

**Implementation of MBKM and the Relationship of Curriculum Policy based on a Case of EFL Education in Japan**

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The current trend of globalization and development in information technology had boosted the new curriculum of Merdeka Belajar, Kampus Merdeka (MBKM), which has become a universal issue in higher education at several universities in Indonesia. In this demanding and challenging information era in which we live, EFL instruction at higher education institutions needs to offer the students more than general proficiency in English. However, it is not an easy task to design a curriculum at the university level to address these issues. The aim of the research to design a communicative language teaching program developed for teaching English as a foreign language (EFL) at X University. It aims to illustrate the rationale and process of designing a flexible curriculum for university students. This study used a Qualitative research design to present the data. The result clearly showed about The curriculum presented in this paper is intended to be a model for teaching EFL or other foreign languages at higher education institution based on the case of EFL education in Japan related to MBKM, still relevant to adopt Japan Education policy in our Higher educational program most of them need communicative language teaching for their proficiency in English at higher educational level.

**Keyword:** *Curriculum, Communicative language teaching, higher education*

## INTRODUCTION

The independent curriculum has an impact on students to think in an innovative way about the environmental conditions they face. This curriculum provides flexibility to students in a free but measurable manner.

The direct impact that can be felt by both students and lecturers is unlimited activity and critical thinking and high-level thinking that makes students able to develop abilities both academically and non-academically.

In the independent learning curriculum that is in accordance with 21<sup>st</sup> century learning, students are required to truly become strong and independent individuals. The principle is that there is a paradigm shift in education so that it becomes more autonomous with an innovative learning culture (Tohir, 2020).

An independent campus is an implementation of the independent learning program which is currently being discussed in the world of higher education. An independent campus provides freedom for students for three semesters to seek learning experiences outside their majors (Siregar et al, 2020). To support this program, development is required in each university.

One thing that can be developed in the independent campus program is the lecture process carried out by lecturers and students.

These three administrations represent the most recent attempts by the Japanese government to better adjust EFL education to accelerating globalization, with learning outcomes, expected to provide useful information for improving similar educational systems, especially in Asian contexts. Here are three variables of goals, classroom practices, and student achievement because these are “key of curriculum policy” (Cumming, 2001).

Few studies have investigated how these policies have impacted classroom practices, especially on a longitudinal basis. Turning to recent EFL educational policies (Communicative language teaching; Tahira, 2012; EFL in the elementary school; Butler, 2015). Three targeted administration of curriculum policies stood out through “the introduction of government’s new educational policies” (Sasaki, 2008) in the 160 years history of Japanese EFL Educations.

Communicative language teaching has correlation with students learning outcomes in education system with their

variables there are goals, classroom practices, and students' achievement as key of curriculum policy in Japan. To apply it in Indonesia EFL higher education Policy, the government design 6c for HOTS there are communicative, collaboration, critical thinking, computational logic, and compassion. These components reflect new literacy, data, and human technologies. These are the key aspect in our new curriculum of Merdeka Belajar, kampus Merdeka (MBKM). Higher education curriculum developed by each institution based on national standard education through intellectual intelligent, attitude, and skills. The Ministry of Education and Culture. (2012)

Based on explanation above within the concept of 21<sup>st</sup> century skills is one of the learning skills everybody has to acquire in her/his life. In the context of higher education program according to Fadel (2008) and Triling (2012), learning skill are associated with mental processes that require students to be able to adapt to the modern work environment and improve their skills. Each of the skill sis needed in an individual's life and career, although its

importance depends on the kind of career she/he chooses. The skills are :

1. Critical thinking skill is the ability to find solution to problem faced. it also called problem solving skills.
2. Creative thinking skill. It is the skill thinking outside the confines of tradition or thinking out of the box and making innovation. this skill empower individuals to see concept in a different light, which lead to innovation.
3. Collaboration skill. It is skill to collaborate with others, to work together, achieve compromises, and get the best possible result for solving a problem. The critical element of collaboration is willingness.
4. Communication skill. It is the ability to communicate and talk with others. Effective communication is also one of the essential soft skill. without understanding proper communication individual in the

21<sup>st</sup> century will lack a crucial skill to progress their career.

Excellent communication involves understanding request, asking question, instructions, acquiring new skills, and relaying essential information. In today's competitive era, communication skill is very important. Higher education program or curriculum MBKM is relevant with the fourth skill has explained above, especially for EFL in higher education system, seek everyone who can communicate, getting information, do collaboration and creative with high order thinking or critical thinking.

Nowadays, communication which involves the use of advanced information technology as a medium has been pervasive. The advanced sophisticated of digital information technology as basic principle of MBKM in current situation of pandemic Covid 19. Concerning communication in language teaching using digital media, there are three related skill every person needs to posses. The three skills are:

1. Information literacy
2. Media literacy

3. Information and communication technologies (ICT) literacy

The aim of this study is to investigated how relationships between MBKM curriculum and curriculum policy of EFL Education in Japan related to goals, classroom practices, and students achievement in English as a foreign language (EFL) education in this current situation.

According to Fadel (2008) and Triling & Fadel (2012), the central role of education is to prepare future workers and the citizen of any country to be able to handle challenge as they live their lives. In this regard, the anticipative education dimension better provides the students with developing skills of communication, both verbal and written skills using digital technology media. The central role of education is preparing future workers and citizen to be able to win any challenge as they go through their lives (Triling & Fadel 2012).

Universities have three major functions:  
1) to foster human resources developments  
2) to advance science and technology developments, and 3) as the agent of social changes. Thus the educational institution at

the university level can play aligned and relevant roles such as:

1. Producing high quality human resources, cheap human resources, or other comparative advantages
2. Continuously produce new scientific knowledge and theories
3. Always improving the access and adaptability toward world science. Concerning all these competencies in communication, both verbal and written mediated by the uses of digital technology media are among the significant factor contributing to the university graduated competitiveness.

Providing university students with these competencies need more efforts than providing secondary or primary level with particular competencies. University need to create and maintain collaboration with other domestic universities and with outside universities the countries as well. Through collaboration university can improve the capacity of their students and their instructors. It is the basic concept of MBKM.

Two studies also set good examples of designing new curriculum in higher education program. Sasaki (2018), studies inform curriculum development. The study focuses on application of diffusion of innovation theory to educational accountability, the case of EFL education in Japan.

The emphasis of research is investigates how the criterion referenced approach has impacted relationship between goal, classroom practices, and student achievement in English education in Japan. A very related research report done previously is a study on communication skills from the perspectives of anticipative education by Mohammad Ali, The aim of their study was to extend to which communication skill are essential for anticipating the future.

In addition the author argues that formal education should provide students with program to support the development of communication skills. The discussion of this issue lead to general conclusion, which is the educational institution, should include communication skill development programs in their teaching learning process as a part of anticipative education dimension. This study

investigated the implementation of MBKM in EFL curriculum of Higher education level based on EFL curriculum in Japan that emphasize on Communicative language teaching through three key aspects of curriculum policy in Japan, there are goals, classroom practices and students achievement.

Curriculum studies refers to a very board field of inquiry that deals with what happens in schools and other educational institution, the planning of instruction, and the study of how curriculum plans are implemented. A curriculum in a school context refers to the whole body of knowledge that children acquire in schools. Curriculum is a far boarder concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it. How teacher help them learn, using what supporting materials, styles and method of assessment and what kinds of facilities. By investigating three key aspect of EFL education in Japan and the implementation to EFL higher education in Indonesia especially in institution adopt the curriculum. The researcher of the study is later planned to

revise or design new curriculum based on best practices curriculum in Asian context that hopefully can assist her in teaching students.

The research questions of this study are as follows:

- 1.”how did the relationship of goal, classroom practices, and student’s achievement aligns for EFL Education in Japan”?
- 2.” What the impact of EFL education in Japan to independent learning curriculum in higher education in Indonesia”?

Brown describes curriculum as a systematic process during which language teaching and language program development are a “dynamic system of interrelated elements”. The elements include needs analysis, goals and objectives, language testing, materials development, language teaching, and evaluation. He stresses that learner needs should be served, while alternative perspectives should also be taken into account. In addition to language needs, human needs and contextual variables should also be appraised. It is further recommended that evaluation should be regarded as an ongoing needs assessment.

Richards (2001) emphasizes that the processes of “needs analysis, situational analysis, planning learning outcomes, course organization, selection and preparing teaching materials, providing for effective teaching and evaluation” (p. 41) are all integrally interconnected.

He places teachers at the centre of the planning and decision-making process. The processes in curriculum development reflect the contributions of a variety of people with various roles and goals. For each process in curriculum design, literature related to it will need to be further examined in order to select a suitable approach to it. The emerge of ESP with its emphasis on needs analysis as a starting point in language program design was an important factor in the development of current approaches to language curriculum development. Communicative language teaching is a board approach to teaching that resulted from a focus on communication as the organizing principles for teaching rather than a focus on mastery of grammatical system of language.

The 1970s was a period when everyone was “going communicative” although precisely what was meant by that

varied considerably. CLT was not so much a change in method as a set of changes in assumption about the nature of language, by nature goals, objectives, and the syllabus in language teaching and search for appropriate methodology in the light of these changes, Wilkin described the traditional types of grammar based syllabus as a synthetic approach. A synthetic approach is contrasted with an analytic approach, which is one where there is no attempt at this careful linguistic control of the learning environment.

Wilkin proposed a national syllabus as a new types of syllabus that meets these criteria. A national syllabus would contain three kinds of categorized meaning; semiotic grammatical meaning, modal, and communicative function. Semantic grammatical meaning describe meaning underlying grammatical contrast and concepts such as : time and quantity. Wilkin suggested that modal meaning includes the following categorized of meaning: modality, scale of certainty, scale of commitment. Communication function refers to the meaning communicated by what linguists referred to as speech acts, such as: request, complaints, apologies, compliments, and



suggestions. In fact, all Wilkins has done with the first two categorized was to take traditional items of grammar and restart them in term of concepts or nations.

This means that if we know wish to make up the deficit in earlier syllabus types, and ensure that our learners acquire the ability to communicate in a more appropriate and effective way, we have to inject a larger number of components into the make-up of the syllabus.

### III. RESEARCH METHODOLOGY

The aim of this study is to investigate three key aspect of EFL education in Japan and the implementation to EFL higher education in Indonesia especially in institution adopt the curriculum. The researcher of the study is later planned to revise or design new curriculum based on best practices curriculum in Asian context that hopefully can assist her in teaching students. This study used Research design from a curriculum perspective (Mckenney, et.al 2006) Qualitative approach along with relevant documents and literature were deployed to reveal the findings.

#### Data collection

Secondary data collection technique to reporting the data from published books, journal and online website.

#### Data Analysis

This study was drawing from existing theoretical perspectives, highlighted related literature, and evidence based case studies. Curriculum planning and development model, applicability and explicability from tertiary education context in Japan. I analyzed the extent to which the lesson from Japan curriculum be adopted.

To analyze the data, it would be better analyzed by literature study. Every data gathered was analyzed, and at last the result was shown. The relevant data are arranged into systematic summaries, which are then connected to the literature used. Then, this research was intended to draw the following particular conditions.

The next steps are examining and revealing the data. These steps can be done by identifying, classifying, arranging, explaining thoroughly, systematically, and objectively. The data found are classified into several units to answer a research question and concerns to the objective of the research.



Then, the researcher synthesized the implication of program in higher education level. It is in order to provide the selection of appropriate teaching-learning methods that apply.

## **FINDING AND DISCUSSION**

### **1. Japan EFL education program**

This study reveal how well the goals, classroom practices, and students achievement align for EFL education in Japan over three administrative. Each of three administrations new policy along with the five perceived characteristic of innovations. These findings make suggestion for EFL education in Japan as well as for future studies. For improving EFL policies are limited to the Japanese system, some may be useful in other context with similar background. First, alignment between curriculum guidelines and teaching practices could be greatly improved if new guidelines were to become more adaptable in term of characteristics of innovation communicative activities for all skill.

The fact that more teachers started conduct communicative activities for all

skill, (especially speaking and writing) . Action plan to cultivate Japanese with English abilities as plan included sending at least 300 English teachers abroad each year as well as providing one month in service training. Finally the impact of policies, Indonesia could give some opportunity for teacher to improve their capacity of competency in CLT through in service training, so that teacher could apply CLT in their students.

### **2. Implementation from Japan EFL education program related to MBKM**

CLT in MBKM, with communication skill involve with critical thinking, collaborative, and creative thinking skill. The integration of each component is suitable with new curriculum for higher educational level especially for university students, ensure that our learners acquire the ability to communicate in a more appropriate and effective way, we have to inject a larger number of components into the make-up of the syllabus.

Syllabus design for our students should be consist of:

1. As detailed consideration as possible of the purposes for which the learners wish to acquire the TL
2. Some idea of the setting
3. The specially defined role the learners will want to use the TL
4. The communicative event in which the learners will participate
5. The language function involve in those events
6. The nations involved, what the learner will need to be able to talk
7. The skill involved in the “knitting together” of discourse
8. The variety or varieties the target language that will be needed, and the levels in the spoken and written language which the learners will need to reach
9. The grammatical content that will be needed
10. The lexical content that will be needed.

These types of syllabus could be design to apply CLT in university. The approach of CLT in MBKM still relevance with university need. The anticipative education dimension reflects its existence both in the curriculum and its implementation.

Ali (2017) reviewed several references on and synthesized there are four categories of the curriculum concept, namely the concept are:

1. Humanistic curriculum
2. Social reconstruction curriculum
3. Technological curriculum
4. Academic curriculum

In this case developing communication skills both the verbal one and the one uses digital technology media, the most important thing to be consider rigorously is the curriculum implementation at higher education level the lecturer who are responsible for developing the students verbal communication and the one using media skills, it can be predicted and projected that every higher education institution or university should provide the students with a higher level of competencies related to communication. CLT still relevance to adopt in MBKM with ICT adaptation for 21<sup>st</sup> century learning model.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

The result of this study has responded the issues in English program in higher education related case of Japan EFL education. The finding and data interpretation show that we still relevant to adopt Japan Education policy in our Higher educational program most of them need communicative language teaching for their proficiency in English at higher educational level.

1. This study reveal how well the goals, classroom practices, and students achievement align for EFL education in Japan over three administrative. Each of three administrations new policy along with the five perceived characteristic of innovations
2. These types of syllabus could be design to apply CLT in university. The approach of CLT in MBKM still relevance with university need. The anticipative education dimension reflects its existence both in the curriculum and its implementation.

### **Recommendation**

By considering the benefit of this study as step to develop curriculum, the lecturer or educator should analyze of the approach

suitable with the current situation, as university improvement in 4,0 Education at university level. The lecturer known about student's motivation, students lack, necessities and decide suitable material and learning method in English learning. If the lecturer knows about students need and level of proficiency, they could design flexible English curriculum for higher education involve kinds of skills, material and difficulties based on EFL Japan Education policy , Indonesia still relevant use CLT with MBKM through communicative, collaborative, creative thinking and critical thinking. Further researcher is recommended to conduct implementation of new curriculum or evaluation of English program suitable with students need and their level of English proficiency.

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