

English Teachers' Perceptions of Independent Learning Curriculum (ILC) Implementation: From Training to Classroom Practice

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Abstract: This study aimed to investigate teachers' perceptions of the implementation of the ILC in English language learning at senior high schools in Ambon City, with particular attention to teachers' readiness, curriculum understanding, instructional practices, institutional support, and perceived challenges. The research employed a descriptive quantitative method using questionnaire data collected from English teachers. The findings indicate that the implementation of the curriculum has generally received positive responses. Most teachers reported having participated in curriculum-related training and demonstrated a satisfactory understanding of its core principles. They also expressed confidence in implementing the curriculum, developing relevant English teaching materials, and applying instructional approaches aligned with students' learning needs. Furthermore, the availability of learning facilities and support from school management were perceived as adequate, suggesting that institutional conditions have contributed meaningfully to curriculum enactment. The results also reveal that the curriculum has encouraged teachers to enhance creativity, adopt more interactive teaching methods, and perceive improvements in students' English language competence. However, the study identified several critical concerns, particularly regarding students' readiness, the sufficiency of learning time, and the ability of some teachers to evaluate the effectiveness of their teaching strategies. The discussion emphasizes that while the ILC has promoted pedagogical innovation and professional confidence, its implementation still requires continuous training, equitable access to resources, stronger managerial support, and systematic evaluation. Therefore, sustained professional development and institutional reinforcement are essential to ensure more effective, inclusive, and transformative English language learning under the ILC framework.

Keywords: Classroom Practice, ELL, ILC, ELT, Independent Learning, Student-Centered

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Introduction

The ILC is a strategic initiative by the Indonesian government to improve educational quality through student-centered, flexible, and contextual learning (Mujiburrahman et al., 2025). It addresses the demands of 21st-century education by emphasizing critical thinking, creativity, communication, and collaboration skills (Haryaka et al., 2025). In English language learning, this curriculum requires teachers to be adaptive, innovative, and reflective in designing instruction that responds to students' diverse needs and characteristics (Fauziah et al., 2024; Nurlaili et al., 2026; Surdiyantiningsih et al., 2025).

As key agents of curriculum implementation, teachers are responsible for translating educational policy into classroom practice (Kumayas et al., 2025). Although training and mentoring have been provided to strengthen teachers' understanding and readiness (Gurion, 2024; Ibrahim & Aisyah, 2026; Sahrawi & Hafis, 2025), successful implementation depends not only on participation in these programs but also on teachers' ability to apply the acquired knowledge effectively in real teaching contexts (Sukmayadi et al., 2026). In addition, teacher background, student readiness, school management support, facilities, infrastructure, and learning time allocation also influence the effectiveness of curriculum implementation in schools.

Preliminary questionnaire findings indicate that most teachers hold positive perceptions of the ILC, particularly regarding conceptual understanding, implementation readiness, and creativity in designing English instruction. The majority reported having participated in specific training and perceived themselves as capable of developing curriculum-aligned teaching materials. School management support and learning facilities were also viewed as relatively adequate. Nevertheless, several challenges remain, especially concerning students' readiness for

English learning under the curriculum, teachers' capacity to evaluate instructional effectiveness, and the need for sustained professional development.

The gap between teachers' conceptual understanding and actual classroom implementation remains a critical issue for further investigation. Although some teachers understand the curriculum's principles, they still encounter difficulties in applying them, particularly in adapting instructional methods to students' readiness and learning characteristics. This suggests that successful curriculum implementation depends not only on teachers' individual competence but also on a supportive educational ecosystem, including institutional policies, academic culture, and adequate learning resources.

This study offers novelty by comprehensively examining teachers' perceptions of the ILC, from training participation to classroom implementation in English language learning. It extends beyond measuring teacher acceptance by identifying supporting and inhibiting factors based on teachers' empirical experiences. Accordingly, this research is expected to contribute to the scholarly discourse on curriculum implementation, particularly in English education.

Specifically, this study aims to describe teachers' perceptions of the ILC, analyze the relationship between teacher training and classroom practices, and identify factors influencing successful implementation. It also explores teachers' views on the curriculum's impact on instructional creativity and students' English proficiency. The findings are expected to provide practical considerations for schools, policymakers, and training providers in formulating more effective strategies to strengthen curriculum implementation.

The curriculum constitutes a structured plan concerning learning objectives, content, and materials that guide the implementation of teaching and learning activities (Choppin et al., 2022; Ndari et al., 2023). It functions as a framework for teachers in planning, conducting, and evaluating instruction (Kasman & Lubis, 2022; Zhao et al., 2023). Curriculum reform emerges in response to scientific, technological, social, and learner-related developments. In Indonesia, the ILC represents a transformative effort to create more adaptive, relevant, and holistic competency-based learning.

The ILC emphasizes student-centered learning, instructional flexibility, and the strengthening of character and competence (Irnawanto & Yayuk, 2025). It allows teachers to adjust learning based on students' needs, interests, and ability levels. The principle of learning independence reflects responsible freedom, where students are encouraged to explore their potential while teachers act as facilitators and learning companions.

Within this curriculum, teachers are expected to implement differentiated instruction, develop meaningful formative and summative assessments, and apply strategies that promote student engagement and autonomy. It also highlights reflection and continuous improvement, requiring teachers to evaluate and adapt their teaching practices according to students' learning needs and development.

English learning within the ILC is oriented toward developing students' communicative competence through the integrated mastery of listening, speaking, reading, and writing skills (Hendrowati et al., 2024; Rokayah et al., 2023). It emphasizes not only grammatical knowledge but also the contextual and meaningful use of English in daily communication. Accordingly, communicative, task-based, and contextual approaches are highly relevant to its implementation.

English teachers are expected to establish interactive learning environments that promote students' active participation. The use of diverse instructional methods, media, technology, and authentic assessment is essential in curriculum-based English instruction. Therefore, the effectiveness of English learning largely depends on teachers' pedagogical and professional competence in translating curriculum principles into meaningful classroom practices.

Teacher training is a crucial determinant of successful curriculum implementation (Latifa et al., 2023). It aims to strengthen teachers' understanding of curriculum concepts, instructional strategies, and assessment practices aligned with curriculum demands. In the ILC, training focuses on differentiated instruction, contextual material

development, and student-centered learning. However, professional development should be viewed as a continuous process involving reflection, collaboration, and classroom practice (Şensin & Can, 2024). Thus, examining the relationship between training and teaching practice is essential for understanding the effectiveness of curriculum implementation.

Teacher perception refers to teachers' views, judgments, and interpretations of educational policies, programs, or practices they experience. These perceptions influence their attitudes, motivation, and instructional actions. Positive perceptions of a curriculum may encourage openness to change and stronger commitment to implementation, whereas negative perceptions can hinder classroom enactment.

In the ILC, teachers' perceptions of curriculum understanding, personal readiness, school support, and learning facilities are crucial factors affecting implementation success. Therefore, examining teacher perceptions provides a comprehensive understanding of curriculum practices and the challenges encountered in schools.

Curriculum implementation is the process of translating curriculum policies and plans into actual classroom learning. Its effectiveness requires teacher readiness, school management support, adequate facilities and infrastructure, and student preparedness. In English learning, the implementation of the ILC is reflected in lesson planning, method and media selection, interactive instruction, and assessments focused on students' learning processes and outcomes (Purnama & Pawiro, 2023).

Materials and Methods

Research Design

This study employed a descriptive quantitative approach using a survey method to examine teachers' perceptions of the implementation of the ILC in English language learning. The quantitative approach was considered appropriate because the study sought to measure and describe teachers' perceptual tendencies through numerical data collected using questionnaire instruments. The research design was not intended to examine causal relationships; rather, it aimed to present an empirical description of the actual conditions of curriculum implementation as perceived by teachers.

Research Subject and Location

The subjects of this study were 20 English teachers teaching at 10 senior high schools in Ambon City. They were selected as respondents because they serve as key agents in translating curriculum policy into classroom practice. The research was conducted in senior high schools that had implemented the ILC. The participants were selected purposively based on specific criteria, namely having attended training on the ILC and being directly involved in the English language teaching process.

Research Instruments

The primary instrument of this study was a closed-ended questionnaire developed based on indicators of ILC implementation and English language learning. The questionnaire employed a four-point Likert scale consisting of strongly agree, agree, disagree, and strongly disagree. The questionnaire items covered several key dimensions: (1) teachers' training experiences related to the ILC, (2) teachers' understanding and readiness to implement the curriculum, (3) school support and the availability of learning facilities, (4) English language teaching practices in the classroom, (5) challenges encountered by teachers, and (6) teachers' perceptions of the curriculum's impact on instructional creativity and students' English proficiency. Prior to its administration, the questionnaire was reviewed by experts in English education and curriculum studies to ensure content validity. A limited pilot test was also conducted to examine the clarity of the items and the consistency of respondents' answers.

Data Collection Techniques

Data collection was carried out by distributing questionnaires to English teachers through online media. Respondents were asked to fill out a questionnaire according to their experience and perception in implementing

the ILC. To maintain the objectivity and honesty of the answers, respondents were given an explanation that the data collected was anonymous and only used for research purposes.

Data Analysis Techniques

The data obtained from the questionnaire was analyzed using descriptive statistics. The analysis is done by calculating the percentage and frequency distribution of each statement item. The results of the analysis are then presented in the form of tables and narratives to illustrate the tendency of teachers' perceptions towards the implementation of the ILC in English learning. Data interpretation was carried out by grouping respondents' responses into positive and negative perception categories, and identifying aspects that showed a high level of acceptance and aspects that still needed attention and improvement. This analysis is used to answer research questions and achieve research objectives.

Results

The results of this study are presented in the following table:

Statements	Percentage			
	SA	A	SD	D
I have attended special training on the implementation of the Independent Learning Curriculum	40	46	-	13
I understand the concept of the Independent Learning Curriculum	33	53	13	-
I can implement the Independent Learning Curriculum in English learning	40	46	13	-
There are adequate learning facilities such as computers and in focus to support the implementation of the Independent Learning Curriculum	53	33	-	13
I can develop English teaching materials that are appropriate for the implementation of the Independent Learning	40	46	-	13
All students are ready to learn English according to the concept of the Independent Curriculum	13	53	-	33
School management provides support for the implementation of English learning in schools based on the Independent Learning Curriculum	33	66	-	-
The allocation of time given is sufficient to conduct English learning in the classroom according to the concept of the Independent Learning curriculum	26	53	13	6
I have difficulty in designing English learning activities according to the Independent Learning Curriculum	-	26	13	66
I can assess the effectiveness of the English learning strategies that I use to overcome the challenges of implementing the Independent Learning curriculum	13	46	-	33
The implementation of the Independent Learning curriculum has increased my creativity in designing learning activity	46	49	-	20
I use more interactive learning methods in the implementation of the Independent Learning Curriculum	13	66	6	6
The implementation of the Independent Learning Curriculum has improved students' English language skills	13	66	-	26
In implementing the Independent Learning Curriculum I use approaches and methods that suit the needs of students	40	53	-	6
There needs to be a curriculum workshop and the development of teaching skills according to the demands of the Independent Learning Curriculum	66	33	-	-

Table 1: Data on the Implementation of the ILC for English subject

With regard to teachers' participation in specialized training on the implementation of the ILC, the findings indicate a predominantly positive response. A total of 40% of respondents strongly agreed and 46% agreed that they had attended specific training related to the curriculum, while only 13% disagreed. This suggests that the training program had reached the majority of teachers and contributed to strengthening their readiness and acceptance of the curriculum. However, the small proportion of respondents who disagreed indicates that some teachers may not have received adequate training opportunities or may have perceived the training as insufficient to meet their professional needs.

The data also reveal that most teachers possessed a relatively good understanding of the ILC. This is reflected in the responses, where 53% of teachers agreed and 33% strongly agreed that they understood the curriculum concept well. These findings demonstrate that the majority of teachers had developed a satisfactory conceptual grasp of the curriculum. Nevertheless, the higher percentage of agreement compared to strong agreement suggests that their understanding may still require further reinforcement and clarification. Meanwhile, 13% of respondents strongly disagreed, indicating that a small group of teachers experienced substantial difficulty in understanding the curriculum. This finding highlights the need for continuous professional support, targeted mentoring, and more intensive training to ensure more equitable curriculum comprehension among teachers.

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The existence of strong differences of opinion indicates a significant gap in understanding for a small number of respondents. Regarding the implementation of the ILC in English language learning, 40% of respondents strongly agreed that most teachers feel very confident in their ability to implement the ILC in English language teaching. This shows that the respondents not only understand the curriculum but also feel ready to implement it effectively in their classrooms. In addition, 46% of respondents agreed that they were able to implement the curriculum, although their confidence levels may be slightly lower than those who strongly agree. This suggests that even though they feel positive about their ability in implementing the curriculum, they may still have some things that they feel need to be improved or further supported. Furthermore, 13% of respondents strongly disagreed, indicating that a small percentage of respondents strongly believed that they could not implement the curriculum in English language teaching. This group reflects those who may have difficulty understanding or applying the curriculum in practice and may need additional training or resources. 53% of respondents strongly agreed, indicating that the majority of participants felt strongly confident that the necessary learning facilities such as computers and projectors were adequately available to support the implementation of the ILC. This shows that more than half of respondents believe that the technological resources available in their environment are more than enough to facilitate effective learning. While 33% of respondents agreed, representing the majority of respondents who also admitted that facilities are available, although the level of enthusiasm is not the same as those who strongly agree.

This group generally feels that they have sufficient resources, but there may still be room for improvement or may not have as positive experiences as the first group. Only 13% of respondents disagreed, indicating that a small percentage of respondents argued that the facilities available were inadequate to support the implementation of the curriculum. These groups may experience challenges in accessing or utilizing these resources, highlighting potential gaps in equitable access to adequate technology support.

40% of respondents strongly agreed, this shows that most participants felt very confident in their ability to develop English teaching materials that were in line with the ILC. This shows that the respondents not only understand the curriculum but are also able to adapt it into effective and appropriate teaching materials for their students. 47% of respondents agreed, representing almost half of the participants who also felt they were able to develop appropriate English teaching materials, although their confidence was slightly lower than those who strongly agreed. This group feels positive about their abilities, but there may be some things they feel could be improved or further supported. 12% of respondents disagreed, indicating that a small percentage of respondents felt that they were unable to develop English teaching materials that were appropriate for the ILC. This group may need additional training or resources to improve their skills in creating materials that align with the curriculum. 13% of respondents strongly agreed that their students are fully prepared to learn English according to the ILC. This shows that only a small percentage of teachers feel that their students are very prepared and ready for this new approach to learning English. Meanwhile, 53% of respondents agreed, representing the majority who felt that their students were ready to learn English under the framework of the ILC. 33% of respondents disagreed, which is a significant portion, showing that a third of teachers feel that their students are not ready to learn English according to the ILC. This group reflects concerns that students may lack the skills, motivation, or resources necessary to engage effectively with the curriculum, signaling challenges in student readiness. Regarding school management, 33% of respondents strongly agreed that school management provides strong support for the implementation of English language teaching according to the ILC. This reflects a strong

level of commitment and involvement from school leaders, ensuring that resources, guidance, and policies are available to support the curriculum. 66% of respondents agreed, representing a majority who also believed that school management supported the implementation of English language learning according to the new curriculum, albeit with slightly lower intensity than those who strongly agreed. The group acknowledges the existence of support but may see room for further improvement or stronger involvement from school leaders. 26% of respondents strongly agreed, indicating that more than a quarter of participants felt that the time allocated to English learning under the ILC was more than enough. These respondents strongly believe that the time provided allows them to implement the curriculum effectively and include the necessary materials. Meanwhile, 53% of respondents agreed, representing the majority who also believe that the allotted time is enough. 13% of respondents strongly disagreed, indicating that a small but significant portion of participants felt strongly that the allotted time is insufficient. 6% of respondents disagreed, indicating other small groups who argue that the time is not enough, although it may be not as strong as those who strongly disagree.

Most of the respondents strongly agreed, this shows that none of the participants felt that they experienced significant difficulties in designing English learning activities that are in line with the ILC. This shows that no one feels overwhelmed by the curriculum requirements to plan learning activities. 26% of respondents agreed, reflecting a small percentage of participants who admitted to facing some challenges in designing English learning activities under the new curriculum. This group may find certain aspects of curriculum implementation more difficult to manage, potentially requiring more support or resources. 13% of respondents strongly disagreed, indicating that a small percentage of participants were very confident that they did not face difficulties in designing learning activities. This group strongly feels that they can easily adjust their teaching plans to fit the curriculum requirements. 66% of respondents disagreed, representing a majority who also argued that they did not experience significant difficulties in designing learning activities. Although not as sure as those who strongly disagree, this group showed that they were generally able to manage curriculum planning and design well.

13% of respondents strongly agreed that they feel very confident in their ability to assess the effectiveness of the English teaching strategies they use to address the challenges posed by the ILC. This group showed a high level of confidence in evaluating their teaching methods and adapting them as needed. Meanwhile, 46% of respondents agree that they can evaluate the effectiveness of their teaching strategies. This shows that many teachers are generally confident in their assessment abilities. 33% of respondents disagreed, indicating that most respondents found it difficult to assess the effectiveness of their teaching strategies. This group may face difficulties in determining whether their approach successfully addresses the challenges of implementing the ILC, perhaps due to a lack of evaluation tools or clarity of success indicators.

46% of respondents strongly agree that the implementation of the ILC has significantly increased their creativity in designing learning activities. This group showed a strong positive impact of the curriculum on the ability to think creatively and innovate in their teaching methods. 40% of respondents agreed, that the curriculum has a positive impact on their creativity. 20% of respondents disagree, this shows that there is a small group of participants who argue that the implementation of the ILC has not increased their creativity in designing learning activities. This group may feel that the curriculum has not provided tools, inspiration, or flexibility needed to drive creative approaches in teaching.

13% of respondents strongly agreed that they have significantly increased the use of interactive teaching methods based on the ILC. This group clearly saw a strong connection between the curriculum and their shift towards a more interactive approach in the classroom. 66% of respondents agreed, representing a majority who also felt that they had implemented more interactive teaching methods, although they may be less confident than those who strongly agreed. 6% of respondents strongly disagreed, indicating a small group that strongly disagreed with more interactive teaching methods. This group may resist change or face challenges in implementing interactive approaches, perhaps due to a lack of resources, training, or understanding of the method. 6% of respondents disagreed, representing another small group who believe that they have not increased the use of interactive methods. 13% of respondents strongly agreed that the implementation of the ILC has

significantly improved students' English language skills. This group believes that the curriculum has a strong positive impact on students' outcomes in English language proficiency. 66% of respondents agreed and felt that the ILC has contributed to improving students' English skills, although the intensity is not the same as those who strongly agree. However, there were 26% of respondents who disagreed, representing a small percentage of respondents who felt that the ILC had not improved students' English skills. This group may face challenges or may feel that the curriculum has not been fully effective in improving student learning outcomes in English.

40% of respondents strongly agree, that they use teaching approaches and methods that align with the needs of their students. This group demonstrates a strong alignment between their teaching strategies and the individual learning needs of their students, reflecting a high level of responsiveness and adaptability in their teaching practices. 53% of respondents agreed, representing a majority who also believed that they were using the right method for their students. 6% of respondents disagreed, representing a small fraction who felt that they were not using methods that met the needs of their students. This group may have difficulty adjusting their teaching approach or may face challenges in identifying the most effective method for its students.

66% of respondents strongly agreed that workshops focusing on curriculum development and the creation of teaching materials that are in line with the ILC need to be carried out. The group expressed a clear and urgent need for structured professional development to better equip educators to implement the curriculum effectively. 33% of respondents agreed, representing the vast majority of participants who also believe in the importance of such workshops. None of the respondents felt that such workshops were unnecessary, indicating a firm belief in the need for further training and development in curriculum implementation and curriculum design.

Discussion

The results showed that the training on the ILC had successfully reached most teachers and received positive acceptance. However, special attention needs to be paid to small groups who feel they have not received training to ensure that all educators can actively participate in the implementation of the curriculum (Rokayah et al., 2023). With strategic measures, it can create a better learning environment for all students. Data shows that most teachers have achieved a fairly high level of understanding of the ILC. However, it still needs to be deepened and there are a small number of teachers who need additional assistance. With strategic measures such as improving access to information, providing advanced training, providing individual guidance, and conducting evaluations, it can create a better learning environment for all students (Rokayah et al., 2023). Most teachers feel confident in implementing the ILC in English language teaching. However, additional support is needed to boost the confidence and abilities of some teachers.

Besides, most teachers believe that the necessary learning facilities are adequately available to support the implementation of the ILC. However, there are still a small number of teachers who feel underserved in terms of access to learning facilities. With strategic measures such as improving technological infrastructure, teacher capacity building, evaluation and improvement, and balancing access, curriculum implementation can run more effectively and have a positive impact on the quality of education in Indonesia.

Overall, the data showed that most teachers felt confident in their ability to develop English teaching materials that were in line with the ILC. However, there are still a small percentage of teachers who feel underserved in terms of their ability to develop effective materials. With strategic measures such as ongoing training, additional resources, evaluation and improvement, as well as the balance of access, the implementation of the curriculum can run more effectively and have a positive impact on the quality of education in Indonesia. Overall, the data results show that there are significant concerns regarding students' readiness to learn English in accordance with the ILC.

Although the majority of teachers are optimistic about student readiness, there are still one-third of respondents who doubt students' ability to adapt to this new curriculum. With strategic measures such as student needs analysis, development of support programs, teacher training, and increased student motivation, we can address these challenges and ensure the successful implementation of the ILC in the classroom. The data shows that

there is a strong commitment and involvement from school leaders in supporting English language teaching. However, there is still room for further improvement in engagement and support. The resources, guidance, and policies available are important factors in supporting the curriculum. Effective school management must ensure that all of these resources are available and used optimally.

For the sufficiency of time, teachers feel that the time allocated is enough, this reflects a positive perception of the time structure in the ILC. However, there are still some teachers who are worried about the sufficiency of time. This can be a signal for school management to re-evaluate time allocation and listen to input from teachers and students. It is important to ensure that the time allocation is not only quantitatively sufficient, but also qualitative, so that the material can be taught in an in-depth and effective way.

Data shows that the difficulty in designing English learning activities under the ILC is relatively limited. Most respondents felt that they did not experience any significant difficulties, which indicates that the curriculum is relatively easy to implement. In addition, teachers have insight into the high level of confidence in assessing the effectiveness of the English teaching strategies they use in the context of the ILC.

The majority of respondents felt an increase in creativity because of the the ILC, it is important for school management to listen to input from all groups of respondents. By providing additional support and necessary resources, schools can further facilitate the development of teachers' creativity and ensure that all learners have an innovative and inspiring learning experience.

Teachers have adopted a more interactive approach in the classroom, with the majority of teachers feeling the positive impact of this curriculum in changing the way they teach.

A strong link between the curriculum and the switch to interactive teaching methods became clearly, reflecting progress in teaching practice. Although the majority of teachers are showing progress in the use of interactive teaching methods, it is important for school management to provide additional support to groups facing difficulties. By providing the necessary training and resources, schools can ensure that all teachers can make the most of the interactive approach, thereby improving the quality of learning for students.

The implementation of ILC has a positive impact on students' English language skills. The data shows that most respondents stated that this curriculum improves students' English language skills, reflecting a strong belief in the effectiveness of the curriculum in achieving learning objectives. However, there are still some teachers who feel that the ILC has not been successful in improving students' English skills. This group may face certain challenges or feel that the curriculum has not been fully effective in improving student learning outcomes.

Overall, the data shows that most teachers have made an effort to meet the individual learning needs of their students by using appropriate teaching methods. However, it is important to pay attention to groups who disagree and provide additional support to help them improve adaptability and responsiveness in teaching practice. Thus, school management can ensure that all students have an optimal and effective learning experience.

The majority of respondents showed a strong commitment to using teaching approaches and methods that suit the needs of their students. They have adapted teaching methods; this reflects a significant alignment between teaching strategies and the individual learning needs of students. This shows that teachers have a high level of responsiveness and adaptability in their teaching practices. However, support is still needed to identify and implement more effective methods for their students.

Conclusion

The results of this study show that the implementation of ILC in high schools in Ambon City received quite positive responses from most teachers. Most of the respondents felt confident and had a good level of understanding of this curriculum, supported by the training they had received. The majority of teachers also feel quite prepared and able to develop and implement English teaching materials that are aligned with the

curriculum, although there are a small number who still need additional training or further resources. The learning facilities were considered adequate by most teachers, and the support from the school management was considered strong, although there was still room for improvement. However, there are challenges in terms of student readiness and time sufficiency, with Some teachers expressed concern that students were not fully prepared or that the allocation of learning time was not optimal. This gap shows that while the implementation of the curriculum is going quite well, some areas still need additional improvement and support.

Suggestions

To implement ILC properly, it is recommended that schools and related agencies provide ongoing training that focuses on development of understanding and implementation of the ILC, especially for teachers who feel that they are not confident or incapable of implementing the curriculum well. Efforts need to be made to ensure all teachers have equitable access technology facilities, so that they can support English language learning more effectively. Provide greater support in the form of workshops or resources to encourage teachers' creativity in designing learning activities that innovative and interactive. This will help ensure that all teachers can take advantage of the potential of the ILC to the fullest. Develop additional programs oriented towards increasing readiness students in English language learning. This can be in the form of mentoring programs, activities interactive learning, or a needs-based approach designed to improve skills and motivation of students. School management is advised to review the allocation of learning time to be more effective. Taking into account the input from the teacher, adjustments may be made necessary to ensure that the material can be taught in an in-depth and efficient. Provide a structured evaluation mechanism to assess the effectiveness of the strategy teaching and curriculum implementation. Feedback from teachers and students should be used to continue to improve teaching practices and curriculum adaptation. With these steps, the implementation of the ILC in Ambon City can run more effectively, having a greater positive impact on quality learning and student readiness.

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