THE CAPACITY OF ENGLISH TEACHERS
FOR THE IMPLEMENTATION OF ACCELERATED CURRICULUM

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Abstract
The focus of this study is to figure out how ready English teachers are in West Popayato Subdistrict junior high schools to adopt the newly established curriculum. The method of data collection employed was interviews, with two English teachers from SMP Negeri 2 West Popayato and SMP Negeri 3 West Popayato Satap helping as participants. The interactive analysis phases of data reduction, data display, and conclusion drawing from Miles & Huberman were applied in data analysis methodologies. The findings demonstrated that English teachers were not at the point where they were ready to adopt the accelerated curriculum in their schools. The instructors brought up three points. Firstly, parents' involvement is still below the level of collaborating in tandem with teachers as resource persons. Second, to allow students to learn based on their accomplishments, teachers do not separate their classes into at least two groups that are subsequently taught by the same teacher. Third, teachers continue to employ the Ministry of Education and Culture's flow of learning objectives. Because teachers are still getting used to the accelerated curriculum, these three points are still in the early stages of implementation. Thus, according to the study's findings and the stages of the accelerated curriculum's implementation table provided by the Ministry of Education and Culture, English teachers are not yet at the point where they are prepared to implement it.
Keywords: English teachers' capacity, implementation of the accelerated curriculum.

INTRODUCTION

In accordance to data from the Ministry of Education and Culture, "the use of an emergency curriculum can reduce the impact of a pandemic by 73% (literacy) and 86% (numeracy)" when compared to the 2013 curriculum. This is what ultimately led the ministry to push for curriculum modifications during the post-pandemic learning

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recovery phase. The accelerated curriculum will change in four main ways, according to the presentation made by Minister of Education, Culture, Research, and Technology Nadiem Makarim at its launch: (1) a more flexible curriculum structure; (2) a focus on essential material; (3) flexibility for teachers in using teaching devices; and (4) use of applications to access references and share best practices that can be accessed independently (Kemendikbud RI, 2022).

The accelerated curriculum, according to a statement from the Ministry of Education and Culture's website, is a curriculum with a variety of cross-curricular studies and improved content so that students have sufficient time to study. to improve proficiency and dig deeper into ideas. Teachers possess the ability to select a selection of instructional materials to customize instruction to the requirements and preferences of learners. All educational units that are willing to implement the accelerated curriculum and are active in the data collection process have chosen this curriculum.

The Ministry of Education and Culture anticipates that educational institutions will be able to adopt the accelerated curriculum following their different levels of readiness for the 2022–2023 academic year. Every educational unit has the option to sign up using the principal's account on the accelerated teaching platform (Platform Merdeka Mengajar, or PMM). To assess the readiness of teachers and educational institutions for the adoption of the accelerated curriculum (Implementasi Kurikulum Merdeka, or IKM), this step starts with completing a questionnaire. The Ministry of Education and Culture presented suggestions for the preparedness level of educational units, which were broken down into three categories: (1) autonomous learning; (2) independent change; and (3) independent sharing. These recommendations were cited from the curriculum at kemendikbud.go.id.

According to research findings (Rahayu et al., 2022), 56% of English teachers who implemented the liberated curriculum did not display vocational teacher professionalism. The lack of understanding of the concept of growing teacher professionalism in the implementation of the accelerated curriculum impedes its seamless execution. This is supported by the findings of (Susilowati, 2022), which show that some teachers face several challenges in implementing the accelerated curriculum, including (1) some teachers still do not fully understand what independent learning is; and (2) some teachers are constrained by the accelerated teaching platform, which should serve as a study buddy for the teacher. (3) Some teachers continue to avoid using the liberated teaching platform due to a lack of understanding. (4) During the evaluation process, the teacher still assigns grades based on right and wrong, in the form of numbers. Not based on individual student's learning achievements.

By comparing the government's expectations through the Ministry of Education and Culture to the reality of IKM readiness in the three westernmost sub-districts in Gorontalo in the preliminary study above, as well as the findings of previous research, it is clear that there is a gap in the preparedness of education units and teachers. The

findings of this study indicate that the government's IKM targets at the education unit level, based on their respective preparedness for the 2022-2023 school year, have not been fully met. English teachers must be well prepared to transition from the 2013 curriculum to the accelerated curriculum in terms of learning outcomes, learning objectives, learning objectives flow, creating teaching modules, differentiation in learning, and the assessment pattern in phase D at the junior high school level. Schools that have not yet implemented the IKM, as well as schools with no English teachers available, will undoubtedly confront issues relating to readiness

In implementing the accelerated curriculum, educational institutions must establish good cooperation with teachers to implement innovative learning (Rahmawati & Sugito, 2022). In implementing the curriculum, especially in the teaching and learning process, teacher preparedness is very necessary. The level of learning effectiveness is greatly influenced by the attitudes of teachers and students. This accelerated curriculum is not ready to be implemented. This curriculum is considered imperfect, and the education and teaching system are poorly managed. In addition, human resources and systems are inadequate. However, this situation did not limit the government from quickly implementing and introducing the accelerated curriculum without delay. After the enactment of the decision, educational institutions need to prepare and respond with various aspects of resources, including human resources.

The Ministry of Education, Culture, Research, and Technology (Mendikbudristek) developed PMM, which is an educational platform that becomes a driving partner for educators in realizing Pancasila students who have learning, teaching, and creative features. The PMM also provides references for teachers to develop teaching practices according to the accelerated curriculum. In the teaching features, there are teaching tools that can be used in self-development.

In the PMM, 12 indicators have been provided by the Ministry of Education and Culture, which are used as benchmarks by researchers to measure teacher preparedness in implementing the accelerated curriculum. Therefore, to identify the preparedness of English teachers to implement the curriculum, researchers have prepared an interview consisting of 12 indicators (see Table 1).

Table 1. 12 Indicators of English teacher preparedness for implementing the accelerated curriculum at the junior high school level

No	Indicators
1	Teaching at the right level
2	Learning organization
3	The Structure of the accelerated Curriculum
4	The concept of the Pancasila student profile
5	The application of Pancasila student profile
6	Proyek penguatan profil pelajar Pancasila
7	Learning outcomes
8	The concept of learning objectives

9	The concept of learning objectives flow
10	Teaching module concepts and components
11	The principles of learning and assessment
12	Formative and summative assessment

All the indicators in this question interview are indicators that already exist in the accelerated curriculum, so the researchers took these indicators to be used as research material to find out how English teachers were prepared to understand and prepare themselves to implement the curriculum in their respective schools. Implementation of changes in education policy, including curriculum, is a complex process. The government views curriculum implementation as a long learning process, so educators and educational units are allowed to implement the accelerated curriculum following their respective preparedness. Based on (McTighe et al., 2017) several aspects can be applied in stages in implementing curriculum.

RESEARCH METHOD

This research focuses on English teacher preparedness using qualitative methods. According to (Sugiyono, 2013) the qualitative research method is a research method based on postpositivism philosophy used to examine the condition of natural objects. Data collection techniques are carried out using triangulation, data analysis is conductive or qualitative, and the results of qualitative research emphasize eating rather than generalization.

The participants of this research are two English teachers from SMPN 2 Popayato Barat and SMPN 3 Popayato Barat Satap. The reason of researcher chose this school as a research site because it was located in the westernmost sub- district of Pohuwato, Gorontalo Province, and also because this school was ready to implement the accelerated curriculum in the 2023–2024. So the researcher is interested in conducting this research related to teacher preparedness in implementing the curriculum, especially for English teachers who are in those schools.

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied and also if the researcher wants to know things from respondents that are more in-depth and the number of respondents is small. (Sugiyono, 2013) The number of questions provided by the researcher in this interview totaled 25. Based on the results of interviews with two English teachers, the answers related to the implementing of accelerated curriculum totaled 15 questions.. This question contains information about the teacher's knowledge related to their preparedness to implement the curriculum later. The researcher is the interviewer, and the source of the data is the person being interviewed. The type of interviews conducted by the researchers in this research is semi-structured interviews.

According to (Sugiyono, 2013) semi-structured interviews are conducted in an

interview where the subject under study can provide answers that are free and not limited, but the subject under study should not get out of the flow of the already determined.

Thus, researchers can find out the problems that exist in a more complex manner, so that the data obtained will be broader and also more accurate regarding existing information. In this study, interviews were conducted with all English teachers who had been used as research samples regarding their preparedness to implement the Emancipation curriculum in their respective schools.

According to (Sugiyono, 2013) data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by way of organizing into categories and units, filtering out important things to learn, and drawing conclusions that are easily understood by themselves and others.

The technique of analysis data used in this research will be an interactive analysis model, as stated by Miles and Huberman in (Sugiyono, 2013) namely data reduction, data display, and conclusion drawing and verification. First, data reduction is a process of simplifying through selection, focusing on the important information, and looking for the theme and pattern. Second, data display is a process of compiling data based on the order so that the structure can be understood, briefly described in the form of narrative text, and planned further work based on what has been

Conclusion drawing or verification is the final stage in data analysis conducted by looking at the results of previous steps that led to the research objectives being achieved. Conclusions were also verified during the study. The data that has been compiled is then compared with each other to conclude as to the answer to the existing problem.

RESULT AND DISCUSSION
Findings
Learning organization

The first question was about information related to the accelerated curriculum and learning that will be implemented at the school. The interview results from the two teachers have similar answers. Both of their answers are that they have read about the curriculum through the PMM provided by the Ministry of Education and Culture, and for the implementation of the curriculum, their school is at the independent stage of change. Furthermore, the researcher asked teachers about implementing the curriculum in their respective schools. The answers from both informants found that the preparation of IKM is done by: The first is, holding a meeting with the teacher council related to IKM, Second, Reviewing the preparedness of facilities and infrastructure, the preparedness of students, and the preparedness of teachers. The last, Participating in the IKM workshop, which is carried out centrally and managed by the Pohuwato District Education and Culture Office. This is evidenced by the result of interviews with both

English teachers. Finally, the researcher asked about information related to the curriculum provide to parents of students The interview results show that the school has provided information to all parents of students regarding the implementation of the accelerated curriculum and learning in the school.

Teaching at the right level

In this indicator the researcher asked teachers' understanding of the concept of teaching at the right level in the accelerated curriculum. Both interviewees argued that teaching at the right level is important to help learners achieve learning objectives and that there is a difference in the way learners are treated in the previous curriculum compared to the this curriculum. According to the interviewees, learners need to be treated according to their ability level and developmental phase.

"In the 2013 curriculum, teachers teach the whole class of students without any special treatment. While in the accelerated curriculum, students will be taught according to their ability level and developmental phase. So I think this teaching concept is very necessary. Because then the teacher can pay attention to students who need special treatment. So that all students can learn optimally"

The Structure of the Accelerated Curriculum

The next question is the fundamental difference between the structure of the 2013 curriculum and the accelerated curriculum. The results of the interviews show that the two teachers have different answers regarding the fundamental differences in the structure of the 2013 curriculum and the accelerated Curriculum. The 2013 curriculum is developed based on KI and KD and focuses on the academic abilities of students, while in the accelerated curriculum, competency-based learning, flexible learning, and Pancasila character are used, and schools are given full authority to develop learning programs.

"The fundamental difference between the structure of the 2013 curriculum and the accelerated curriculum is that the 2013 curriculum for kompetensi inti (hereafter: KI) and kompetensi dasar (hereafter: KD) is already stated in Permendikbud number 37 of 2018 and cannot be changed but can be developed on existing indicators. While the accelerated curriculum, competency-based learning, flexible learning, Pancasila character, and schools are given full authority to develop learning programs"

Understanding the Pancasila student profile

Next, researcher asked about Teachers' understanding of the attitudinal competencies described in the dimensions and elements of the Pancasila student profile in the accelerated curriculum. The similarity of the answers from the interviews of the two teachers shows that School A and School B do not have sufficient understanding of the attitudinal competencies described in the dimensions and elements of the Pancasila student profile.

Proyek Penguatan Profil Pelajar Pancasila (P5)

The first question was whether teachers would collaborate in preparing the P5. Based on the answers from schools A and B, it can be concluded that they will collaborate with other teachers in preparing P5. The next question was about Teacher preparation for the implementation of P5 in the future. The results of the interview show that both teachers have similar answers in preparing for the implementation of P5.

"To prepare for the implementation of P5, we held a meeting of the teachers' council and the principal. In the meeting, we discuss what projects will be taken in the odd semester, and after determining the project, we proceed with the division of project module drafting groups"

They said that in preparation for the implementation of P5, they held a joint meeting to discuss the project they would take and grouped the compilers of the teaching module so that the intended project would run smoothly.

Learning outcomes

Next question about the fundamental difference between CP (capaian pembelajaran) in the accelerated curriculum and KD (kompetensi dasar) in the 2013 curriculum. School B highlighted the time span needed to achieve the targeted competencies in the KD and CP, although without an in-depth explanation of the time span, the difference between the two could not be identified.

Concepts and components of teaching modules

The next question was about Teacher preparation in developing teaching modules in the accelerated curriculum. Based on the results of interviews with the two teachers, the answers are the same regarding the preparation of teaching modules in this curriculum. The preparation of teaching modules is adjusted based on the needs of students and looking at the facilities and infrastructure available at school.

Principles of Learning and Assessment

Furthermore, on the indicator of learning and assessment principles, researcher asked two question. The first question was about Teacher preparation for designing differentiated learning. From the responses below, it can be seen that in designing differentiated learning, both interviewees prioritize the process of identifying learners' characteristics, which Teacher B describes as preparedness, interest, and learning profile. Both consider this necessary before conducting the learning design process. The second question is about how the teacher plan to group student based on their level of learning prepare. Both informants revealed that to do grouping based on the level of preparedness to learn, they first conducted mapping or profiling of students' learning needs and then grouped them based on the level of preparedness identified.

Formative and summative assessment

The first question is about whether the teacher have prepared the type of formative assessment that will be used regularly during the English learning process. The interview results show that both teachers have prepared the type of formative assessment that

will be used during the learning process later. Furthermore, the researcher asked whether the teacher would adjust the learning process to the results of the formative assessment. From the interviews of the two teachers, they will adjust the learning process based on the results of the formative assessment that they used during the English learning process. In the last question, the researcher asked about the main obstacles to the IKM for English subjects at schools. The results of the interviews show that School A and School B have the same obstacles in implementing the accelerated curriculum, where they are still making adjustments in making teaching tools based on the new curriculum. In addition, they also need to attend workshops and socialize related to the implementation of this Curriculum.

"I think the main obstacle to the accelerated curriculum is that we at this school do not have experience related to the implementation of this curriculum because this curriculum is new to me. Besides that, the limited information and references to this curriculum make me not very familiar with the implementation of the curriculum. And this really makes me have to adjust my learning tools based on the curriculum, and of course, during this adjustment process, it will take time"

"The main obstacle in implementing the accelerated curriculum is that this curriculum is a new thing that I have to learn. There are several differences in teaching tools in the 2013 curriculum that must be adjusted to the curriculum, so it is very important to hold workshops and socialization for all of us subject teachers"

Discussion

Based on (McTighe et al., 2017) teachers are categorized as ready if they have provided "information to parents in detail and parents have the opportunity to be involved in the learning process, such as being a resource person. Teachers are also expected to open communication with parents to discuss the progress of student learning and the follow-up that needs to be done". From the interviews with the two informants, it was found that the expected things above have not been implemented in the targeted schools. The involvement of parents is not yet at the collaborative stage with teachers but only at the socialization stage regarding the new curriculum, including what students will face as the implementation of the accelerated curriculum. Both informants also revealed that although the implementation of the curriculum in their respective schools was in the independent category (non-driving schools), But the teachers still have high hopes for centralized socialization, as carried out by the Pohuwato Education and Culture Office centrally at SMP Negeri 1 Popayato Barat. Both interviewees did not show a good understanding of the structure of the curriculum; both of them responded to the CP and KI-KD instead of the different curriculum structures as asked.

The accelerated curriculum structure consists of Intracurricular, co-curricular, in the form of P5, and extracurricular activities. In addition, it is important for teachers to

highlight the changes in the calculation of lesson hours and the new subjects included in the curriculum structure. On the other hand, when asked about the differences between KI-KD and CP, both interviewees could not elaborate in detail about the fundamental differences between KD in K13 and CP in the accelerated curriculum. CP itself has been explained in McTighe et al. (2017, p. 11).

The accelerated curriculum emphasizes the importance of linking learning with assessment, especially formative assessment as a learning cycle. Formative assessment is an assessment carried out with the aim of monitoring and improving the learning process, as well as evaluating the achievement of learning objectives. According to its purpose, formative assessment can be conducted at the beginning and throughout the learning process. Teaching at the right level is a learning approach that refers to the level of achievement or ability of students. Based on the results of the interviews, researchers got answers from both informants that in the learning process, they had carried out formative assessments, and they then used the results of the assessment for the learning process. In addition, all students in the class are taught according to the learning achievement phase. Teachers also give special attention to students who need it. Unfortunately, the two informants did not elaborate on the types of formative assessments they had planned, whether tests, performance tests, practicums, or projects.

Furthermore, based on the preparedness table released by Kemendikbud in (McTighe et al., 2017) Teachers are categorized as "stage-ready" if they have divided students into at least two groups based on the achievements in the assessment at the beginning of learning and then taught with methods tailored to the phase of learning achievements. This was not reflected in the two interviewees' statements during the interview. Both interviewees have shown an initial understanding of the concept of teaching at the right level and the importance of assessment at the beginning of learning as an act of profiling learner characteristics that will be used as a reference for lesson planning. However, from the explanation in the interview, there is no explicit description of the concrete steps in the field regarding the follow-up to the assessment at the beginning of this learning.

Proyek penguatan profil pelajar pancasila (P5) is an initiative that aims to explore, understand, and apply the values of Pancasila in the daily lives of students. Rusnaini et al. (2021) explain that the strengthening of the Pancasila learner profile focuses on instilling character as well as skills in everyday life instilled in individual students through school culture, intracurricular, and extracurricular learning. Dynamic, project-based learning activities require collaboration that can support their implementation. Collaborative efforts are needed between various elements, one of which is the teaching unit. So that the implementation of P5 will take place thoroughly and optimally. This is in line with the results of interviews with both informants, who said that in making P5, teachers will collaborate with other teachers.

This finding is similar to (Makovec, 2018) finding that teachers must have broad educational insights because, in addition to being in contact with students, teachers also live in a system environment related to other teacher communities, which shows that teachers are resources that must be communicative and interactive in educational institutions.

In implementing the accelerated curriculum, teachers can be creative and innovative in their learning. This curriculum gives teachers the freedom to organize learning in the classroom. The teaching modules used can be in accordance with those from the government or their own creations or modifications of those issued by the government.

Based on this, researchers get answers from informants that, in the learning process, the material they teach still uses existing material, and they are still in the stage of adjusting to the flow of learning objectives provided by the government. This finding is similar to (Angga et al., 2022), who found that in the accelerated curriculum, teachers can use teaching modules according to those from the government, create their own, or modify those issued by the government. Thus, the answers of the two teachers and researchers classify them into the categories of initial and developing stages in implementing this curriculum.

The teaching module is a description of the flow of learning objectives (ATP) derived from learning outcomes (CP). According to Nesri and Kristanto (as cited by Maulinda, 2022), teaching modules play an important role in supporting teacher learning design. Teaching modules are teaching tools used in the teaching and learning process that are designed to help students learn.

Based on the results of the interview, both informants said that in learning, they still use teaching modules that have been provided by the government, which are then modified according to the needs of students. For making teaching modules themselves, teachers still do not understand and still need training related to the preparation of teaching modules. This is not in line with the concept of independent pathway implementation; the Ministry of Education and Culture expects teachers and education units to be able to learn independently through the PMM application (Kemendikbud RI, 2022). Both interviewees complained about the lack of access to information on the implementation of the accelerated curriculum. In fact, access to information related to this curriculum has been provided completely, easily, and free of charge by Kemdikbud through PMM. Teachers only need to activate their belajar.id account and start learning independently through the PMM application. PMM has also provided thousands of examples of learning tools that can be accessed, downloaded, and adapted easily by teachers who want to develop their learning tools. This is in line with (Magdalena et al., n.d.) Finding that the teacher's understanding of making teaching modules is very important because the module is an effort to achieve the profile of Pancasila students. The teaching module is prepared in accordance with the learning material by adjusting

the learning needs; evaluation and teaching modules are made as interesting as possible so that students are motivated to learn. By looking at the answers and categories in the preparedness stage table, the researcher then classified the interviewees' answers into the category of the initial stage in implementing the accelerated curriculum.

Finally, there are the formative and summative assessment indicators. This indicator is classified by researchers into the category of developing stages in the implementation of the accelerated curriculum. The results of interviews with the two interviewees show that in learning this curriculum, namely in grade 7, teachers conduct assessments at the beginning of learning, and the results are used to design learning. Teacher A and teacher B have conducted assessments at the beginning of learning and used the assessment data to design learning. In addition, teachers A and B have also prepared a type of formative assessment and adjusted the learning process to the results of the assessment. Based on the indicators in the educator preparedness stage table, the answers of the two resource persons are in the developing stage category in implementing the accelerated curriculum.

CONCLUSION

Based on the findings obtained, it was revealed that there are six indicators of preparedness in implementing the accelerated curriculum mentioned by the two English teachers from SMP Negeri 2 Popayato Barat and SMP Negeri 3 Popayato Barat Satap, namely learning organization, teaching at the right level, the pancasila student profile strengthening project, the concept of learning objective flow, concepts and components of teaching modules, and formative and summative assessment. Both English teachers need time to make adjustments to the curriculum changes that have been made by the Ministry of Education and Culture.

Overall, it can be concluded that SMP Negeri 2 Popaytao Barat and SMP Negeri 3 Popayato Barat satap's English teachers are not yet "ready stage" prepared to apply the accelerated curriculum. This is evidenced by the results of interviews with informants: parental involvement is not yet at the stage of collaboration with teachers, teachers have not divided students into at least two groups based on achievements in the assessment at the beginning of learning, and teachers still use the ATP provided by the Ministry of Education and Culture.

Based on the preparedness stage table provided by the Ministry of Education and Culture, teachers are categorized at the "ready stage" if the information provided to parents is more detailed and parents have the opportunity to be involved in the learning process, such as being a resource person. Then, based on the assessment at the beginning of learning, students in the same class are divided into two groups according to their learning achievements, and both are taught by the same teacher. Thus, each student can learn according to his or her learning achievement phase. The

last is that teachers revamp the flow of learning objectives provided by the Ministry of Education, Culture, and Research

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