

Secondary English Language Education Policy in Tourist Attraction School: Insight from Implementation

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Abstract: The Merdeka Curriculum, a self-directed learning approach, is a key component of the English language teaching policy at SMP Negeri 1 Baturaden. The curriculum aims to create a communicative learning environment and develop proficiency in four language skills. Teachers play a crucial role in fostering creativity, innovation, and autonomy within this curriculum. The curriculum integrates relevant subjects, such as tourism, to provide students with practical life skills beyond the academic environment. The Merdeka Curriculum emphasizes the importance of matching strategies for teaching English with wider educational goals in a highly connected society. Despite challenges in integrating English into other disciplines, efforts are made to establish connections between content and improve the learning process. The Merdeka Curriculum incorporates well-defined objectives, varied teaching strategies, and suitable instructional resources. Practice-oriented language training, role-playing, and discussion exercises are used to enhance students' motivation, creativity, and language skills. The study emphasizes the importance of understanding environmental resources and adopting an approach that focuses on utilizing the strengths within the school ecosystem to effectively manage resources and improve education quality. Overall, the Merdeka Curriculum is a comprehensive approach to teaching English language, focusing on modifying the curriculum, providing individualized training, and using policies to achieve larger educational goals.

Keywords: Merdeka Curriculum, Educational Policy, Communicative Learning, Tourist Attraction School, Curriculum Integration.

Introduction

The Merdeka Curriculum, a revolutionary educational policy in Indonesia, has significantly impacted teaching practices across the nation. Inspired by Ki Hajar Dewantara's philosophy of learning aligned with natural and social contexts, the curriculum prioritizes student-centered learning, effective communication, technology integration, and local wisdom. This approach has transformed classrooms into dynamic spaces that foster holistic development.

Local wisdom, a cornerstone of the Merdeka Curriculum, has attracted the attention of environmentalists, cultural enthusiasts, and regional developers. By highlighting and

promoting local unique qualities, these individuals contribute to preserving and promoting regional heritage. This understanding aligns with the curriculum's emphasis on incorporating local pride into education.

SMP N 1 Baturaden, a school located near the natural tourist attraction of Mount Slamet, exemplifies the application of the Merdeka Curriculum. Recognizing the importance of English language education in today's globalized world, the school aims to equip students with the language skills necessary for independent and effective communication. By leveraging the school's proximity to natural attractions, SMP N 1 Baturaden can create innovative English language learning experiences that integrate local context.

Through these efforts, the school is not only providing quality English education but also contributing to the preservation and promotion of local culture and environment.

The school's strategic location on the slopes of Mount Slamet presents an opportunity to utilize communicative strategies to improve English language skills and enhance the attractiveness of the surrounding natural tourist attractions. By focusing on English language education, the school not only meets educational needs but also considers local economic capacity by enabling students to earn their own income through English-related activities.

The focus on methods, strategies, and potential impacts of improving students' English language proficiency is essential for showcasing and promoting the natural beauty of the surrounding landscape on a global scale.

As noted by Oktavia et al. (2022), individual differences in attributes and emotions can influence learning patterns, emphasizing the importance of personalized approaches.

The connection between policy development and the successful implementation of English language teaching is crucial in contemporary educational systems. The complex network of regulations governing English language education in schools serves as the guiding structure that impacts curriculum development, teaching approaches, and evaluation methods. Educators, administrators, and legislators must understand the intricacies of these policies to create a favorable environment for comprehensive language development.

Policy tactics in English language instruction extend beyond linguistic proficiency to include cultural understanding, intercultural skills, and equipping students for active engagement in a globally integrated society. These tactics align with broader educational goals, seeking to foster global citizenship, critical thinking, and adaptation among learners. The successful incorporation of these tactics into the educational system is crucial in developing well-rounded individuals who can thrive in a multicultural and multilingual society.

In English Language Teaching (ELT) policies worldwide, there is a growing emphasis on

learner-centered approaches and a broad range of language skills. Policies are being updated to acknowledge the unique learning needs, different cultural backgrounds, and varying degrees of language proficiency among students. The trend towards inclusion and personalized learning highlights the need for policies that can adapt and respond to the changing requirements of a diverse student population.

This essay examines the complex network of policy plans and their execution in the context of English language instruction in school environments. By analyzing various policy frameworks, successful practices, and their consequences, this study aims to gain a deeper understanding of how to create an environment that promotes strong language learning, intercultural competence, and global citizenship among students. This essay contributes to the ongoing discussion on English Language Teaching (ELT) policies and their practical implementation in educational systems worldwide.

Materials and Methods

Study Area

The study focuses on the Secondary English Language Education Policy. It aims to investigate the implementation and impact of this policy in a specific educational context. The data was taken through an interview method with English teachers and also the principal at SMP Negeri 1 Baturraden. The environmental characteristics of SMP Negeri 1 Baturraden are very interesting, because it is located at the foot of Mount Slamet and close to natural tourist attractions. The aim of this research is to analyze policy-oriented English language teaching plans and methods in educational institutions.

Procedure

The study utilized a qualitative research interview methodology. Interviews were conducted with the principal, instructors, and teachers at SMP Negeri 1 Baturraden, a school situated near a natural tourist attraction. This approach allowed for in-depth exploration of the perspectives and experiences of

key stakeholders involved in English language education policy implementation.

Data Analysis

This study used a qualitative research interview methodology to ascertain the objectives of the investigation. Qualitative research interview methodology is an invaluable way to gain in-depth insight into instructors' viewpoints and practices in relation to English language education. Interviews allow researchers to investigate teachers' experiences, attitudes, and practices regarding classroom management, teaching proficiency, and teaching techniques, resulting in comprehensive descriptions and detailed data. Interviews in qualitative research for school policies on English language teaching offer several advantages. They provide researchers with the opportunity to investigate teachers' beliefs, attitudes, and behaviors in relation to language teaching, facilitating a deeper understanding of their viewpoints and methodologies. The thematic analysis technique was likely employed to pinpoint the key themes from the interview data. These themes are presented in the Results and Discussion.

Results and Discussion

The School's Policy on English Language Teaching Aims to Achieve Specific Objectives

Based on the interview responses collected, it is clear that both the principal and instructors have a comprehensive understanding of the 'English language curriculum'. There are variations in their perspectives on the curriculum. Teachers typically prioritize two areas: creating a communicative learning environment and facilitating the practice and growth of the four language skills. The instructor's reply indicated that the curriculum included instructional direction.

Topics covered include evaluation, learning materials, curriculum, and goals & objectives. SMP Negeri 1 Baturaden is now implementing the Merdeka Curriculum, which requires English instructors to adapt their teaching to meet students' specific needs. This approach, known as differentiated learning, places students at the center

of the learning process. The Merdeka Curriculum is an independent learning method introduced by the Indonesian government as a component of an education policy initiative aimed at revitalizing the nation's education system. This provides autonomy to educational institutions, educators, students, and all educational assets to engage in innovative and autonomous learning and creativity. Teachers can act as main educators in this matter (Kemendikbudristek, 2019).

The curriculum includes topic materials, assessment systems, and teacher training standards, which collectively provide a comprehensive understanding of the overall idea. Riki Sanra (Sandra et al., 2022) emphasized that this autonomous learning curriculum allows teachers and students to practice creativity, innovation and autonomy in carrying out educational activities. To provide teachers with the opportunity to develop and evaluate the actual learning process, it is hoped that educators have the ability to produce learning plans efficiently and quickly. The process of making lesson plans becomes more efficient and efficient. By changing the materials used, cooperative learning strategies can be applied to increase creativity in each class.

Mrs. Erna, S.Pd as an English teacher in SMP Negeri 1 Baturaden said that the explicit objective, according to the relevant educational guidelines, for teaching English is to enhance pupils' living skills. Within the autonomous curriculum, students will have the opportunity to engage in international job experiences and more. Alternatively, it could be attributed to our presence in a popular tourist destination. Perhaps his Life Skills pertain to discussions specifically focused on visitor arrivals in the Baturaden region. The school's English curriculum focuses on topics that are highly relevant to students' daily lives, such as tourism places that can be utilized in practical situations, particularly when interacting with tourists.

Mrs. Dra. Arsiti, M.Pd, the principal of SMP Negeri 1 Baturaden, aspires for English language education to be imparted by proficient teachers in a manner that equips students with a practical life skill. This skill should extend beyond the confines of the school environment and enable students to make meaningful contributions to society,

particularly in areas closely associated with tourist attractions.

Policies regarding the teaching of the English language have a significant impact on the educational environment, particularly in a world that is becoming more interconnected and where the ability to speak English fluently is highly regarded. Nevertheless, the efficacy of these programs is contingent upon their congruence with overarching educational objectives. This study examines the significance of harmonizing English language teaching policies with broader educational objectives, based on interviews done by the author at SMP Negeri 1 Baturaden. It also investigates the systematic measures that can enable this alignment.

SMP Negeri 1 Baturaden, being situated near natural tourist sites, possesses environmental resources that may definitely contribute to the global age in formulating English learning strategies for the school. Teachers can enhance learning by incorporating conversational techniques typically employed by tourist guides. The purpose of this is to impart a comprehensive understanding of English grammar, enabling pupils to serve as dependable guides in the event of foreign tourists visiting their locality. The impact of globalization on education is significant due to its reliance on knowledge-intensive information and innovation. Nevertheless, it seems that schooling has remained mostly unaltered at the grade level. Globalization can have an impact on either the economic or political aspects, but it does not necessarily affect deeply ingrained national institutions like the formal education system (Puteh Alis, 2014).

An analysis of the overall environmental assets might provide assistance for SMP Negeri 1 Baturaden, which has commendable environmental resources. Direct your attention towards valuable resources and advantageous qualities, see the future, contemplate the accomplishments and determination that have led to those achievements, coordinate available resources, devise a strategic strategy rooted on foresight and capabilities, and consistently execute action plans. Hence, adopting an asset-based approach is crucial as it enables us to identify the inherent strengths within the school

ecosystem. This, in turn, facilitates effective resource management, leading to enhanced quality of education.

Due to its proximity to tourist sites, SMP Negeri 1 Baturaden has a significant advantage. Recognizing this, the Principal has devised a program to develop an English village, aiming to include the local population in the school's activities. Prior to program implementation, the principal will initiate an English Club program, encompassing English camp activities. Once the school has successfully established a positive habituation program for English speaking, the next phase will entail engaging parents and the local community to establish an English village.

(Kretzmann and McKnight, Diane L. Scott, 2020) identified the following three key aspects of asset-based community development:

1. Based on assets. This notion promotes a constructive approach to sustainable development, where the process of community building starts by collectively recognizing the resources and strengths present within the community.
2. Self-centered. The community-level collectivism recognizes the need of external assistance, but its primary emphasis is on personal motivation. The primary objective of asset mapping is to identify and use the resources available within the community.
3. Focused on building and nurturing relationships. Community development via asset mapping focuses on the specific actions undertaken by a community to enhance the social capabilities of its people (Mattessich, Diane L. Scott et al., 2020). This necessitates an ongoing process of establishing mutual bonds among members of the community. In addition, doing a comprehensive assessment of the necessary abilities to thrive in the specific surroundings might aid in preserving and enhancing these connections.

Teacher Planning on English Language Teaching

Lesson planning reflects teachers' prior experiences as learners and teachers, knowledge of their class of pupils, pedagogical content knowledge, and theories about learning, in a visualization act of an imagined future lesson (Ho, 1995; John, 1991, 1994; Warren, 2000; Baecher Laura, 2014). The teacher

has created engaging English lessons using a variety of strategic techniques and methodologies in the classroom, according to SMP Negeri 1 Baturaden's principal, Mrs. Dra. Arsiti, M.Pd. This is observed during supervision by watching English teachers teach English in the classroom utilizing a variety of teaching strategies, such as group projects, discussions, and English-language presentations. Internal factors such as teachers' beliefs about students' abilities, interests, and participation, how the subject ought to be taught, and the role they wish to play in the classroom all influence the choices made in lesson planning (Bullough, 1992; Yildirim, 2003; Baecher Laura, 2014). Additionally, pocket booklets with daily memorization vocabulary have been given to the students. In addition, teachers consistently ask their students to talk in English throughout class to help them become accustomed to using the language at home as well as at school.

The English teacher who was interviewed, Mrs. Erna, S.Pd., consistently creates lesson plans that apply to students' real-world experiences while adhering to the differentiation principle. This allows her to accommodate the various learning styles and needs of her students. This is quite consistent with the learning goals outlined in the Merdeka curriculum, which include the requirement that instruction be differentiated and tailored to the requirements of each student. Additionally, Mrs. Erna stated that the lesson plans she created reflected the real-world experiences of the students.

This is a great way for teachers to organize lessons that are focused on the needs of the students. Because the teacher always provides different forms of guidance, pupils will find it easier to learn language even if they run into obstacles because their learning needs will be met. When it comes to helping pupils who are struggling, Mrs. Erna frequently employs peer tutoring or peer teaching techniques. Additionally, this will foster communication and teamwork among students, fostering the development of a cooperative mindset, a sense of community, and the emergence of 21st-century life skills, such as critical thinking, creativity, collaboration, and communication.

However, incorporating the teaching of foreign languages into other course topics presents challenges and uncertainty for English teachers. He claimed that there were challenges with teaching strategies and tactics when integrating English language learning into other course subjects, such as biology or scientific classes. But he also makes an effort to connect the subject matter to other English-learning lesson topics, such as when teaching report writing.

According to Soemantri (2015), English books can be used as a learning resource to incorporate English lessons within the subject of science or biology lectures. He asserts that incorporating an English language learning environment into science-related activities is both intriguing and achievable through a range of methods. SMP Negeri 1 Baturaden's principal, in an effort to boost the effectiveness of the English language learning process in the classroom, revealed that an English club will be offered in the future as a way for students to express and communicate in the language, particularly for those who are interested in it and don't want to feel ashamed because it is their community.

Parents play a significant role in English learning at SMP Negeri 1 Baturaden and are very excited about it, which makes their support no less crucial. Additionally, they suggested designating a specific day on which all staff members, students, and other school personnel would exclusively speak English. Naturally, this is consistent with the teacher's preparation efforts for instruction, which are likewise endorsed by all school stakeholders. Engaging in this activity has become a beneficial routine practiced in SMP Negeri 1 Baturaden. Despite the pending review, initiating this endeavor would undoubtedly foster a beneficial lifestyle for pupils. (MacIntyre and Gregersen, 2012; Wang Yongliang, 2021) introduced the concept of foreign language enjoyment (FLE), arguing that enjoyment, as an instance of positive achievement emotion (Pekrun, 2006; Wang Yongliang, 2021), can help learners build resources for better language learning, broaden their perspectives, and increase their engagement in the language learning process (Jin and Zhang, 2019; Wang Yongliang, 2021)

SMP Negeri 1 Baturaden has a resolute dedication to proficient English language

instruction, nevertheless, the future presents both promising opportunities and significant obstacles. The proposed English club is a favorable opportunity for cultivating student involvement and self-assurance beyond the conventional educational environment. Nevertheless, there are still obstacles to overcome in effectively integrating English with other academic disciplines. Implementing novel approaches, such as incorporating English textbooks into scientific lectures as proposed by Soemantri (2015), may be essential in surmounting these obstacles. In order to successfully address these problems and provide a comprehensive English language learning experience for every kid, it is crucial to maintain ongoing cooperation among instructors, administrators, and parents.

The planned "English Day" program has the potential to provide a school-wide atmosphere that actively promotes and motivates language development. By promoting the adoption of the English language throughout the whole school community for a certain duration, SMP Negeri 1 Baturraden can cultivate a collective feeling of common objective and affiliation among students, faculty, and families. The immersive method is by MacIntyre and Gregersen's (2012) notion of foreign language enjoyment (FLE), emphasizing the favorable feelings and motivation that might result from consistent language utilization. In the end, these efforts can enhance a lively and nurturing atmosphere where the acquisition of the English language thrives not only in the classroom but also permeates every aspect of the school.

English Teachers Integrate School Policies on English Language Teaching

In the field of education, it is crucial to seamlessly incorporate school regulations into everyday classroom procedures in order to cultivate a unified and efficient learning environment. Teachers should investigate the proficient techniques English teachers use to integrate the school's English language teaching policy into their daily instructional activities. English teachers diligently synchronize their lesson plans with the designated curriculum, guaranteeing that every component is by the school's overall language teaching policy.

This alignment is the basis for creating meaningful and focused instructional material.

To implement the school's language teaching policy, it is necessary to establish unambiguous and specific goals for every class. English instructors establish clear and quantifiable objectives that not only correspond to the curriculum but also conform to the wider language competency requirements set by the institution. English teachers use diversified educational tactics to acknowledge the variety of students' backgrounds and abilities in the classroom. These tactics accommodate different levels of language skill, learning preferences, and cultural backgrounds, therefore exemplifying the inclusive principles included in the school's language teaching policy.

English teachers carefully choose instructional materials, textbooks, and other resources that align with the school's English language teaching policy. The meticulous selection and organization of resources enhance the educational experience for students by creating a very engaging and immersive learning environment. The incorporation of listening, speaking, reading, and writing abilities is a distinguishing feature of English language instruction. Teachers ensure that their lesson plans comprehensively cultivate these abilities, in alignment with the school's policy, delivering a thorough and well-rounded language learning experience.

As an English teacher at SMP Negeri 1 Baturraden, Mrs. Erna has put into effect the policies of the school concerning direct, practice-based English language instruction. Teachers must design activities and learning flows that give students the chance to directly practice speaking with peers and teachers during English language learning activities in the classroom if they are to instill in them the fundamental skills of speaking, listening, reading, and writing. Drawing from this, Richards and Rodgers (2001) argued that the most crucial aspect of language learning is practice. Students who practice their language abilities can actively improve their capacity to produce words. Subsequently, Brown (2001) contended that honing language skills requires practice. Students can improve their vocabulary, grammar, and other

language skills by practicing their language skills. Due to the fact that practicing the English language can aid pupils in actively developing their language skills as well as in improving their grammar, vocabulary, and other language-related abilities. The type of language exercise used must also be tailored to the learning goals and proficiency levels of the students. Aside from that, for kids to learn efficiently, language practice needs to be done in a comfortable and engaging environment.

Furthermore, educators of English have implemented diverse pedagogical approaches and strategies that adjust to the skills and capacities of their pupils. Among the activities students enjoy most when learning the language are role-playing and conversation practice exercises. where children find it exciting to express themselves and experience role-playing activities. According to Kumaravadivelu (2003), role play can support students' drive, creativity, and self-assurance while they learn a language. This is because students are urged to speak English with their friends, that they must utilize creativity to create the characters they portray, and that the role-playing approach can enhance and add interest to the learning process. Foster (2010) conducted a study wherein the language proficiency of students who have greater opportunities for active English practice was compared to their ability to practice English.

The essay highlights the need of incorporating school regulations into daily classroom routines, which is essential for creating a unified and efficient learning atmosphere. In the future, it is crucial for educational institutions to provide ongoing professional development for teachers. The primary objective of this development should be to provide educators with the requisite skills and knowledge to effortlessly incorporate language teaching policies into their instructional practices. Teachers can be empowered to adjust their tactics and align them dynamically with school policy through workshops, collaborative learning opportunities, and continuing support networks. Additionally, establishing a forum for educators to exchange effective strategies and address difficulties found during implementation can enhance the collective comprehension and improvement of language education policies.

In the goal of a well-rounded language learning experience, the role of technology should be addressed in the following projects. Incorporating contemporary instructional technologies and platforms can improve student involvement and offer extra opportunities for language skill practice. Examples of such resources encompass interactive language learning applications, virtual communication platforms, and multimedia materials that accommodate various learning preferences. In addition, given the interconnectedness of communication on a global scale, fostering intercultural interactions and partnerships with English-speaking classmates from different areas helps expand students' viewpoints and acquaint them with genuine language usage. Through the use of cutting-edge methods and the utilization of technology, educational institutions may enhance their language teaching strategies, equipping students with the necessary skills to thrive in an interconnected global society.

Conclusions

In the investigation, this study focuses on three elements namely The School's Policy on English Language Teaching aims to achieve specific objectives, Teacher Planning on English Language Teaching, and English Teachers integrate School Policies on English Language Teaching. SMP Negeri 1 Baturaden has been implementing the Merdeka Curriculum where English teachers have to adapt the learning system based on students' specific needs.

In conclusion, the results gathered from interviews with the principal, instructors, and teachers at SMP Negeri 1 Baturaden highlight a comprehensive understanding and varied perspectives on the English language curriculum. The school is currently implementing the Merdeka Curriculum, emphasizing differentiated learning to cater to students' specific needs and fostering autonomy in educational practices. The Merdeka Curriculum encourages creativity, innovation, and autonomous learning, with teachers playing a pivotal role in facilitating this approach. It involves adapting teaching methods to enhance students'

living skills, aligning with global trends and the school's proximity to tourist attractions. The English curriculum focuses on practical topics relevant to students' daily lives, preparing them for international job experiences and contributions to society, particularly in the context of tourism.

The challenges encountered by English teachers in incorporating language learning into other subjects highlight the complexities of interdisciplinary education. Despite these challenges, the intentional effort to link subject matter to English-learning lesson topics, such as in report writing, demonstrates a dedication to creating meaningful connections across academic domains. The ultimate goal is not only language proficiency but also the cultivation of well-rounded individuals equipped with the critical skills needed for success in the dynamic landscape of the 21st century.

The effective integration of school regulations into daily classroom practices is fundamental for fostering a cohesive and efficient learning environment. The dedication of English teachers to align their instructional activities with the school's language teaching policy is evident in their meticulous approach. By synchronizing lesson plans with the designated curriculum and establishing clear and specific objectives for each class, English teachers lay the foundation for meaningful and focused instructional material. This alignment not only ensures compliance with the broader language competency requirements but also contributes to the overall coherence of the educational experience.

The commitment to inclusive principles is another sign of English teachers' strategies, as they employ diversified educational tactics to accommodate the diverse backgrounds, abilities, and learning preferences of students. This inclusivity exemplifies the school's language teaching policy, creating an environment that caters to a range of language skills and cultural perspectives. Furthermore, the careful selection and organization of instructional materials underscore the teachers' dedication to enhancing the educational experience. By incorporating listening, speaking, reading, and writing abilities, English teachers provide a comprehensive and

well- rounded language learning experience in accordance with the school's policy. In essence, the conclusion drawn from these practices highlights the importance of a cohesive and aligned approach to language education. English teachers play a crucial role in not only meeting the requirements of the school's language teaching policy but also in creating a dynamic and inclusive learning environment that nurtures diverse language skills and cultural understanding among students

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