

English Teacher's literacy about Learning Outcomes in the Merdeka Curriculum for Elementary School

Bella Novita¹, *Rika Afriyanti², Siska³

Pendidikan Bahasa Inggris, Fakultas Ilmu Sosial dan Humaniora, Universitas PGRI Sumatera Barat, Email :
Email bnovita34@gmail.com

Abstract

This research aims to see how the literacy of English teachers at MIN 3 Padang and SDN 06 Kampung Lapai is. This research uses a qualitative approach and survey research methods. For this research, researchers used the theory of Kahramanoglu 2019 & Önal 2010. Data was collected through two English teachers who implemented the independent curriculum. Semi-structured interviews were used to collect qualitative data to find out how literate teachers are in Learning Achievements in the Merdeka Curriculum. The results of the research show that the literacy of English teachers in elementary schools is quite good in evaluating material, understanding and applying Learning Outcomes in accordance with the Independent Curriculum, although it is still not perfect because the independent curriculum has only been implemented for two years.

Keywords: Teacher's Literacy, Learning Outcomes , Independent Curriculum.

INTRODUCTION

As the age develops, literacy skills become increasingly important for life. (Frankel et al., 2016) define literacy as the process of using reading, writing and spoken language to explore, construct, combine and assess meaning through interaction and involvement with multimedia texts in social situations. That is, literacy is not only related to the ability to read, write and speak. Literacy rather refers to an active process in which individuals use these abilities to explore, construct, combine and evaluate meaning through interaction with multimedia texts in social situations. Therefore, a comprehensive understanding of literacy is important to deepen individuals' understanding of the world around them and enable them to engage in society more actively.

Literacy is very important for a teacher because as a teacher, they must have the ability to read, write, and understand information related to their teaching field. literacy is not only reading and writing, but also as channeling knowledge and skills. (Dere & Ateş, 2022) state that in addition to reading and writing literacy can be defined as transferring acquired knowledge and skills into daily life. In the world of education, teachers must be able to transfer their knowledge and skills to students. It means that literacy is very important for teachers as it helps them to teach more effectively.

Good curriculum literacy is essential for teachers to understand the *Independent*

Curriculum well. For adequate curriculum literacy, teachers must be able to develop *aIndependent Curriculum*. In the *Independent Curriculum*, one of the teaching preparations is the teaching module. In the teaching module there are learning outcomes, as a reference that must be achieved by students. Thus, teachers who have good literacy in understanding the *Independent Curriculum*, will be able to determine how the material is taught in accordance with the teaching module.

The curriculum in Indonesia will of course change from time to time following the needs of students. In the *Independent Curriculum* there are differences with the previous curriculum, in the 2013 curriculum there are KI (Core Competencies) and KD (Basic Competencies), while in the *Independent Curriculum*, KI and KD are replaced by CP (learning outcomes). (Kemendikbudristek, 2022) Learning outcomes are learning competencies that must be achieved by students in each phase, in English language learning there are from phase A to phase F. Learning outcomes are a reference for intracurricular learning only. Meanwhile, project activities to strengthen the profile of Pancasila learners do not need to refer to Learning Outcomes .

Implementing an *Independent Curriculum* is still an obstacle for elementary school teachers, one of which is that teachers still have difficulty in analyzing and identifying Learning Outcomes (Zulaiha et al., 2022). In line

with the previous research above, the researcher conducted pre-observation to SDN O6 Kampung Lapai Padang and MIN 3 Padang. Researchers conducted interviews with English teachers in these elementary schools. The results of interviews from the two teachers are they have their own challenges because understanding Learning Outcomes sometimes looks complicated and takes a long time and the teacher also does not fully understand about learning outcomes in *Independent Curriculum*. Because of the lack of training on learning outcomes in the *Independent Curriculum*.

Because the implementation of the *Independent Curriculum* has just been implemented, even then it has not been thoroughly implemented in Indonesia, and then through the principal, the choice is given to implement the *Independent Curriculum* or not, because of the new implementation of this *Independent Curriculum*, researchers want to find out how is English teacher literacy about learning outcomes in the *Independent Curriculum*. Literacy is the ability to read, write and understand the information.

According to (Hobbs, 2016:1) literacy is commonly understood as the ability to read and write, definitions of literacy generally include the ability to use culturally available symbol systems for comprehending, composing and sharing ideas, experiences, knowledge, and meanings. It explains that literacy is not only related to the ability to read and write, but also the ability to understand and use various types of symbols, such as pictures, graphs, tables, and others. Literacy also involves the ability to think critically so that individuals can channel information to others correctly. Therefore, literacy is an important and necessary skill in everyday life.

Curriculum literacy is examining the components of the curriculum, assessing them based on the culture, choosing appropriate approaches, methods and evaluations, and creating acceptable lesson plans for the grade level (Kahramanoglu, 2019). It means that based on the selection of appropriate approaches, methods and evaluations, teachers can create an acceptable lesson plan for a particular grade level. This lesson plan should consider learning

objectives, clear learning steps and the use of teaching materials that suit the needs of the students.

Learning outcomes are directions for teachers to expect student learning outcomes at the end of learning. (Mahajan & Singh, 2017) Learning outcomes are a roadmap that directs students to the planned course consequences. Additionally, they outline the route to be taken for the teachers and inform the students of what they can expect to finish by the conclusion of the course. Learning outcomes can help teachers identify clear learning objectives, as well as develop appropriate teaching strategies to ensure that students achieve those objectives. Learning outcomes can help students understand what they should learn and how they will learn. Thus, learning outcomes are a very important guiding tool for students and teachers in achieving planned learning objectives. Through learning outcomes, students and teachers can understand learning objectives more clearly, plan learning accordingly, and achieve desired learning outcomes.

Independent Curriculum is a new curriculum in Indonesia after the pandemic, where the curriculum conducts a deeper understanding of the material for students. According to (Nurjehan & Muchtar, 2023) *Independent Curriculum* is a curriculum that emphasizes material for students and includes intracurricular and extracurricular learning. It means that *Independent Curriculum* is a curriculum approach where students are given the freedom to choose their own learning, which is carried out through intracurricular and extracurricular learning. This *Independent Curriculum* focuses on content that is suitable and useful for students.

To obtain learning outcomes, of course, based on the established curriculum. To develop teachers' literacy skills, teachers must have the ability to express and convey information to develop new ideas, have acquired knowledge, acquire the latest information and abilities (Önal, 2010). So, from these elements, a teaching module can be created where there are Learning Outcomes which must be developed to learning objectives (TP).

Researchers used data sources from teacher interviews, the data were analyzed based on the theories in this study. Researcher interviewed teachers based on theories from experts, namely Kahramanoglu and Onal. Onal's theory contains teacher literacy skills, namely teachers must have the ability to express and convey information to develop new ideas, have acquired knowledge, acquire the latest information and abilities. While Kahramanoglu states curriculum literacy is examining the components of the curriculum, assessing them based on the culture, choosing appropriate approaches, methods and evaluations, and creating acceptable lesson plans for the grade level. in accordance with the researcher's purpose, namely to The purpose of the research is to find out the extent of teacher literacy in Learning Outcomes of English learning.

RESEARCH METHOD

This research is used qualitative approach. To collect information about opinions or things experienced by respondents, the researcher chose survey research methods. Survey research is a research method that uses instruments in the form of questionnaires or interviews from respondents to collect data (Gay et al., 2012). In survey research, the researcher designs interview questions that are specific and related to the research topic being studied. The researcher conducted interviews directly with English teachers at SDN 06 Kampung Lapai Padang and MIN 3 Padang to obtain information about Learning Outcomes, where questions were asked orally and answers from respondents were recorded. By using survey research method, the researcher can collect data from a number of respondents who represent a larger population, so that the results of the study can be generalized to the population.

This research used instruments. Instruments are tools for collecting data (Gay et al., 2012). Researchers conducted interviews with English teachers at MIN 3 Padang and SDN 06 Kampung Lapai in Padang city to find out how teachers' literacy about Learning Outcomes in the *Independent Curriculum*. Interview is a targeted dialogue in which one person receives information from another person (Gay et al.,

2012). In this study, researchers conducted individual interviews to collect data. researcher used semi-interviews to get deeper information. Interviews are used when researchers want to get data that is relatively the same or has differences in each respondent

FINDING AND DISCUSSION

The research findings explain based on the research question "How is English teacher's literacy about Learning Outcomes in *Independent Curriculum*?". Researchers used indicators for interviews from Onal (2010) to determine teacher literacy skills and Kahramanoglu (2019) to determine teacher curriculum literacy. The reason researchers use these indicators is because they are in accordance with this research. With interviews, researchers obtained data and analyzed how English teachers' literacy in the Learning Outcomes in the *Independent Curriculum* for elementary schools.

Researchers found that teachers know information from the Merdeka Curriculum, in making teaching modules, one of the teachers already knows the criteria used in it and the teaching methods are in accordance with the Merdeka Curriculum. in developing Learning Outcomes, one of the teachers' abilities is quite good, this can be seen from the teacher's 2 answers who develop skills in Learning Outcomes into the teaching module and how the teacher evaluates the material is in accordance with the *Independent Curriculum* approach that is, teachers try to understand the specific objectives of each learning outcome and relate them to the content used. and in evaluating materials, teachers focus more on evaluating and improving the Merdeka Curriculum, taking into account effectiveness, efficiency, improvement, and feasibility.

Dealing with the findings above, the researcher found that the teachers are already good enough in understanding Learning Outcomes, teachers only know in general and some concepts, but in its implementation the teacher is still in the process of understanding. So teacher literacy in implementing the *Independent Curriculum* seems to be still in the development stage. In line with research (Syaripudin et al.,

2023)states that the results of the ability of elementary school teachers in implementing the curriculum show an average score in the Medium category. So far, elementary school teachers still have difficulties and confusion in making lesson plans related to the implementation of the Merdeka Curriculum. The lack of understanding in this Curriculum is the discipline of elementary school teachers to attend online workshops related to the Merdeka Curriculum.

Then research from (Tanggur, 2023)also support that teachers have difficulty in describing the (Learning Objective) TP from the (Learning Outcomes) CP that has been determined in the *Independent Curriculum* design and compiling (Learning Objective Flow) ATP from the TP. Then teachers experience various problems in implementing a differentiated learning process. This problem occurs because of the low level of understanding of the essence of curriculum components, lack of experience in managing *Independent Curriculum* learning, lack of training in making learning tools, and lack of references to the *Independent Curriculum* for elementary schools.

Shortly, teacher literacy regarding understanding the Learning Outcomes in the *Independent Curriculum* is still in the middle understanding, it is assumed that teachers only know about the *Independent Curriculum* in general but in the Learning Outcomes are still in the process of understanding. This may be due to teachers' unfamiliarity with creating teaching modules and lack of training.

CONCLUSION

This research focuses on the literacy of English teachers in elementary schools, especially in understanding and implementing the learning outcomes expected from the *Independent Curriculum*. *Independent Curriculum* is a curriculum approach that emphasizes freedom and innovation in the teaching and learning process. Teacher literacy is related to the teacher's ability to understand, interpret, apply, and analyze information related to education, including in this case an understanding of the Learning Outcomes. From the title of the thesis, there are indications that the literacy of English teachers in elementary

schools is still in the middle stage of understanding and applying the Learning Outcomes in accordance with the *Independent Curriculum*. Teachers only know in outline and in general about the Learning Outcomes, teachers are still in the process of understanding the Learning Outcomes, because the *Independent Curriculum* has only been implemented for two years and there is a lack of training for teachers in elementary schools.

SUGGESTIONS

Based on the explanation above, the researcher hopes that this research can be useful for everyone who reads this research, especially teachers and for future researchers. The researcher hopes that English teachers will continue to develop curriculum literacy skills to identify *Independent Curriculum* components and integrate students' needs in settings relevant Learning Outcomes. It is recommended for educational institutions to organize training and workshops aimed at improving curriculum literacy for English teachers, so as to improve their competence in facing the challenges of *Independent Curriculum*. Researchers hope that teachers can understand and develop Learning Outcomes in the *Independent Curriculum*. The researcher can investigate about teacher's ability in designing modules.

ACKNOWLEDGEMENT

A big thanks to my advisor Rika Afriyanti, M.Pd, Siska, SS, M.Pd and two elementary school teachers namely MIN 3 Padang and SDN 06 Kampung Lapai who are willing to be interviewed about *Independent Curriculum*.

REFERENCES

- Dere, İ., & Ateş, Y. (2022). Alternative Literacies in Turkish Social Studies Teaching Program. *Pedagogical Perspective*, 1(1), 1–20. <https://doi.org/10.29329/pedper.2022.44>
- Frankel, K. K., Becker, B. L. C., Rowe, M. W., & Pearson, P. D. (2016). From "What is Reading?" to What is Literacy? *Journal of Education*, 196(3), 7–17. <https://doi.org/10.1177/00220574161960>

0303

- Gay, L., Mills, G. E., & Airasian, P. (2012). *EDUCATIONAL RESEARCH* (tenth). pearson.
- Hobbs, R. (2016). *the Practice of Inquiry*, . John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781118766804.wbiect162>
- Kahramanoglu, R. (2019). ÖĞRETMENLERİNÖğretim Programi OkuryazarlığınaYönelikYeterlikDüzeyle riÜzerineBirİnceleme. *Journal of International Social Research*, 12(65), 827–840. <https://doi.org/10.17719/jisr.2019.3495>
- Kemendikbudristek. (2022). *Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A - Fase F untuk SD/MI/Program Paket A, SMP/MTs/Program Paket B, dan SMA/MA/SMK/MAK/Program Paket C*.
- Mahajan, M., & Singh, M. K. S. (2017). Importance and Benefits of Learning Outcomes. *IOSR Journal of Humanities and Social Science*, 22(03), 65–67. <https://doi.org/10.9790/0837-2203056567>
- Nurjehan, R., & Muchtar, M. (2023). *MODULE TEACHING LOCAL CONTENT OF LANGKAT HISTORY*. 06(01), 19–25.
- Önal, İ. (2010). Lifelong learning and literacy in process of historical change: A Turkish experience. *Information World*, 11(1), 101–121.
- Syaripudin, Witarsa, R., & Masrul. (2023). *Analisis Implementasi Kurikulum Merdeka pada Guru-guru Sekolah Dasar Negeri 6 Selatpanjang Selatan*. 4(1), 178–184.
- Tanggur, F. S. (2023). Tantangan implementasi kurikulum merdeka bagi guru sekolah dasar di wilayah pedesaan pulau sumba. *Jurnak Rumpun Ilmu Pendidikan*, 2, 23–29.
- Zulaiha, S., Meldina, T., Agama, I., Negeri, I., Ak, J., No, G., Curup, D., & Lebong, R. (2022). *Problematika Guru dalam Merdeka Belajar Menerapkan Kurikulum*. 9(2).