



## The Suitability of Post-Method Pedagogy for Merdeka Curriculum

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### ABSTRACT

This research intends to analyse Post-Method Pedagogy in Merdeka curriculum. The major reflecting of this research is to criticise available Post-Method Pedagogy as one of approaches to pedagogical methodology in English Learning Teaching (ELT). The methodology used is qualitative research through literature study. To collect the data, the researcher peels literary references from journals which closely relate with the issue being discussed. The primary outcome of research is as follows. To understand post-method pedagogy, Merdeka curriculum and suitability post-method pedagogy used in Merdeka curriculum. Then, the expected result may be a consideration for teachers as practitioners, educational policy makers to adjust this approach in implementing pedagogical practice in English Learning Teaching (ELT) to achieve an education's goals.

**Keywords:** Post-Method Pedagogy, Merdeka Curriculum

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## INTRODUCTION

In lately 100 years, education has been expanding quickly (Chen, 2014). It is not surprising, because humans are „agents of change.“ They never stop exploring new things around. Here, the researcher regards that each generation has themselves theories built upon their context and interest. The authorities focus on their expertise areas such as sciences, maths, psychology, sociolinguistic, technology development, pedagogy and so on. They strive to give the best devotion which can be availed for societies, the governments and other countries around the globe.

In this study, the researcher tends to take up pedagogical study in the education field. In this case, educational thinkers have pushed ahead their minds to revise the result of previous research which was not unsatisfactory. Of course, walking on this rail is not easy. Considering all parties and capable of facing the responsibility of their significant decision. Even if it has a political background or having profit for some personalities. The histories attested that it didn't work and the communities were as the trial objects. Hence, Kumaravadivelu, Indian pedagogical professor, spoke up his theory about post-method pedagogy in English Learning Teaching (ELT) in 1994 (Chen, 2014). The various English methods used to invent effective classrooms such as communicative approach, content-

based learning, audio lingual method, oral approach. This approach has no standard rules to select the method used in the classroom but gives a large opportunity for teachers to design by themselves.

The Indonesian curriculum has been changed at least twelve times: 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 and the latest is Merdeka curriculum (Hadi, et.al, 2023). Dynamic curriculum is an inevitability because it is based on the contextual situation where people must adjust with any change of environment or social paradigm. This time, the education minister, Nadiem Makarim has enforced the regulation of the Merdeka curriculum. This innovation intends to facilitate student-teachers in developing their ability optimally (Lestari, 2023). Many trainings have been held to provide the students, stakeholders and educators available with this curriculum.

The first implementation of the Merdeka curriculum will be conducted in 2022 through the Penggerak schools program. This curriculum provides the goal to create the students more noble, independent, critical thinking, unique, participatory, which are the result of research that will be held by Surasih et al. (2022). This proves that the Merdeka curriculum is worthy to be implemented in Indonesia. However, the researcher expected to incorporate post-method pedagogy in this curriculum. Because both have similarities in the principle goals and there is limited information about this case. To make it clear, the researcher should do the research to present them.

By this research, suspected teachers and authorised parties can get more obvious elucidation about post-method pedagogy and its impact when it is applied in the Merdeka curriculum. In itemised, the researcher disassembles it with strengthening and weakening that will probably be faced while it is being conducted. The result may be considered by teachers and educational policy makers in English Learning Teaching (ELT) specifically in pedagogical practice.

## **METHOD**

This study uses qualitative data which tends to give descriptive explanations and seeks the information in analysing some relevant journals. As for the major references to get findings, the researcher analyses approximately ten essential journals. Here, the researcher divides into two categories. Five journals concern to describe post-method pedagogy while others are focusing on the existing Merdeka curriculum. Post-method pedagogy will be served the journals from Mingyao Chen (2014), Nilufer Can (2009), Ahmad Hazratzad & Mehrnaz Gheitanchian (2009), Parviz Birjandi & Mohammad Hashamdar (2014), and Yupi Sundari dan Irma Rachminingsih (2015). Meanwhile, some others journals containing Merdeka curriculum are provided by Kasman & Siti Khodijah Lubis (2014), Nyoman Ayu Putri Lestari (2023), Fatma Tresno Ingtias, Dina Ampera, Fariyah, Bakhrul Khoir Amal, Anwar Soleh Purba (2022), Abdul Hadi, Marniati, Rispa Ngindana, Musyarrafah Sulaiman Kurdi, Muqarranah Sulaiman Kurdi (2023), and Robby Shadri, Neni Hermita, Dini Deswarni, Ayu Purnamasari S, Leny Julia Lingga, Hadion Wijoyo (2023). Moreover, newness studies are elected to achieve validity of real phenomena that may help others researchers or practitioners make feedback for future findings.

## **RESULT AND DISCUSSION**

This approach was first revealed by Kumaravadivelu in 1994. He is recognized as a professor of TESOL and Applied Linguistics at San Jose State University in California. And then, he has some research areas involved: language teaching methods, teacher education, classroom discourse analysis, post-method pedagogy, and cultural globalization.

Post-method pedagogy enables practitioners to design and give a large number of them the authority for making decisions (Kumaravadivelu, 1994,p.29; Chen, 2014). This means that there is a need to consider the teachers' understanding in classroom practice (Richards,1996; Hazratzad & Gheitanchian, 2009). Individual differences may cause multiple comprehension and response to certain conventional methods. That's the reason a method used may be effective and ineffective to be applied. Even Hargreaves (1994; Freeman, 1990; Prabhu, 1992; Hazratzad & Gheitanchian, 2009) mentioned that in pedagogical practice, there is a connection between "minds" and "attitudes". Sometimes, a restricted method is a hindrance or contradicts with the context so that the student-teacher fails to run it well in the class.

Post-method pedagogy is regarded as a fair learning principle which is able to promote students' behaviour (Suherdi, 2004; Sundari and Rachminingsih, 2015). Besides that, the inventor mentioned post-method pedagogy is not "an alternative method" but "an alternative to get a suitable method" (Kumaravadivelu, 2003a, p. 32; Chen, 2009). In this context, practitioners have taken a place as the centre who have the authority of learning makers.

### **Post-Method Pedagogy's Parameters**

In this part will be discovered three parameters of post-method pedagogy that should be known because unclear understanding of these parameters may probably overlap (Chen,2009).

- **Particularity**  
This parameter encourages us to comprehend educational, institutional, and social context in a unique view. Educational system used is diverse. For example, some countries enforce a distinctive curriculum which is fit just for countries itself. Sometimes, it is worthy for others and it doesn't mean that it is also available for our context. Moreover, institutional policy and students' characteristics must be observed.
- **Practicality**  
To achieve the classroom goal, there must be a relationship between theory and practice. After the teachers as practitioners identify the context, they can conduct it in the classroom without being unconfident and burdened. Kumaravadivelu (2003, p.36; Chen, 2014) claimed that the teachers may practice their own theories
- **Possibility**  
To take place awareness or sensitivity of pedagogical settings is necessary in education. Open-ended to receive unexpected or unpredictable situations in change on policy planners, curriculum designers and textbooks sources (Chen, 2009).

### **Macro-Strategy Framework in Post-Method Pedagogy**

Kumaravadivelu (2003a, p. 40; Can, 2009) stated that the practitioners need a guideline to practice more coherent, systematic procedures and relevant theory and practice. Macro-strategy presents ten categories that must be reflected in the English Foreign Language (EFL) classroom.

- **Maximize Learning Opportunities**  
The teachers try to maximize the opportunities for students. This intends to touch what they need in learning style such as auditory, visual or kinesthetic and so on.

Furthermore, give space for them to mobilize their critical thinking. For example, if there is a question that must be answered, the teachers don't answer it immediately.

- **Minimize Perceptual Mismatches**  
Construct the task with the keyword or picture, the students must be led to prevent the misconception or vocabularies which are intended.
- **Facilitate Negotiated Interaction**  
Sometimes, the teachers describe in detail about one thing and after that the students may be invited to guess it. Best to select familiar things to stimulate the interaction in the class.
- **Promote Learner Autonomy**  
Boost the students by giving a text or lyric of a song. Then, ask them to look for the unknown vocabulary. After that, the students must write their strategy on their journal reflection to memorize new words.
- **Foster Language Awareness**  
This is how the teachers lead their students to come up with language awareness. For example, the teachers give a poem with available slang or non standard words like "coz". Here, the teacher may ask the standard words of it.
- **Activate Intuitive Heuristics**  
Don't be too bored to encourage the students to increase their critical-reflection by asking explicitly about the identifying unstructured sentences by looking for tense's types in certain text. Then the students will infer it.
- **Contextualize Linguistic Input**  
This principle promotes the integration of language aspects such as syntactic, semantic, pragmatic and discourse. This means not only learning form but its meaning.
- **Integrate Language Skills**  
It is necessary that teachers conduct lessons in such a way that learners get the chance to integrate English skills involving listening, writing, reading and speaking.
- **Raise Cultural Consciousness**  
This principle highlights the cross cultural awareness or empathy of different cultures. For example, talking to a pet and pushing the students to describe their own experiences.
- **Ensure Social Relevance**  
There is a need for teachers to have social sensitivity, political, economic and educational environments wherever they are. There is no dominant or marginality in the learning process.

### **Merdeka Curriculum Principles**

At least, there are some principles used in the Merdeka curriculum (Anggraena, Felicia et al., 2022; Hadi et al, 2023). This curriculum supports the previous curriculum, notice students' centre oriented and skill's development, flexibility, harmony, alignment, work together, pay attention to the results of the study and feedback. The „Merdeka“ Learning Concept, in the opinion of (Sherly , Dharma, & Sihombing, 2020) , returns the national education system to the essence of the law to give schools the independence to interpret the basic competencies of the curriculum into their assessment. To achieve this, teachers must have skills in processing teaching materials in a pleasant atmosphere and utilizing technology as a learning resource.

- a. Merdeka Curriculum Outcomes

To achieve Learning achievement (CP) of students, this curriculum provides two emphasising cases that are reducing the materials and flexibility in learning (Anggraena, Felicia, et al., 2022; Hadi et al, 2023). These ways are expected to make it easier for students to reach the goal of education. Less burden makes them more focused and more quick to achieve.

b. Merdeka Curriculum Structure

Merdeka curriculum has five main aspects that make it more innovative than the previous curriculum (Anggraena, Felicia, et al., 2022; Hadi et al, 2023).

- In elementary school, English is available, reducing two subjects between IPA and IPS to be Natural and Social Sciences (IPAS). In junior high school, Informatics subjects are becoming mandatory and local subjects may be developed in a more diverse form.
- Educational institutions have the authority to upgrade operational curriculum. This reflects more flexibility in learning activities.
- Learning activity is divided into two structured subjects, namely intracurricular and co-curricular in the form of projects to strengthen the profile of Pancasila students.
- Some choices can be determined by students. At senior high school students may choose subjects in four discipline groups: MIPA, Social Sciences, Languages, and Crafts & Vocational Studies.
- Changes to the curriculum structure based on level and education type.

c. Learning & Assessment of Merdeka Curriculum

The five learning principles need to be considered: they are the condition of students, lifelong learners, holistic, relevant, and sustainable (Anggraena, Felicia, et al., 2022; Hadi et al, 2023).

- Learning is designed in reflecting the characteristics and various of students' development so that learning becomes meaningful and fun;
- Learning is designed to become lifelong learners;
- The learning activity integrates competence and students' character holistically;
- Relevant learning means that pay attention students culture and environment;
- Sustainable future-oriented learning.

In the education area, assessment has a function to evaluate, control and monitor progress so that get feedback to make a decision by policy makers (Wilson, 2018; Shadri, 2023). The five principles of assessment must be considered in the Merdeka Curriculum: integrated; functional; fair, proportional, valid, reliable; simple and informative; and reflection (Anggraena, Felicia, et al., 2022; Hadi et al, 2023).

- Assessment integrates supporting elements in education holistically;
- Assessment must have normative objectives which accordance its function;
- Assessment must have flexibility;
- Students report should provide simple and informative to acquire feedback ;
- Students, teachers, educators, stakeholders, staff and must intensively do reflection to find out the weakness to revise it.

The key to the success of implementing the curriculum in driving schools is that the principal and teacher must have the will to make changes. The principal as a leader must be able to change the mindset of the human resources in the school to

want to make changes so that the independent curriculum can be applied (Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022).

d. Merdeka Curriculum Toolkit

In the education landscape, the various teaching tools include textbooks, modules, videos, and so on. Besides, teachers arrange lesson plans to teach in the class, ATP helps them to develop learning procedures based on predetermined learning outcomes. In the Merdeka curriculum, ATP is used to conveniently identify the class designing progress. According to (Yusuf & Arfiansyah, 2021) The concept of an independent learning policy is that teachers as educators are able to create a comfortable learning atmosphere and are able to arouse enthusiasm for learning so that students do not feel burdened by the material delivered by the teacher.

e. Merdeka Curriculum Advantages

Kemendikbudristek (2022a; Hadi et al, 2023) explained the positive impact of the Merdeka curriculum used is simple and more in-dept in developing students competences with prominent material, teachers are more independent with giving the authority in teaching, learning activity is more relevant and interactive because focus to upgrade a large opportunity to explore with the students' interest ways, and learning is more interesting because technology based in this curriculum. Furthermore, the Merdeka curriculum presents the demands of human resources who are able to compete and adapt by having 4C skills consisting of critical thinking, communication, collaboration, and creativity (Indarta et al., 2022; Hadi et al, 2023). As well as changes to this new curriculum, cooperation, strong commitment, sincerity and real implementation are needed from all parties, so that the profile of Pancasila students can be embedded in students.

### **The Suitability Post Method Pedagogy Used in Merdeka Curriculum**

Merdeka curriculum can be indicated as fostering autonomous thinking where teachers and students are given the liberty to innovate, fun, independent, and creative learning (Astini, 2022; Shadri, 2023). In the new paradigm of Merdeka curriculum, teachers have authority in a learning process especially in creating learning designs and assessments available to the students' characteristics and needs (Faiz et al., 2022; Kasman, 2022). In short, Merdeka curriculum provides adjustment in learning design based on context. This goes hand in hand with the three parameters of post-method pedagogy such as particularity, practicality and possibility. The similarities between both of them is practitioners' authority and flexibility in learning based on students' needs. In conclusion, post-method pedagogy is available used in Merdeka curriculum.

### **CONCLUSION**

The curriculum created by the Minister of Education of Indonesia, namely Nadie Mukarim, the independent curriculum gives students the freedom to export their abilities and interests. By using an independent curriculum, changes are felt in schools, teachers are more flexible to be creative in teaching as much as possible, and know more about the interests, talents, needs and abilities of students.

Based on the explanation above, post-method pedagogy has similar principles and characteristics so that it is available if it is implemented in the Merdeka curriculum. Both have an aligned mindset. In this case, the teachers or practitioners may perform post-method pedagogy to fulfil the pedagogical methodology. Nowadays, there is a change in people's lifestyle because of some factors including technology improvement, human rights, modernity and so on. This happens in entire areas such as socio-political, economic and education.

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