

## **REFLECTIVE STUDY ON TESOL PRACTICES IN EFL TEACHING: COMPARING KURIKULUM 2013 AND KURIKULUM MERDEKA**

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### **ABSTRACT**

*This article discusses the reflection of a teacher's experience in teaching, especially teaching English, using the 2013 curriculum and the independent curriculum in Indonesia. This reflection applies TESOL practices to the Communicative Language Teaching (CLT) approach at the supra, macro, micro, and nano levels in learning. The results of this reflection indicate that the 2013 curriculum tends to limit teacher flexibility in planning learning, as well as motivating students to be more silent. In addition, the independent curriculum provides enormous flexibility for teachers to adjust learning methods and techniques according to students' abilities and needs, so that ultimately, this can also increase active participation, as well as the confidence of the students who speak English. At the end of this article, the independent curriculum can be more helpful in implementing communicative and student-focused TESOL practices. So that second language (EFL) teachers are expected to be able to think flexibly when choosing learning strategies and methods that are in line with the context in the classroom and the needs of students.*

**Keywords :** TESOL, 2013 Curriculum, Merdeka Curriculum, Reflective Practice.

### **INTRODUCTION**

In the context of teaching English as a foreign language (EFL), the application of TESOL principles requires teachers to be able to manage flexible, communicative, and learner-centered learning. The curriculum used plays a crucial role in determining the approach, methods, and practices of classroom learning. In Indonesia, the 2013 Curriculum and the Independent Curriculum show differences in the philosophy, planning, and implementation of English language learning. Therefore, reflecting on TESOL practices based on teaching experience with both curricula is crucial for understanding how curriculum policies influence teaching strategies, classroom interactions, and student engagement in the language learning process. This reflection aims to compare English as a foreign language (EFL) teaching practices in the 2013 Curriculum and the Merdeka Curriculum based on teaching experience. The analysis focuses on the application of TESOL methods and their differences at the supra-, macro-, micro-, and nano-levels in the learning process. 2013 Curriculum and Merdeka Curriculum.

### **METODOLOGI**

This article uses a reflective approach, which is based on the author's personal experience as an English teacher in a second language (EFL) classroom. This writing method uses self-observation and critical analysis of teaching practices implemented using the 2013 curriculum and the independent curriculum.

This reflection is carried out at four levels of analysis, namely:

- 1) Supra level: examining how curriculum procedures shape teaching and the application of TESOL principles as a whole.
- 2) Macro level: assessing how curriculum structure, learning objectives, and established materials can influence teaching plans and methods.
- 3) micro level: looking at how direct interactions in the classroom, how teaching steps, textbooks as a guide, and activities during learning with students.

4) nano level: assessing how individual student involvement, student confidence, and active opinions without having to fear being wrong.

## **FINDINGS AND DISCUSSION**

### **A. 2013 Curriculum**

The 2013 Curriculum is a national curriculum that emphasizes the integrated development of student competencies, encompassing attitudes, knowledge, and skills through a scientific approach. According to Mulyasa (2014), the 2013 Curriculum is designed with a systematic structure through Core Competencies (KI) and Basic Competencies (KD), so that the learning process has a clear and directed flow. The main characteristics of this curriculum include planned learning, the use of textbooks as the main reference, and authentic assessments that assess cognitive, affective, and psychomotor aspects. In English learning, the 2013 Curriculum tends to encourage teachers to follow predetermined material targets and learning structures, so that teaching practices often focus on mastery of language forms and controlled practice. This condition makes the application of a communicative approach possible, but is often limited by the demands of achieving competencies and complete learning administration.

### **B. Merdeka Curriculum**

The Independent Curriculum is designed to provide teachers and educational units with flexibility in designing learning according to the needs and characteristics of students. According to the Ministry of Education, Culture, Research, and Technology (2022), the Independent Curriculum emphasizes the development of essential competencies, student-centered learning, and contextual and meaningful learning. Key characteristics of this curriculum include flexibility in lesson planning, freedom in selecting methods and materials, and an emphasis on the learning process and student development. In English language learning, the Independent Curriculum provides teachers with greater space to implement communicative TESOL practices, such as discussions, projects, and assignments based on real-world contexts. This flexibility enables students to be more active, confident, and engaged in using English as a communication tool, making learning more relevant and meaningful.

## **CONCLUSION**

Based on reflections on English teaching practices, it can be concluded that both the 2013 Curriculum and the Independent Curriculum have strengths and limitations in supporting TESOL practices. However, the Independent Curriculum provides greater scope for the implementation of a communicative approach due to similarities in planning, student-centered learning, and an emphasis on processes and meaningful language use. Therefore, TESOL teachers need to think adaptively in selecting learning methods and strategies, taking into account student needs, classroom context, and learning objectives.

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