

The Readiness of EFL Teachers on Implemented of IKM of 2022 National Curriculum in Senior High School

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Abstract: These rapid changes did not give opportunities to EFL teachers to optimize their knowledge, mindset, commitment, and competences they had such as pedagogic, personal, social, and professional. When the majority of EFL teachers had not mastered yet how to implement the current curriculum at Senior High School's (SHS's) in South Sumatera, Palembang City, the new curriculum came. Thus, the implementation of the IKM at SHS's in South Sumatera Palembang City varied. Some schools implemented the IKM only to class X, and K13 class XI and XII, and to class X, XI and XII. This situation indicated that there was a variation of readiness of EFL teachers in implementing the IKM. The result of the research showed that EFL teachers who became the participants of this research had not shown their readiness yet to implement the IKM following the national education standard. In other words, they remained in the contemplation stage (getting ready) in which EFL teachers in South Sumatera intend to change. They are still trying to implement the IKM properly in line with the national education standard. Thus, the result of this research can be used as a reference to improve EFL teachers' competencies that affects the students' competencies improvement.

Keywords: EFL Teachers, National Curriculum IKM, Readiness

A. Introduction

Education is essential. The influence of schooling has an effect on a person's character. A person's character might signify the type of education that person obtains. According to Marisa (2021), education is an effort made by individuals to be able to educate in order to grow the potential that exists within them, which is done in a planned and intentional manner and includes effective teaching and learning 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 in their environment, with the ability to effect changes in students and improve society through the way teachers intervene with students.

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. The formal education system in the form of schools plays a significant role in accomplishing national education goals. This can be accomplished through the development and progress of directed students, as well as the facilitation of numerous learning opportunities. All of this is organized in a manual called a curriculum, which according to Khoirurrijal et al. (2022), 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 used in the teaching and learning process shapes everything.

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 fulfill national education goals. According to Khoirurrijal et al. (2022), 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; and concrete action of what has been designed. The curriculum has a part in determining one's experience as well as the type and quality of knowledge in reaching a better life and existence.

Reform and development of the times are two factors that impact curricular reform. According to Khoirurrijal (2022), the curriculum needs to be broadened and adjusted again in order to be in line with the movement of technology and science that is increasingly emerging and development carried out by the community. Many countries have actively developed and innovated their educational curricula in response to the times' rapid development. 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), in order to fulfill educational goals as effectively as possible, the curriculum must be structured in accordance with 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, the curriculum in Indonesia has seen various adjustments and developments in its implementation.

The curriculum development journey began in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (curriculum revision 1994), 2004 (KBK, Competency-Based Curriculum), 2006 (KTSP, Education Unit Level Curriculum), 2013 (Kurtilas) due to revisions in the 2013 curriculum, and now a new curriculum called the independent curriculum (Ananda & Hudaidah, 2021). According to (Khoirurrijal et al., 2022), the independent curriculum is a learning guideline that has a variety of intracurricular learning systems, and the content offered is more ideal since students have enough time to deepen learning concepts and build 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 autonomous curriculum emphasizes creativity and freedom. This curriculum was developed in order to establish a flexible curriculum that focuses on necessary information while also building students' competencies and characteristics. According to (Kurniati et al., 2022), there are three main characteristics in the independent curriculum, namely in the development of soft skills and character of Pancasila students, the teaching and learning process is focused on projects; so that students have sufficient time to deepen the subject matter and basic competencies such as numeracy and literacy, the material is focused on the essential; and teachers.

Learning in an independent curriculum is primarily intended to aid in the development of students' interests and creativity through a variety of methods, interaction patterns, and experiences during teaching and learning. Learning interest is one of the factors that influence the success of an educational process. This is due to the fact that interest is the first factor that has a significant impact on activities and success in learning, as well as the development of students' potential. According to Fuad & Zuraini (2016), the function of interest in the teaching and learning process is critical; if students are not interested in themselves and are not paying attention to what is being learnt, it makes it tough for students to endure and achieve their full potential in the learning process. Muliani & Arusman (2022) also claim that the role of interest in a person can cause the individual to like and connect to what is done without any force. According to Nurhasanah & Sobandi (2016), enthusiasm in learning has a significant and beneficial influence on learning outcomes. As a result, it might be read that if interest in learning and learning results go hand in hand, if one increases, the other will also increase, and vice versa.

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 that are interested in learning. As a result, they are less motivated in studying and have lower graduation rates in school.

Pancasila Education is one of the numerous things that must be learned in school. Pancasila Education is a scientific field that makes the greatest contribution to bringing meaning to life in the smallest to largest environments, namely society, nation, and state. According to Baehaqi (2020), the purpose of learning Pancasila Education is to instill in students a critical, active, creative, and rational mindset as well as a sense of responsibility when living in society, nation, and state. Pancasila Education is also expected to develop a democratic and positive attitude in line with the personality of Indonesian society in order to adapt and coexist with other nations. Given the importance of Pancasila Education learning, it is vital to maintain a curriculum that allows students to express and maximize their interest in knowing the discipline of Pancasila Education.

Curriculum merdeka is a curriculum that emphasizes various intracurricular learning and optimizes content so that students have ample time to explore concepts and improve competencies. The Merdeka Belajar 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.

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. 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 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).

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 runs well is based on foundations, including:

- 1) The philosophical underpinning, in the independent curriculum Pancasila as the State of Indonesia ideology, is the primary guideline for the Free Learning Curriculum policy to achieve goals and human development based on ancestral, academic, and communal values (Muslikh, 2020).
- 2) Sociologically, education is based in the culture of the nation to develop the nation's current and future life. Furthermore, by paying attention to the needs of educators who can provide opportunities for students to fulfill the potential contained in them to excel, who still pay attention to the development of spiritual, social, emotional, and intellectual intelligence in a balanced manner, the psychological foundation can be strengthened. Thus, education is supposed to develop a quality generation in both academic and non-academic categories.
- 3) A good curriculum's theoretical conceptual underpinning pertains to standard-based education, also known as outcome-based education and outcome-based curriculum. The Merdeka Belajar 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.
- 4) The historical foundation of curriculum development refers to the previous curriculum's experience, which influences the curriculum developed in order to provide a clear and complete understanding of the curriculum used, in order to avoid mistakes made for future evaluation capital (Suwandi, 2020).
- 5) Curriculum development's legal foundation must refer to a number of existing regulations, and curriculum development must take into account the laws and decisions set.

In this context, the Merdeka Belajar Curriculum has numerous legal grounds, including:

- a) According to the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 56 of 2022, the Curriculum in the Context of Learning Recovery (Curriculum Merdeka) as a guideline for the Implementation of the New Curriculum in Non-Participating Schools of the Driving School Program (Minister of Education, 2022).
- b) The curriculum, as defined by Law No. 20 of 2003 concerning the National Education System, is a set of plans and arrangements regarding objectives,

- content, and learning materials, as well as methods used as guidelines for implementing learning activities to achieve certain educational goals (Perpusnas, 2013).
- c) According to Presidential Regulation No. 18 of 2020, the National Medium-Term Development Plan 2020-2025, the substance of the action program in the field of education RPJMN for 2020-2024 includes increasing equity in quality education services, improving the quality of teaching and learning, and increasing productivity and competitiveness through education and training (Education Curriculum and Assessment Standards Agency, 2021).
 - d) According to the decree of the head of the Ministry of Education, Culture, Research, and Technology's education standards, curriculum, and assessment agency Number 033/H/KR/2022 concerning learning outcomes in early childhood education, primary education level, and secondary education level in the independent curriculum. Among them, the rationalization of the subjects of Islamic Religious Education and Ethics is gradually and holistically directed to prepare students to be spiritually stable, have noble morals, and understand the fundamentals of Islam and how to apply it in daily life within the Republic of Indonesia. The aims and characteristics of Islamic Religious Education and Ethics Subjects, as well as phase D employed in general for grades VII, VIII, and IX SMP/MTS/Program Package B (Minister of Education, Culture, and Research, 2022a).

Thus, the Independent 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.

The readiness of English as a Foreign Language (EFL) teachers to implement the most recent curriculum was critical. The curriculum was implemented in the classroom by the teachers (Alawiyah, 2014). As a result, they needed to be prepared in terms of competencies, assessment methodologies, mindset/attitude, dedication, and instructional tools. Furthermore, before implementing the curriculum, they needed to be comfortable with it. They are expected to grasp the formal curriculum in relation to the themes or concepts they will teach in the classroom, as well as the enacted curriculum in order to define the class's activities, resources, assignments, and interactions. Furthermore, they should be aware of the hidden curriculum, which deals with underlying aims and perceptions that school and EFL teachers have for their pupils.

The developing field of science and technology has an impact on the curriculum. It

considerably impacts the curriculum. According to Selvi (2016), the curriculum is influenced by the growth of a person's entire life and education. Along with this progression, the curriculum, notably in Indonesia, has changed. Curriculum modifications have occurred eight times since Indonesia's independence on August 7, 1945, until now (Yulia, 2014). Rencana Pelajaran or Leer Plan was the first curriculum, and Rencana Pelajaran Terurai was the second (Nur & Madkur, 2014). Meanwhile, Yulia (2014) asserted that the "Rencana Pelajaran Terurai" (Unraveling Lesson Plan) was Indonesia's first curriculum. It had been built since Indonesia gained independence. It was then put into effect in 1947.

It proceeded to enter into effect in 1968. Pancasila was the focus of the program. The third curriculum was implemented in 1975. The curriculum placed a greater emphasis on controlling the central curriculum's instructional objectives. The 1975 curriculum was the fourth curriculum. The fifth was the 1984 curriculum. It was well recognized for the study's approach, specifically the active student way of learning. The sixth was the curriculum from 1994. The curriculum requires that 20% of compulsory subjects be local content, as required in their individual arca's. The 1994 curriculum was then changed, and the 1997 curriculum emerged as a new curriculum. So. The curriculum in 1997 was revised from the one in 1994. The competency-based curriculum was introduced in 2004 as a new curriculum that superseded the 1997 curriculum. The competency-based curriculum was changed and renamed school-based curriculum two years later, in 2006. The national education curriculum was changed in 2013. The 2013 National English Curriculum (abbreviated KI3) was introduced as the most recent curriculum to replace the KTSP. Finally, they both have opposing views on the growth of the Indonesian curriculum; nonetheless, it should be noted that the Indonesian curriculum is not static. It may alter once the conceptual development is completed. Critical, analytical, and procedural skills are now necessary in the age of globalization. The PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) international programs reported that Indonesian students have low quality in terms of critical, analytical, and procedural competencies, and the K13 may be able to meet those needs (Nur & Madkur, 2014). The 2013 National English Curriculum was then launched, with implementation set to begin in 2013 (Alawiyah, 2014).

The 2013 National English Curriculum is currently being implemented partially, nationally and/or locally. Some schools in Kota Jambi, for example, only implemented the K13 in seventh grade. Another school introduced the K13 program to the seventh and eighth grades. Meanwhile, some additional schools are implementing the K13 to the seventh, eighth, and ninth grades. These partial implementations suggested that something went wrong. In other words, there were certain issues with the K13's implementation.

Indeed, the implementation of the KI3 in a Senior High School English language teaching class needed the readiness of numerous components to change, particularly the EFL teachers (Atmazaki, 2013; Alawiyah, 2014; Rumahlatu et al. 2016). They needed a good plan to be prepared. For example, they had to consider how infrastructure availability affects teachers' readiness to implement K13 (Ali & Baig, 2012; Atmazaki, 2013; Al-Awidi & Aldhafeeri, 2017). Even the success of K13 implementation is heavily dependent on "people," because "people" is one needed aspect that determines curriculum implementation. In short, EFL teachers' readiness to use K13 is heavily influenced by their willingness to change in accordance with national education standards (Ornsten & Hunkins, 1993).

Furthermore, not only EFL teachers, but also principals, instructors, and local government officers received training in relation to the implementation of the Curriculum Merdeka. For example, some English teachers and principals who were chosen to be instructors received training from Center for Development and Empowerment of Educators and Education Personnel before instructing English teachers and principals in South Sumatera. Before deciding to apply the Curriculum Merdeka in South Sumatera, the local government received training from Center for Development and Empowerment of Educators and Education Personnel Jakarta.

With the new policy issued by the government, of course, many adaptations are made by every school education institution, both formal and non-formal. In the application carried out by schools to the Independent Curriculum, of course, there are differences in several aspects.

There are several differences that stand out from the 2013 curriculum and the Merdeka Belajar 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, this curriculum also uses the term Learning Implementation Plan.

The Merdeka Belajar 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 independent curriculum does not conduct Minimum Completeness Criteria assessments, but uses the term Criteria for Attainment of Learning Objectives, in this curriculum it uses the term Teaching module for learning implementation guidelines (Nugroho & Narawaty, 2022).

The following is a comparison of the 2013 curriculum and the Merdeka Belajar Curriculum:

Table 1. Differential of Curriculum 2013 and Curriculum Merdeka Belajar

No	Component	K-13	KMB
1	Basic Framework	Based on the National education system and National Education standards	Based on the National Education System and National Education standards and carried out adding the development of Pancasila student profiles
2	Intended competencies	Basic Competencies (KD) in the form of scope and sequence of grouping in 4 Core Competencies (IC) in the form of Attitudes, Social, Knowledge, and skills.	Learning outcomes are arranged per phase stated in paragraphs of the series of knowledge, attitudes, and competencies to achieve goals and improve competencies.
3	Curriculum Structure	Class Hours (JP) are arranged weekly. The allocation of learning time is arranged systematically every week and per semester students get a value of learning outcomes in each subject.	The curriculum structure is divided into 2 main activities, namely: 1) Routine regular learning carried out (intracurricular activities); 2) Pancasila student profile improvement project and learning hours (JP) are arranged on a scale per year that is flexible according to conditions in the education unit
4	Learning	Using a scientific approach to all subjects taught	Strengthening differentiated learning according to the level of student achievement
5	Valuation	1) Formative and summative assessments by teachers carried out to help develop learning, learning outcomes and know the needs of students; 2) Authentic assessment is carried out in each subject; 3) The assessment is divided into 3 assessments, namely attitudes, knowledge, and skills	1) reinforcement in formative assessment; 2) authentic assessment for the Pancasila student profile project; 3) there is no separation between assessments of attitudes, knowledge, and skills.
6	Teaching Tools provided by the Government	Textbooks and non-text books	Textbooks and non-text books for example in the form of teaching modules, learning objectives flow and projects to strengthen the profile of Pancasila students
7	Curriculum tools	Curriculum implementation guidelines, assessment guides, and learning guides for each level.	Learning guides, assessments, guidelines for developing operational Curriculum guidelines, Pancasila student profile projects, implementation of inclusive education, individual learning programs and counseling guidance service modules

Based on the research topic, the researchers developed the following research question: How prepared are English as a Foreign Language (EFL) instructors in South Sumatera to execute the Curriculum Merdeka English Curriculum?

The specifics of the question are as follows:

RQ. 1 What competency do EFL teachers use in classroom teaching?

RQ. 2 What assessment methods do EFL teachers use to assess their students' progress?

RO. 3 What is the attitude/mindset of EFL teachers toward the basic instructional principles of the Curriculum Merdeka English Curriculum?

RQ. 4 What is the commitment of the EFL teachers to implement the Curriculum Merdeka English Curriculum?

RQ. 5 What teaching resources do the EFL teachers use to implement the Curriculum Merdeka English Curriculum?

B. Methods

This study utilizes a kind of research known as literature studies or literature studies. A literature review can be conducted by gathering references from prior studies, which are then collated to form conclusions (Mardalis, 1999). The results of the compilation of several previous studies were used to conclude: RQ. 1 What competency do EFL teachers use in classroom teaching? RQ. 2 What assessment methods do EFL teachers use to assess their students' progress? RO. 3 What is the attitude/mindset of EFL teachers toward the basic instructional principles of the Curriculum Merdeka English Curriculum? RQ. 4 What is the commitment of the EFL teachers to implement the Curriculum Merdeka English Curriculum? RQ. 5 What teaching resources do the EFL teachers use to implement the Curriculum Merdeka English Curriculum?

The procedure in this study was carried out with the following steps (Kulthau, 2002):

1. Choose a theme
2. Explore information
3. Determination of research direction
4. Collect data sources
5. Presentation of data
6. Compile a report

Data analysis techniques used in this study use content analysis methods that can be used to obtain valid inferences and can be re-examined according to the context (Krippendoff, 1993). In the analysis, selection, comparison, merging, and sorting will be carried out so that relevant ones are found (Sabarguna, 2005). Checking between libraries and observing supervisory comments is carried out in order to maintain the permanence of the process of evaluating, preventing and eliminating misinformation is a human misunderstanding that may arise due to the lack of literature authors (Sutanto, 2005).

C. Results and Discussion

The result of this research portrays what the EFL teachers did to prepare themselves

to implement the curriculum merdeka in South Sumatera and how their readiness was. Broadly, they are at the contemplation stage (getting ready) or they want to modify their attitude or mindset in order to adopt implement the curriculum merdeka in accordance with national education standards as mandated by law number 262 in the year 2022. As a result, it can be used as a factor in deciding on a better implementation in South Sumatera.

The research concludes five main issues based on the research questions stated earlier in chapter I.

First, the EFL teachers must have four main competences and the government has regulated them through the Decree of the Ministry of National Education Number 262 the year 2022. Under the regulation, the EFL teachers were required to have: (1) pedagogical competencies, consist of: knowing students' characteristics, mastering learning theory, handling misbehavior students, and making lesson plan. (2) personal competencies, consist of: get dressed nicely, and obey the school regulation. (3) social competencies, consist of: creating good communication with students and their parents, and (4) professional competencies, consist of: applying scientific approach in the classroom teaching, especially, and managing available teaching resources at school.

Second, assessment is actually included in the teachers' competencies. It had been discussed in details in this research since the methods were complicated. Even though majority of the EFL teachers had not been familiar yet with some methods of assessment, with the IKM, the EFL teachers had to assess four core competencies: spiritual, social, knowledge and skill core competencies with different methods, for instance observing, interacting and communicating, conducting test, oral and written, etc.

Third, attitude/mindset toward the basic instructional principles of IKM is required by EFL teachers. They are supposed to apply the basic instructional principles in classroom teaching IKM-based. The EFL, teachers are supposed to make students active in the class, to apply scientific approach, to integrate several language skills in teaching, and to assess students' attitude.

Fifth, presenting various teaching resources must be done to students in the classroom to avoid boring in teaching. It is also done under the materials given. The EFL teachers possibly use several textbooks of different authors. Various teaching media possibly derive from different sources like the internet, magazines, and newspapers. Students also possibly took part in finding suitable media from the internet for teaching and learning in the classroom.

D. Conclusions

As it was mentioned above, the result of the research showed that EFL teachers who became the participants of this research had not shown their readiness yet to implement the IKM following the national education standard. In other words, they remained in the contemplation stage (getting ready) in which EFL teachers in South Sumatera intend to change. They are still trying to implement the IKM properly in line with the national education standard. Thus, the result of this research can be used as a reference to improve EFL teachers' competencies that affects the students' competencies improvement.

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 the IKM knowledge about IKM implementation 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 can 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 subject teacher deliberation 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 IKM properly in line with the national education standard. (3) there should be stringent supervision to ensure that EFL teachers implement the IKM properly.

Furthermore, instruments of soft skills suggested in this research are feasible to be used (chapter IV) 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 IKM and improve their teaching attitude to designate the basic principles of IKM instruction. The finding of this research sheds light on policymakers' and leaders about the EFL teachers' readiness toward the IKM implementation at South Sumatera.

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