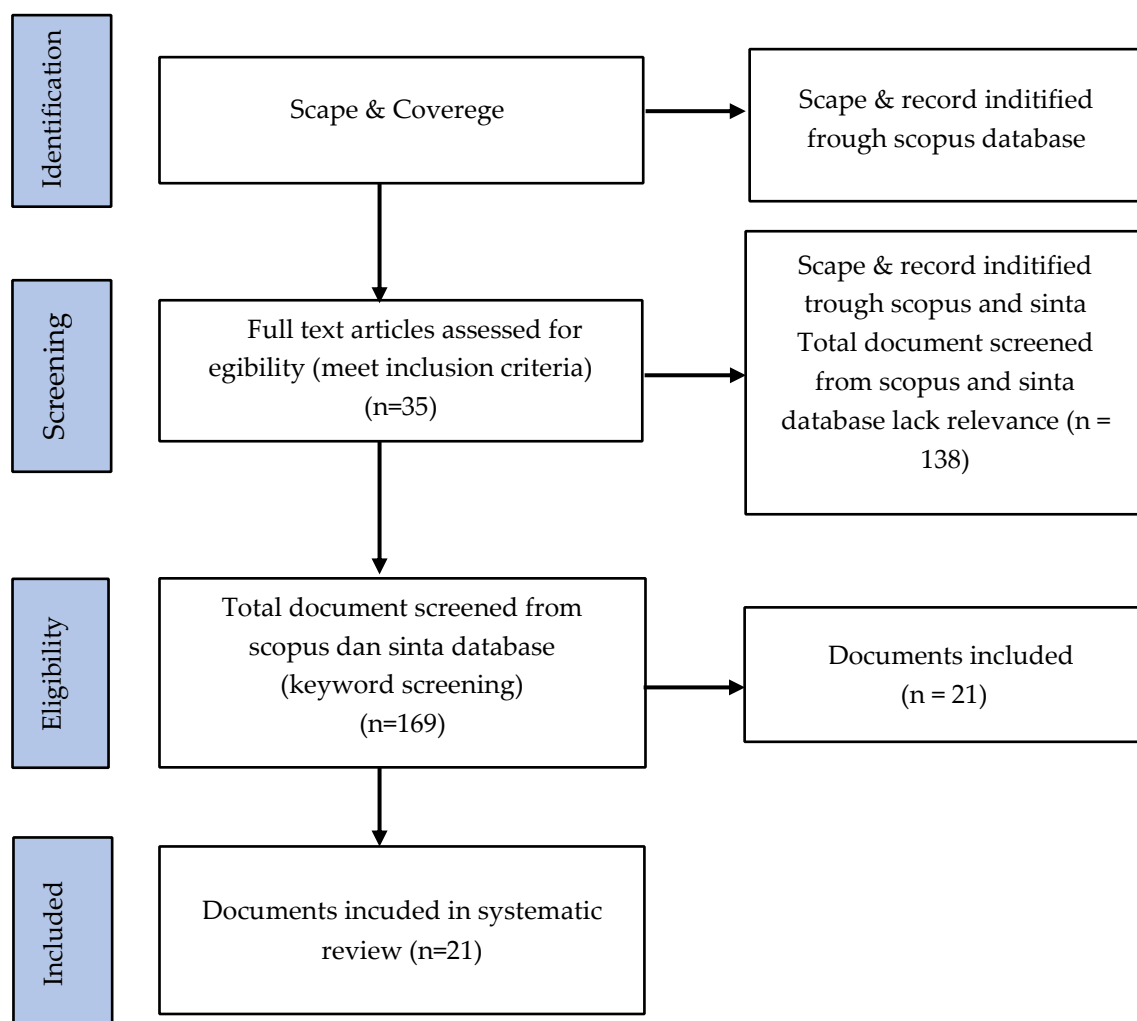
The Merdeka Belajar curriculum strives to strengthen the Pancasila student profile, which has been expanded based on certain themes and ideas implemented by the government as a whole. So that the required learning can be obtained without being bound by the knowledge accessible in the subject. In terms of implementation, the Merdeka Belajar curriculum stresses the creation of student character, so that teacher evaluation is not restricted to ranking based on academic competence. However, this program also emphasizes how learners' talents are. Because, in essence, students have abilities that are exclusive to their areas. This curricular policy is intended to produce competent students with positive social attitudes who can contribute to the community (Marisa, 2021, p. 72)

As a result, it is possible to conclude that the Independent Learning Curriculum is a new policy issued by the Ministry of Education and Culture as a form of evaluation of the 2013 curriculum, intending to strengthen the competence of students' talent interests by their abilities, as well as the achievement of the Pancasila student profile. Furthermore, teachers have the opportunity to choose various teaching technologies used in learning based on the needs of their students.

Utilizing a systematic review is deemed appropriate for this study due to its compatibility with a smaller dataset, enabling manual review. Additionally, this method guarantees a well-organized, stringent, and reproducible literature review process, facilitating an objective evaluation of search outcomes while mitigating bias (Cooper et al., 2016). The 21 articles found will then be clustered into 5 points in answering the research question as follows: Based on the research topic, the researcher develops the following research questions: (1) What do the teacher level preparedness toward implemented emancipated Curriculum, (2) How do prepared English as a foreign language (EFL) English teacher's experience in Palembang to implement the emancipated curriculum, (3) What do the level of teaching pedagogical competency EFL teachers use in classroom teaching, (4) What teaching resources do the EFL teachers use to implement the emancipated curriculum, (5) What assessment methods do EFL teachers use to assess their students' progress, (6) What are the differences between of English teachers' certification with Guru Penggerak, and (7) What are the differences of implementation in emancipated curriculum English teachers based on training attendance?

## 2. METHODS

In this study, PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) was employed as the systematic review methodology to thoroughly examine relevant literature pertaining to a clearly defined research question. PRISMA enabled the application of specific criteria for including and excluding studies, ensuring the identification of pertinent reports for synthesis. The search was conducted within the Scopus database, widely recognized for its extensive coverage of academic literature, encompassing over 50 million records from various publishers (Cooper et al., 2016). Due to the widespread use of the Scopus database in Malaysian universities, including our own institution, it was selected as the primary source of data. The selection criteria focused on articles that fit within the study's scope, which centered on the readiness of EFL teachers within the context of Kurikulum Merdeka. Figure 1 provides an overview of how PRISMA was utilized as the search strategy in this research.



**Figure 1.** PRISMA flow diagram for screening articles in journal

The chosen articles undergo a meticulous examination, from which the following information is extracted: (1) author(s) and year of publication; (2) title; (3) school level; (4) methodology; and (5) main reported findings. Subsequently, the literature is coded and categorized into four research clusters to facilitate in-depth analysis, employing a predatory reading approach. The research clusters identified are as follows: (1) EFL teachers competency use in classroom teaching; (2) assessment methods of EFL leachers use to assess their students' progress; (3) the attitude/mindset of EFL teachers toward the basic instructional principles of the Curriculum Merdeka English Curriculum (IKM), (4) the commitment the EFL teachers implement the Curriculum Merdeka English Curriculum (IKM), and (5) teaching resources of the EFL teachers use to implement the Curriculum Merdeka English Curriculum (IKM).

### 3. FINDINGS AND DISCUSSION

#### 3.1. General findings and background of the study

By employing PRISMA, this study enhances the organization and classification of articles into overarching themes. The diagram illustrates a clear flow that delineates the steps of identification and screening, ensuring adherence to the review's criteria for eligibility, inclusion, and exclusion within its defined scope. Systematic review methodology provides a structured approach to analyzing background literature, minimizing biases that may arise in narrative analyses alone (Pittaway et al., 2004). Given the emerging status of systematic reviews in this field and the abundant avenues for future research, this study endeavors to make a substantial contribution to the existing literature.

In the ever-evolving landscape of education, adapting to new curricular paradigms is essential to ensure that students receive a well-rounded and up-to-date learning experience. The year 2022 marked a significant juncture in the educational journey of many nations, with the introduction of the National Curriculum serving as a hallmark of innovation and progress. One of the pivotal subjects affected by this change is English as a Foreign Language (EFL), which plays a crucial role in equipping students with the language skills necessary for global communication and success.

The 2022 National Curriculum represents a comprehensive reform aimed at modernizing the educational framework, aligning it with contemporary global standards, and fostering critical thinking, creativity, and adaptability among students. This transformative shift in curriculum design and pedagogy requires the active participation and preparedness of educators, particularly EFL teachers in senior high schools.

The effectiveness of any educational reform depends not only on the curriculum itself but also on the readiness and capacity of teachers to implement it successfully. EFL teachers, in particular, face the challenge of aligning their teaching methodologies and approaches with the objectives and principles of the 2022 National Curriculum. This transition necessitates a re-evaluation of their instructional practices, professional development, and pedagogical resources.

This study seeks to examine the readiness of EFL teachers in senior high schools to implement the 2022 National Curriculum. It aims to explore the extent to which these educators have adapted to the new curriculum, identify potential challenges they may encounter, and assess the support and resources available to them. By understanding the preparedness of EFL teachers, this research contributes to the ongoing dialogue surrounding curriculum reform, teacher professional development, and the enhancement of English language education in senior high schools.

In the following sections, we will delve into the context of the 2022 National Curriculum, the specific challenges faced by EFL teachers, and the methodologies employed to assess their readiness for its implementation.

**Table 1.** Summary Table of Literature

Author/s (Year)	Title	Sample	Methodology
<b>RQ1: What the teacher level preparedness toward implemented Emancipated Curriculum?</b>			
Brown, A. L., Myers, J., & Collins, D. (2021).	How pre-service teachers' sense of teaching efficacy and preparedness to teach impact performance during student teaching.	Participants were 81 pre-service teachers in a teacher education programmer preparing them to teach children in preschool through grade 6.	mixed-methods
<b>RQ 2: How prepared are English as a Foreign Language (EFL) English teacher's Experience in Palembang to implement the Emancipated Curriculum?</b>			
Sulistiyo, U. (2016).	English language teaching and EFL teacher competence in Indonesia	Documents literature study reviewed	Analysis review
Sudimantara, L. B. (2023).	Perspectives and Experience of Indoneis Pre-Service English Teachers in Developing Digital Learning	12 English teachers	Qualitative Design
<b>RQ 3: What competency do EFL teachers use in classroom teaching?</b>			
Aulia, V. (2021).	Ways of EFL Teachers in Developing Their Pedagogical Competences		Descriptive Design
Kabilan, M. K., & Khan, M. A. (2012).	Assessing pre-Service English language teachers' learning using e- portfolios: Benefits, Challenges and competencies	Computers Education	& Qualitative Study

Cheng, L., Rogers, T., & Hu, H. (2004).	ESL/EFL instructors' classroom assessment practices purposes, methods, and procedure	Liyang Cheng Queen's University	Comparative Survey
RQ 4: What teaching resources do the EFL teachers use to implement the Curriculum Merdeka English Curriculum (IKM)?			
Nurfadila, A., Mahyuni, M., Sujana, I. M., & Arifuddin, A. (2023).	Problems in the Implementation of Independent Curriculum (IC) A Case Study at SMAN 1 Masbagik in Academic Year 2022/2023	three English teachers and five students	The qualitative case study method
Bangkara, B. A., Manullang, S. O., Pratiwi, E. Y. R., Husen, N., & Sabtohadhi, J. (2022).	Rethinking the" Kurikulum Merdeka for Learning": From Document Design to Implementation and Achievement	Literature Review Documents Analysis	Qualitative Method
Liu, M.-Hui & Kleinsasser, R. (2015).	Exploring EFL teachers' knowledge and competencies: In-service program perspectives.	Six English Teachers	Mix Method
Walukow, M. R., Naharia, O., Wullur, M. N., Sumual, S. D., & Monoarfa, H. (2023).	Implementation of Merdeka Belajar Policy: Constraints in the Pancasila Students Profile Strengthening Project.	25 teachers teaching in Grade X	Qualitative Method with Case Study Approach
Adiningtyas, A., & Rahayu, E. Y. (2023).	Vocational High School Teachers' Perception of Teaching Modul (Modul Ajar) in Merdeka Curriculum, 2023	5 Vocational English Teacher	Qualitative Research
Hismanoglu, M., & Hismanoglu, S. (2011).	Task-based language teaching: What every EFL teacher should do.	3 English Teachers	Qualitative Research with Case Study Approach
Habibi, A., Razak, R. A., Yusop, F. D., & Mukminin, A. (2019).	Preparing future EFL teachers for effective technology integration: What do teacher educators say.	138 Teachers	Mix Method
Saputri, K., Hidajati, E., & Budiyanto, D. (2023).	The Readiness of EFL Teachers on Implemented of IKM of 2022 National Curriculum in Senior High School.	12 English Teacher	Qualitative Research Design
RQ 5: What assessment methods do EFL teachers use to assess their students' progress?			
Swaie, M., & Algazo, M. (2023).	Assessment purposes and methods used by EFL teachers in secondary schools in Jordan	54 Secondary Teachers	Two-stage mixed methods design
Balinas, E. S. (2016).	English Teachers Classroom Assessment Practices	48 Filipino and Indonesian junior high school English teachers	Mix method design
Permatasari, A. D. A., & Siswati, B. H. (2023).	Validity Test of Moodle-Based Digital Assessment to Measure Science Literacy Skills in Environmental Pollution Material	4 Lecturers	4D Design

RQ 6: What are the differences of English Teachers Certification and Guru Penggerak and who are not?			
Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023).	Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka Di Sekolah Dasar	1 Kepala Sekolah dan 6 Guru Penggerak	kualitatif dengan jenis fenomenologi
Tricahyati, S., & Zaim, M. (2023).	English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang	13 junior high school English teachers from eight piloting schools (Sekolah Penggerak) in Padang	Quantitative Analysis
RQ 7: What is the commitment of the EFL teachers to implement the Curriculum Merdeka English Curriculum (IKM)?			
Tricahyati, S., & Zaim, M. (2023).	English Teachers' Readiness in Implementing of 'Merdeka Belajar' Curriculum in Teaching English at Junior High School in Padang	13 junior high school English teachers from eight piloting schools (Sekolah Penggerak) in Padang	Quantitative Analysis
Samson, J. F., & Collins, B. A. (2012).	Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness.	12 English Teacher	Qualitative Research Design

### 3.2. Emancipated Curriculum

The Emancipated Curriculum provides diverse extracurricular activities and enriched content, aiming to allow students extensive opportunities to deepen their conceptual grasp and enhance their competencies. This curriculum is applicable across all levels including Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP), Senior High School (SMA), Vocational High School (SMK), Special English Education, and Equality Education modules.

The results showed that even though some schools did not use the Emancipated Curriculum, most of the instructors who took part in the study were confused even though they had access to external seminars and platforms offered by the government. Moreover, curricular modifications were frequently self-financed in schools, which put a great deal of strain on instructors and administration. Additionally, little was known about the emotional support networks available to educators throughout this change.

Thus, the Emancipated Learning Curriculum is built on several foundations, including philosophical foundations (reasons that describe the basic views of policymakers), sociological foundations (related to social interaction), theoretical foundations (based on existing theories / sciences), historical foundations (about previous curricula experience or development), and juridical foundations (legal provisions issued by the government). Furthermore, the foundation is designed to assure fairness, conformance, and not to be abused.

There are several differences that stand out between the 2013 curriculum and the Emancipated Curriculum. Among them, the 2013 curriculum is designed based on the national education system and national education standards. The time allocation carried out by the 2013 curriculum conducts routine learning per week by prioritizing classroom activities. Assessment in the 2013 curriculum is divided into 3 assessments, namely assessment of attitudes, knowledge, and skills. In the 2013 curriculum using Minimum Completeness Criteria (KKM), this curriculum also uses the term RPP (Learning Implementation Plan). The Emancipated Curriculum has special characteristics in its application, including: the learning activities carried out add the development of Pancasila student profiles which make the allocation of learning time more flexible. Curriculum Assessment based on the learning process. The assessment carried out by the Emancipated Curriculum does not conduct KKM assessments, but uses the term KKTP (Criteria for Attainment of Learning Objectives), in this

curriculum it uses the term Teaching module for learning implementation guidelines (Nugroho & Narawaty, 2022, pp. 373–382).

### 3.2.1 EFL Teachers Competency

EFL (English as a Foreign Language) teacher competency refers to the combination of knowledge, skills, attitudes, and behaviors that enable educators to effectively teach English language learners in contexts where English is not the primary language of instruction. It encompasses linguistic proficiency in English, pedagogical knowledge and skills specific to teaching English language learners, cultural competence, classroom management skills, and ongoing professional development.

### 3.2.2 Focus on Language Proficiency

During the specified period, there was an emphasis on EFL teachers' linguistic proficiency in English. Research highlighted the importance of teachers' own language proficiency as a factor influencing students' language learning outcomes (Burroughs et al. 2019).

### 3.2.3 Pedagogical Training

Studies underscored the need for EFL teachers to receive specialized pedagogical training to effectively address the unique needs of English language learners. Professional development programs and teacher education initiatives focused on equipping teachers with evidence-based instructional strategies and methodologies tailored to the EFL context (Darling-Hammond & Richardson, 2019).

### 3.2.4 Cultural Competence

Increasing attention was given to the development of EFL teachers' cultural competence to better serve diverse student populations. This included understanding students' cultural backgrounds, adapting instruction to be culturally responsive, and fostering inclusive learning environments (Yıldırım, 2019).

### 3.2.5 Technology Integration

The integration of technology in EFL instruction became more prevalent during this period. EFL teachers were encouraged to incorporate digital tools and resources to enhance language learning opportunities, provide personalized feedback, and facilitate communication and collaboration among students (Khatoony & Nezhadmehr, 2020).

### 3.2.6 Reflective Practice

There has been an increasing focus on the significance of reflective practice within the EFL teaching community. Teachers are encouraged to systematically reflect on their teaching methods, actively solicit feedback from both colleagues and students, and consistently refine their instructional strategies to better cater to the needs of English language learners (Rozimela & Tiarina, 2018).

The EFL teachers who eventually became participants had not yet demonstrated that they were prepared to apply IKM in accordance with national education standards. Stated differently, they continued to be in the contemplative stage (preparing) that some EFL teachers in schools plan to leave behind. They are still working to correctly execute the Emancipated Curriculum in accordance with the national curriculum. The findings of this study can therefore be utilized as a guide to raise the skills of EFL teachers, which in turn raises the competencies of students.

Based on the result of the literature research, the researcher concluded the research as follows: (1) It is advisable to conduct an observation to confirm the divergent result of quantitative and qualitative data analysis. (2) It is possible to conduct experimental research to know how the KI3 is implemented in the class. Even though it is easy to get knowledge about the implementation of Emancipated Curriculum through the internet or literature, it is a bit complicated to apply the knowledge. People

say "it is easy to say but difficult to do". (3) Further research a conduct the same research design with different participants in South Sumatera, for instance, Vocational High School EFL teachers, principals, and or instructor. (4) It is also possible for other researchers to conduct the same research design with different subjects, For example mathematics teachers, and instructors. (5) It would be very challenging when it is conducted on a larger scale by involving more schools in regencies. (6) Further research can conduct the same research design in other regencies.

Moreover, it is a big idea when (1) there will be more EFL teachers raining, workshops, and MGMP to enhance competencies of EFL teachers theoretically and practically. (2) there should be a stringent policy that forces EFL teachers to commit with their commitment to implementing the Emancipated Curriculum properly in line with the national education standard. (3) there should be stringent supervision to ensure that EFL teachers implement the Emancipated Curriculum properly.

Furthermore, instruments of soft skills suggested are feasible to be used since there is no provided instrument yet. There are two types of instruments proposed and the EFL teachers freely choose the appropriate one. Finally, EFL teachers are also suggested to strengthen their commitment to apply the Emancipated Curriculum and improve their teaching attitude to designate the basic principles of Emancipated Curriculum instruction.

### 3.2.7 Teachers' Experience

Teachers' experience refers to the accumulation of knowledge, skills, insights, and expertise that educators gain over time through their professional practice in the classroom. It encompasses both formal and informal learning experiences, reflections on teaching practices, interactions with students and colleagues, and ongoing professional development efforts.

### 3.2.8 Mentoring and Collaboration

There was a growing recognition of the importance of mentoring and collaboration in supporting teachers' professional growth and development. Experienced teachers often played mentoring roles for novice educators, providing guidance, sharing best practices, and offering emotional support (Darling-Hammond & Richardson, 2019).

### 3.2.9 Teacher Leadership

During this period, there was an increasing emphasis on empowering experienced teachers to take on leadership roles within their schools and districts. Teacher leadership initiatives aimed to leverage the expertise of veteran educators to drive school improvement efforts, mentor colleagues, and advocate for effective educational policies and practices (Zahed-Babelan et al. 2019).

### 3.2.10 Reflective Practice

Reflective practice remained a cornerstone of teachers' experience during this timeframe. Experienced educators engaged in systematic reflection on their teaching practices, seeking to identify areas of strength and areas for growth, and adjusting their instructional approaches based on feedback and evidence of student learning (Postholm, 2018).

### 3.2.11 Professional Learning Communities

Professional learning communities (PLCs) continued to be a prevalent model for supporting teachers' experience. PLCs provided opportunities for educators to collaborate, share resources, analyze student data, and engage in ongoing professional learning and inquiry to improve teaching and learning outcomes (Huijboom et al., 2021).

### 3.2.12 Technology Integration

As technology continued to play an increasingly prominent role in education, experienced teachers explored innovative ways to integrate technology into their instructional practices. They leveraged digital tools and resources to enhance student engagement, differentiate instruction, and provide personalized learning experiences (Akram et al. 2022).

Experience is the understanding or proficiency in a subject gained via involvement in or exposure to it. It is the mastery of a technique or field of knowledge attained over months or years of hands-on training. Experience is the skill or knowledge that one acquires via prolonged engagement in a particular task or activity. Teachers' experiences can have an effect on how well they perform., according to Lai (2018) and Burroughs et al. (2019), teaching experience refers to the duration a teacher has spent in the profession of education. Factors such as tenure, expertise, and professional abilities are considered in gauging this experience. The quality of teaching activities often aligns with the depth of teaching experience, which greatly influences the effectiveness of the educational journey. Varied levels of experience among teachers are typically evident in the duration they have worked in the field.

According to Burroughs et al. (2019), a teacher's experience plays a pivotal role in both their professional journey and their effectiveness in the classroom (Rakib et al., 2017). The distinction between a seasoned educator and a novice lies in their tenure within the profession, with longer-serving teachers typically possessing more extensive experience (Rakib et al., 2017). Furthermore, research indicates that as teachers gain more experience, they tend to employ a wider range of teaching strategies, fostering interactive and enjoyable learning environments for students.

Junior teachers have less experience than senior teachers. Senior teachers are viewed as more mature and steadier, making them less prone to mental stress. While years of experience have a linear association with teaching quality, research reveal that talents and effectiveness vary, resulting in varying teaching performance. Observable instructor attributes, such as education and experience, do not predict increased productivity.

Typically, across various industries, the number of years spent in a role is acknowledged as a significant factor in human resource planning. This acknowledgment often influences decisions regarding salary, benefits, and advancement opportunities. The underlying idea is that as individuals gain experience over time, their expertise, skills, and overall performance tend to increase.

Emancipated Curriculum is a curriculum that emphasizes various intra-curricular learning and optimizes content so that students have ample time to explore concepts and improve competencies. The Emancipated Curriculum is part of the Ministry of Education, Culture, Research, and Technology's efforts to overcome Indonesia's long-standing learning crisis caused by the existing pandemic; it is also a form of evaluation of the 2013 Curriculum (Indarta et al. 2022).

Teachers in the Emancipated Curriculum have the option to choose the teaching gadgets used during learning, so that they can alter the learning demands and interests of students' talents during the teaching and learning process. This curriculum is also an option for all elementary, junior high, and high school educational units that are ready to apply the Independent Learning Curriculum policy.

The Emancipated Curriculum strives to strengthen the Pancasila student profile, which has been expanded based on certain themes and ideas implemented by the government as a whole. So that the required learning can be obtained without being bound by the knowledge accessible in the subject. In terms of implementation, the Emancipated Curriculum stresses the creation of student character, so that teacher evaluation is not restricted to ranking based on academic competence. However, this program also emphasizes how learners' talents are. Because, in essence, students have abilities that are exclusive to their areas. This curricular policy is intended to produce competent students with positive social attitudes who can contribute to the community (Marisa, 2021, p. 72).

As a result, it is possible to conclude that the Independent Learning Curriculum is a new policy issued by the Ministry of Education and Culture as a form of evaluation of the 2013 curriculum, with the goal of strengthening the competence of students' talent interests in accordance with their abilities, as well as the achievement of the Pancasila student profile. Furthermore, teachers have the opportunity to choose various teaching technologies used in learning based on the needs of their students.

Curriculum development that functions effectively rests upon foundational principles. Philosophically, the independent curriculum is guided by Pancasila, the ideology of the Indonesian state, serving as a primary framework for the Free Learning Curriculum policy. This aims to achieve goals and foster human development grounded in ancestral, academic, and communal values (Muslikh, 2020, p. 40-46).

Sociologically, education is rooted in the nation's cultural fabric, aimed at advancing both current and future societal life. Moreover, by addressing the needs of educators who facilitate opportunities for students to realize their full potential and excel, while nurturing balanced development of spiritual, social, emotional, and intellectual intelligence, the psychological basis of education is fortified. Thus, education is envisioned as nurturing a generation of high quality across both academic and non-academic domains.

A good curriculum's theoretical conceptual underpinning pertains to standard-based education, also known as outcome-based education and outcome-based curriculum. The Emancipated Curriculum uses national standards as the minimal quality that graduates (graduate learning outcomes), material, processes, assessments, instructors, education personnel, infrastructure, management, and education financing must meet. Which is intended to attain spiritual, social, knowledge, and skill educational goals.

As a researcher, I've found that age significantly influences teachers' professional experiences, as younger educators typically have less tenure compared to their more seasoned colleagues. Senior teachers are often seen as possessing greater maturity and emotional resilience, making them better equipped to handle the pressures of teaching. While there's a general association between years of teaching experience and instructional quality, research indicates variations in the skills and effectiveness of teachers, resulting in differing teaching performances. Interestingly, observable teacher traits like educational background and experience don't consistently translate into improved productivity.

Regarding the Merdeka Curriculum, it offers a diverse learning approach that prioritizes varied intra-curricular content to enhance student engagement and provide ample time for exploring concepts and building competencies. Teachers within this framework are given flexibility in choosing from a range of teaching methods to address the unique learning needs and interests of their students. The curriculum includes projects aimed at fostering the Pancasila student profile, centered around government-defined themes. These projects focus on holistic development rather than achieving specific academic targets, thus not confined to subject-specific content.

Central to the Merdeka Curriculum is "Merdeka Belajar" (Freedom to Learn), which empowers students to pursue their interests and talents. For instance, if siblings within a family have different interests, assessment criteria are adjusted accordingly to ensure that students aren't compelled to engage with subjects they dislike. This approach promotes autonomy and independence for both students and educational institutions. The Merdeka Curriculum is applicable across various educational levels, including early childhood education, primary, secondary, vocational, special education, and inclusive education settings.

#### 4. CONCLUSION

The study likely investigates the preparedness of English as a Foreign Language (EFL) teachers in implementing the new IKM (likely an educational framework or methodology) as part of the 2022 National Curriculum in senior high schools. Based on common themes in educational research, several conclusions can be drawn: (1) Training and Professional Development: The readiness of EFL teachers is significantly influenced by the amount and quality of training they receive. Effective professional development programs are crucial in helping teachers understand and adopt new curriculum frameworks. (2) Resource Availability: Access to appropriate resources, including textbooks, technological tools, and teaching aids, is essential for successful implementation. The readiness of teachers may be compromised if these resources are insufficient or unavailable. (3) Support Systems: The presence of strong support systems, such as mentorship, collaborative planning sessions, and

administrative backing, can enhance teachers' confidence and capability in implementing new curriculum changes, (4) Teacher Attitudes and Beliefs: Teachers' attitudes towards the new curriculum and their beliefs about its effectiveness can impact their readiness. Positive attitudes and a belief in the curriculum's potential benefits for students can facilitate smoother implementation. (5) Challenges and Barriers: Common challenges might include resistance to change, lack of time for preparation, and adapting to new teaching methodologies. Addressing these barriers through strategic planning and support is essential. (6) Assessment and Feedback: Continuous assessment and feedback mechanisms help teachers adjust and improve their teaching practices to be in line with the new curriculum requirements.

In summary, the readiness of EFL teachers to implement the IKM of the 2022 National Curriculum in senior high schools depends on multiple factors including training, resource availability, support systems, teacher attitudes, and effective feedback mechanisms. Ensuring these elements are in place can significantly enhance the successful adoption and implementation of the new curriculum.

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