

## VOCATIONAL HIGH SCHOOL ENGLISH TEACHERS' VOICE OF CURRICULUM CHANGE

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### ABSTRACT

*Teachers' attitudes toward curricular changes cause a variety of challenges regarding the implementation of school-based teaching and learning. The objective of this descriptive-qualitative research is to explore teachers' voice toward curriculum change from the 2013 Curriculum to the Freedom-to-Learn Curriculum at private vocational high schools. Data was gathered from two vocational high school English teachers volunteers in the town of Banyumas, Indonesia. They were recruited through convenience sampling. In-depth interviews and corresponding documents were used to obtain data. The interview focuses on teachers' understanding of the curricula, administration, assessment system implemented, and teachers' attitudes toward curriculum change. The results reveal that, at the time the study was carried out, the teachers understood both the 2013 Curriculum and the Freedom-to-Learn Curriculum. They were able to adjust to changes in the administration procedure and the evaluation system. They agreed that it is too soon to see the effects of the newly implemented Freedom-to-Learn Curriculum by now, while believing the curriculum will find its way with a better understanding and execution over time. The researchers encourages other researchers to conduct further investigations on this qualitative approach related to a broader issue, more general data, and more relevant methods.*

**Keywords:** Vocational High School, Teachers' Perception, Curriculum Change, 2013 Curriculum, Freedom-To-Learn Curriculum

### INTRODUCTION

In response to the current crisis in public education, Indonesia has undergone multiple curriculum updates utilizing international teaching approaches. Curriculum transformation, defined as the process of combining academic talents to improve student achievement, is inextricably linked to boosting a teacher's learning (Marsh & Willis, 2007). Furthermore, it remains unknown whether the curriculum's creators consider the instructors who put it into effect on the ground.

The so-called *Kurikulum Tingkat Satuan Pendidikan* abbreviated as *KTSP* (School Based Curriculum) in 2006 has been modified into 2013 Curriculum. This has been implemented by 6221 pilot schools during the 2013-2014 academic years

and adopted by all Indonesian schools in 2014-2015 (Mulyasa, 2007). The 2013 Curriculum emphasizes the importance of contributing to the betterment of people's lives in a number of areas, including political, social, economic, cultural, artistic, and technological. The curriculum also aims to provide students with the skills necessary to increase human welfare (Abidin, 2018). The curriculum was kept in use until the advent of the COVID-19 epidemic. This situation has created a number of problems for Indonesia's educational system. There was a delay in completing the 2013 curriculum due to students learning online at home.

Nadiem Makarim, Indonesia's Minister of Education released Ministerial Regulation Number 719/P/2020 regarding instruction for implementing the curriculum to the Education System during COVID-19 Pandemic in 2020. This curriculum aims to provide educational units the freedom to adjust the curriculum to the students' specific learning needs. When implementing a learning program in extraordinary conditions, educational units might choose from three curriculum options: keeping to the national curriculum, utilizing the emergency curriculum or specifically simplifying the curriculum. The Ministry of Education and Culture designs an emergency curriculum which is a simplified version of the national curriculum (in unusual circumstances). Any essential competencies for each subject will be lowered in the curriculum to allow instructors and students to focus on critical competencies and required competencies for further learning at the next level of school.

Following the introduction of the Emergency Curriculum in 2020, Freedom-to learn Curriculum was issued in 2022. In his speech in February 2022, Nadiem Makarim explained that Freedom-to learn Curriculum was developed as a more customizable curriculum framework, focusing on essential courses while also nurturing students' character and abilities. In *Pancasila* Student Profile, project-based learning is to promote soft skills and character. This is an important element for the educational program which assists in the recovery of learning. Students focus on the most important subject so that they have ample time to study various fundamental skills in depth, such as literacy and numeracy. Teachers now have more leeway to deliver tailored learning based on student aptitudes and to tailor it to regional conditions and subject content.

As a result, educators must be adaptable because their duties are always evolving as a result of legislative changes. Curriculum adoption takes place primarily in the classroom, and educators play a critical role in the process. Vighnarajah et al. (2018) agreed that the educator is crucial in creating an engaging teaching and learning environment. The educator is ultimately responsible for ensuring the continuation of the Freedom-to-Learn Curriculum. The primary focus should be on teachers' reactions to the new curriculum. Thomson and Bell (2016) noted in their study that teachers' perceptions were important since they influenced their teaching ability. An educational program must be authorized by teachers in order to be successful. It is uncertain that the program will be carried out correctly if teachers do not support it; therefore, data on teachers' perspectives should be acquired to establish whether they accept new curriculum and are ready to apply it (Prabowo, 2016; Efferi, 2017). Teachers who are enthusiastic about the new curriculum, identical to their students, are more likely to succeed in teaching English to their students. Teachers' perspectives are early indicators of teachers' acceptance and preparation to implement the new English curriculum; hence, educational authorities may be able to predict whether teachers would adopt and be prepared to administer the Freedom-to-Learn Curriculum. Freedom-to-Learn Curriculum's implementation is still in progress in Indonesia, with that of vocational schools being no exception. Even though it was set to be effective in the academic year 2022/2023, the majority of teachers seem to continue their support to the previous curriculum.

The purpose of this study is to assist the government in assessing the implementation of the Freedom-to-Learn Curriculum by gathering teachers' thoughts regarding the change from 2013 curriculum to Freedom-to-Learn Curriculum. Hearing teachers' voices can help us learn more effectively. Exploring teachers' voices by listening to and evaluating their justifications is essential to achieve this goal. Instead of simply determining whether or not the teachers were familiar with the curriculum, this study explored their understanding of the curriculum, their attitude towards it, and their challenges as well as expectations.

Curriculum is one of the key elements in raising educational quality. The government creates educational curricula in accordance with societal demands and technological advancements, including in Indonesia, with the goal to boost the

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quality of education. As a result, it is being made known to stakeholders including educators and students.

There are several meanings for curriculum, which can be a little perplexing. The concept of curriculum is not new, but how we comprehend and evaluate it has evolved through time, and there is still substantial disagreement regarding its meaning. It has its roots in the Greek chariot and running tracks. It actually was a course. Curriculum referred to a racing chariot in Latin, and *currere* meant to run. In the words of Kelly (2016) quoted from John Kerr's definition of curriculum as all learning that is organized and supervised by the institution, whether it is done in groups or alone, within or outside of the school, may be a good place to start for us.

The curriculum defines the fundamental educational principles and materials, arranging them in terms of the period time that is available to engage in the educational opportunities, the qualities of educational institutions, the aspects of the learning experiences, specifically from the perspective about strategies that must be implemented, the materials used for learning and teaching (such as educational materials and new technologies), evaluation, and teachers' profiles (Cecilia, 2015).

The effective implementation of curriculum changes partly depends on the educator (teacher). Any individual, who instructs, trains, educates, or offers professional educational services is referred to as a teacher (Brunton & Association, 2013). He or she assists others in gaining knowledge, skills, and/or values. Teachers are trained in accordance with a certain educational philosophy, which they frequently apply in their professional careers. Their focus on the curriculum is connected to the objectives of education, the relative relevance of the topic of study matter, and the appropriate interactions between teachers and students (Tanrverdi & Apak, 2016). Young teachers are more receptive to changes on the curriculum. This feature should be considered into account when curriculum revisions are proposed, as should the different curricula orientation between preliminary and in-service schoolteachers (Ashour et al., 2014). Additionally, teachers' job satisfaction is an essential factor of assessing how well they would adapt to altering curricula (Lüleci & Oruk, 2018).

As educational philosophies of the prominent academicians and administrators change over time, so do curricula. Over the years, the roles that

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teachers play in integrating curriculum into practice have changed. Teachers have always been seen as the "executors" of the policymakers' innovative thoughts. Nowadays, there is broad agreement in related literature that teachers ought to take a key role in integrating curricula into practice (Ball & Cohen 2019). In this regard, it can be argued that incremental changes to the curriculum provide teachers greater leeway to exercise their craft (Driel et al., 2018). In addition, as transformation is a part of life, curricula should be created with this goal in mind, and instructors should adapt to these changes (Şahin, 2020).

The educational system in Indonesia has seen several revisions (Dardjowidjojo, 2013). For instance, the 1945 curriculum employed the Grammar Translation Approach, while the 1968 curriculum focused on oral practice, the 1975 curriculum on audio linguistics, the 1984 curriculum on the Communicative Approach, and the 1994 curriculum on the Meaningful Approach. Similar to the previous curriculum, the KTSP Curriculum was put into practice in response to several demands for curriculum reform. Contrarily, the 2006 Curriculum has a number of problems. The Indonesian government designated to study, reformat, and reassess the curriculum in order to establish 2013 curriculum. ELT is a part of 2013 curriculum, which reduces the amount of time allowed for English instruction in school. It will likely have a number of consequences for Indonesia's language teaching and learning procedures. The importance of having high-quality human resources is emphasized because they are the answer to all of the country's problems. There is no need to be anxious, regardless of the complexity of those challenges, as long as our staff members have been properly educated.

According to Lestari and Aulia (2018), competent human resources can increase a country's level of living. The Education Minister responds to this issue by releasing the Freedom-to learn Curriculum, which is regarded as a starting step in rectifying and upgrading a monotonous system because education is a critical aspect in developing human resource quality. Freedom-to learn gives students greater flexibility because they have opportunities to freely participate in debate class, and go on field trips rather than sitting in class while lecturers speak. In contrast to the previous approach, this one focuses on the students' cognitive processes and personalities rather than their performance on multiple-choice tests

## **METHOD**

To obtain the answers to the research questions, interviews to collect qualitative data on teachers' perceptions toward curriculum change from the 2013 Curriculum to Freedom-to learn Curriculum of private vocational high schools in Banyumas City were conducted. This study used qualitative research to collect data on behavior, experience, opinion, and interpretation. Obtaining insights into these reality constructions is the aim of qualitative research, which aims to reveal the nature of existence as it is perceived, created, and understood by individuals in their everyday lives including interactions with others (Cropley, 2022).

Furthermore, Creswell (2014) delved into the qualitative techniques section of a proposal, noting that it must deal with issues similar to those encountered in quantitative (or mixed methodologies) research. These include describing the study's methodology to the reader, especially how qualitative research was implemented and its main goal. Additionally, it examines the study sample as well as the methods employed generally for data gathering and recording. Analyzing data in steps and strategies are describing, processing, validating the data and finding potential study outcomes. As a result, the researcher has undertaken a qualitative study to explore teachers' perspectives of the implementation of 2013 Curriculum and Freedom-to learn curriculum.

The study was completed in May 2023. It involved two private vocational high school English teacher volunteers in Banyumas City. The research subjects were chosen utilizing the convenience selection technique. Convenience sampling is a type of non-probability sampling where the sample is taken by the people who are easy to reach (Creswell, 2014; Suwartono, 2014). In this sampling, the researcher personally knew the sample better and was familiar with the sample. In this research, the researcher chose two English teachers which were easiest to access and had a flexible schedule for the research. Moreover, the teachers were selected because they could provide relevant information about the topic. Following these requirements, two English teachers, they have more than ten years' experience of teaching, they are also as vice principal of curriculum.

To obtain the data, the instrument used was structured interview. The structured interview was the tool utilized to collect the data. The data gathering was conducted in three weeks for obtaining data through the interview section. The

interview was conducted with two English teachers from different private vocational high schools. There were some questions in terms of teachers' perception regarding the implementation of 2013 curriculum and Freedom-to learn curriculum. Then, creating and following an interview protocol for posing inquiries and documenting answers during a qualitative interview was recommended. Handwritten notes and audiotapes were used to record the information.

Transcribing and translating data were the initial stage. For their convenience, interviewees were permitted to use the native tongue throughout the informal conversation. The tape was subsequently translated into writing format and subjected to data transcription. The data was then transcribed to make it easier for the researcher to examine the data. Once completed, the data transcription was shortened. Data reduction was the process of selecting and streamlining data note-taking and transcription.

## RESULT

The researchers discussed the results of the interviews. The study analyzed teachers' voices about the 2013 Curriculum's transition to the Freedom-to learn Curriculum in private vocational high schools, including teachers' understanding of Freedom-to learn Curriculum's effect on increasing human resource quality. The researchers conducted interviews with two English teachers from different private schools. The researchers chose to interview two teachers in order to better understand their answers and gather more details. The interviews were done over the course of three weeks.

### *Teachers' Perspectives of the 2013 Curriculum and Freedom-to-Learn Curriculum Understanding the Concept of 2013 Curriculum and Freedom-to learn Curriculum*

According to the data, participants gave a range of views regarding their understanding of the 2013 Curriculum and Merdeka Belajar Curriculum.

*"... 2013 Curriculum's Basic Competence (KD) covers the scope and sequencing that are broken down into four Core Competencies (KI) including spiritual attitudes, social attitudes, knowledge, and skills. In contrast, Merdeka Belajar Curriculum's learning objectives are organized by phase. The 2013 Curriculum approaches every topic with a scientific approach. Project of Strengthening Pancasila Student Profile, a part of the Merdeka Curriculum, uses co-curricular and diverse learning. Merdeka does not imply complete freedom. It means that*

*students may learn and get knowledge wherever they are and whenever they choose... (I/RS)*

*“... 2013 Curriculum was created with the goals of National Education System and National Education Standards, while Merdeka Belajar Curriculum included the creation of Project of Strengthening Pancasila Student Profile. Merdeka Belajar Curriculum is a condensed version of 2013 Curriculum. It allows students and schools to develop their talents and interests freely and independently, as demonstrated by Pancasila Student Profile initiative. ... (I/JS)*

The teachers explained Freedom-to learn curriculum as secondary sources of information, hence it is up to the pupils to get their own information elsewhere. The *Pancasila* Student Profile Project serves as an example of how it allows students and schools to develop their abilities and interests freely and independently. Instead of depending on study groups or classroom lectures, students must take the initiative to learn independently based on their interests and talents, (Bahar and Venni, 2020).

#### *The Simplification of Administration of 2013 Curriculum and Freedom-to learn Curriculum*

Learning administration is critical for teachers. Teachers are required to construct learning in writing before engaging in classroom teaching approaches. Teacher's administration, also known as teaching planning, is a work guide for carrying out the activities of an educator as well as a study guide that can be utilized as a learning guide for students. Here is the solution to the administrative simplification issue in 2013 Curriculum and Freedom-to learn Curriculum.

*“... Prota (Annual Program), Promes (Semester Program), Kompetensi Inti (Core Competency), Kompetensi Dasar (Basic Competencies), Syllabus, Lesson Plan are the administrations in 2013 Curriculum. The administrations in Merdeka Belajar Curriculum are Prota (Annual Program), Promes (Semester Program), Learning Achievement (CP), Flow of Learning Objectives (ATP), and Teaching Module.” (I/RS)*

*“The administration of Merdeka Belajar Curriculum is highly complicated. Some things actually have the same content; it's just that the administration has changed the name, such as Promes to Prosem (Semester Program), Syllabus to Learning Objectives Flow (ATP), Core Competency (KI) to Learning Outcomes (CP), Basic Competency (KD) to Learning Objectives (TP), and Lesson Plan to Teaching Module. ...” (I/JS)*



Two of the claims made by teachers above are consistent with what Herbert (2013) defined as "Education administration is the planning, organizing, leading, directing, coordinating, and regulating process." The completeness of learning administration must be prepared by the teacher so that the learning is enjoyable and invites students to participate.

#### *Understanding Assessment applied in the 2013 Curriculum and Freedom-to learn Curriculum*

Assessment is a type of evaluation that is used to evaluate individual or group performance. An assessment should cover as many learning outcomes as possible and have clear expectations. Learning activities can even be entertaining, such as escape rooms (Ross & de Souza-Daw, 2021). An assessment should cater to strong students and encourage them to own their assessments and push their boundaries or expectations. Good assessments should also cater to weak students, enabling them to learn and pass without being overly critical of one subject matter. Here is the solution to the administrative simplification issue in the 2013 Curriculum and Freedom-to learn Curriculum.

*"... 2013 Curriculum assesses three areas of knowledge, skills, and attitude, but Merdeka Belajar Curriculum highlights Projects to strengthening the Profile of Pancasila Students, intra-curricular and co-curricular activities. ..."* (I/RS)

*"Summative and formative assessments are employed in 2013 Curriculum. Increase the use of authentic assessment in each discipline. Attitudes, knowledge, and skills are all assessed. Formative and summative assessments are used in the Merdeka Belajar Curriculum. Authentic assessment prioritizes projects that will help Pancasila students raise their profile. ..."* (I/JS)

Both teachers stated that the assessments of the Freedom-to Learn Curriculum and the 2013 Curriculum are different. As explained by National Education Minister (2022), Project to strengthening the Profile of Pancasila Students is priority one in Freedom-to learn Curriculum with the goals of fostering good character, developing social skills and leadership abilities, encouraging the growth of awareness and respect for diversity, increasing enthusiasm in responding to developing global issues, and developing literacy and numeracy competencies.

### *The Effectiveness of Applying Freedom-to learn Curriculum*

Both teachers agree that Freedom-to learn is still ineffective since the curriculum is still new and requires adaptation to gain a better knowledge and implementation of the curriculum.

*“Personally, I believe it was still ineffective when my school implemented Merdeka Curriculum. Its influence stems from the teachers themselves. They still require better understanding of Merdeka Belajar in terms of administration, assessment or the execution of Project to strengthen Pancasila Students' Profile. Some teachers are still unable to study and practice the PMM (Merdeka Mengajar Platform) application....” (I/RS)*

*“I believe it is still ineffective because teachers require greater modification and comprehension of Merdeka Belajar Curriculum's implementation. Some retired teachers still do not understand with PMM (Merdeka Mengajar Platform) program....” (I/JS)*

#### *Teachers' suggestions for the Implementation of Freedom-to learn Curriculum*

In order to improve the curriculum, it is important to comprehend the teacher's perspectives. Teachers are participants in the curriculum; they use it right away in the classroom and experience both its benefits and drawbacks. In order to identify the real problems in the classroom and choose the best solution, instructors' perspectives are crucial (Wahyunengsih, 2018). Understanding teachers' opinions is crucial since they have an impact on the quality of their instruction. If they don't get the idea, how can they properly implement the curriculum? This is why a study of instructors' perspectives was necessary to enhance the curriculum. By comprehending their perspectives, curriculum designers may find gaps. The difficulty of introducing anything new might increase if instructors' opinions are not properly taken into account (Mathura, 2019). Participants in the interview said that the government should perform socialization, particularly for the concepts of administration and assessment, in order to improve the execution of this curriculum.

*“Conducting and disseminating socialization that can be aided by MGMP.” (I/RS)*

*“To accomplish national education goals, more socialization is required for all teachers in both public and private schools in order to simplify administration, evaluation, and curriculum implementation.” (I/JS)*

These comments showed that the Freedom-to learn Curriculum was not distributed evenly. Interviews found that some instructors in their school were merely acquainted with the name of the idea. Teachers said that no effort was made to tackle this problem via socializing. The government must distribute the dissemination fairly in order for this curriculum to be effectively implemented since it has been shown that there is a relationship between dissemination and instructors' opinions. Lack of understanding was the key problem that prevented the proper implementation of this curriculum revision. The implementation does not meet expectations as a consequence.

## **DISCUSSION**

In the context of the first question in this study, understanding the ideas of the 2013 Curriculum and Freedom-to learn Curriculum demonstrates that the participants comprehended the definitions of both curricula. They have the correct perspective and attitude toward curricular adjustments for the progress of education and the improvement of the competence of achievement of learners who can be the provision of difficult times. Furthermore, curricular revisions respond to the challenges and needs of changing times, as well as the preparation of quality and current educational outputs. The perception of teachers as the capital of teacher preparedness in curriculum implementation is quite high. Curriculum dynamics are critical in preparing trustworthy human resources, and educational stakeholders must recognize this. Curriculum revision is a must in education. Curriculum reform fosters teacher creativity, fosters cultural and societal change, especially in educational community contexts, fosters opportunities for teachers to be change agents, and also fosters teacher change in teaching strategies (Zhao, & Watterston, 2021; Kalimaposo, 2022; Jenkins, 2020). This is due to teaching strategies becoming one of the key elements in the success of curriculum change including in Indonesia. Both curricula have been adopted by their schools. For the academic years 2022-2023, the 10th grade has been utilizing the Freedom-to learn Curriculum, while the 11th and 12th grades have been using the 2013 Curriculum.

In the context of the second question in this study, it demonstrates both instructors' grasp of the administrative simplification issue in the 2013 Curriculum and Freedom-to learn Curriculum. Teachers are still modifying the implementation

to cater for unique situations, particularly those related to the administration and evaluation systems. The administration's modifications, according to the participants, were not particularly noteworthy. The administration has changed the names of some documents, such as Syllabus to Learning Objectives Flow, Core Competency to Learning Outcomes, Basic Competency to Learning Objectives, and Lesson Plan to Teaching Module.

In the context of the third question in this study, comprehending the evaluation used in the 2013 Curriculum and Freedom-to learn Curriculum demonstrates that the participants comprehended the distinctions between the two tests. Teachers praised the assessment process; 2013 Curriculum is built on elements of knowledge, skills, attitudes, and behaviors. Freedom-to learn Curriculum emphasizes the profiles, intra-curricular activities, and co-curricular activities of Pancasila students. The evaluation method found that instructors believed Freedom-to learn Curriculum had a higher positive impact on students' development since it improves co-curricular activities and the Pancasila Profile. As a result of their (faith and devotion to God Almighty and Noble, independence, mutual collaboration, worldwide variety, critical and creative thinking), students become more autonomous. As a result, the Freedom-to learn curriculum should take the place of the old curriculum. According to the Indonesian Ministry of Education (2023), the evaluation employed in the 2013 curriculum is summative and formative. Increase the use of authentic assessment in each discipline. Attitudes, knowledge, and skills are all assessed. Formative and summative assessments are used in the Freedom-to learn curriculum. Authentic assessment prioritizes projects that will help *Pancasila* students raise their profile. Furthermore, it does not separate the evaluation of attitudes, knowledge, and skills.

In the context of the fourth issue in this study, they both believe that the Freedom-to learn Curriculum is still ineffective since the curriculum is still new and requires adaptation to achieve a better understanding and application of the curriculum. Curriculum adjustments in response to current issues and needs must consider various principles. For starters, it focuses on students' and society's potential, progress, and needs. The second is multifaceted integration. Curriculum adjustments must take into account the diversity of students' potential and personalities, as well as the surroundings. The third is a reaction to the advancement

of science, technology, art, and political change. Fourth, it depends on preparing the necessities of life and the workplace, so that the curriculum may appropriately print the human resources required in life and the workplace. Fifth, dedicated to the notion of lifelong learning (Long Life Education), so that there is an educational process, fostering values, and character education that accommodates local, national, regional, and worldwide potentials (Muhammedi, 2016).

The teachers' opinions on the fifth question in this study revealed that Freedom-to learn was not distributed evenly. Despite the fact that both the 2013 Curriculum and the Freedom-to learn Curriculum were inadequately implemented in their respective schools, instructors thought they were outstanding curricula. According to the interviewer's response, while all participants were aware of the concept, some instructors at their school were confused about how to best implement it. They were only familiar with the name. Teachers also indicated that no attempts were made to fix this issue through socialization. It has been demonstrated that there is a link between dissemination and instructors' perspectives; therefore, in order for this curriculum to be effectively implemented, the government must distribute the dissemination equally. Improving teachers' perceptions and attitudes toward the learning process implies knowledge of the importance of the teacher's role as an educational facilitator, which is irreplaceable with technology, so that teachers are not uninformed in accompanying student learning. Teachers must raise awareness of the importance of the learning process in accomplishing national education goals. Improving teachers' perceptions and attitudes toward learning can be accomplished through the optimization of school supervision programs, problem-solving learning in school-level MGMP, improvement of team-teaching programs, and teacher lesson study. The teacher is one of the factors that influence the learning process. As a result, education officials must prioritize teachers' perceptions and understanding of how to apply learning. Teachers play a strategic role in learning success (Anisa & Yuliyanto, 2017).

## **CONCLUSION**

Although this study is too small to provide significant statements on the teachers' perception toward curriculum change from the 2013 Curriculum to Freedom-to Learn Curriculum, the findings are assumed to be typical perceptions among teachers in common. The discussion on the study is limited to the questions

of teachers' overview of curricula, the implementation of administrative process and assessment system and their perceptions on the curriculum changes. Both teachers perceived positive perception that both 2013 Curriculum and Freedom-to learn although the implementation in their school is still ineffective. It is more focused on implementing curricular changes that have very little distribution for doing so, or on educating schools about learning administration. Learning Outcomes (CP), Learning Objectives, Teaching Module, and Learning Models used in New Curriculum in *Prosem* (Semester Program). Additionally, it is crucial that this new curriculum can be successfully implemented by performing ongoing monitoring and assessment, and that it will be continually improved if it runs into difficulties.

### **RECOMMENDATION**

According to the findings of the study, teachers grasped the aim of the curriculum change from the 2013 Curriculum to Freedom-to-Learn Curriculum. Furthermore, teachers believe that these improvements have not been implemented effectively in the teaching and learning environment. They comprehend the notion of modifying the curriculum but are unsure how to put it into action. The study's findings are critical for academics working in related domains. In this case, qualitative research models are designed to delve deeply into the origins of problems. The findings of this study may also be useful to policymakers, namely ministry officials. According to the study's findings, ministry officials can plan in-service training for teachers on curricular modifications.

In connection with this research, which focused on a very specific subject, very specific material, and a simple method, namely qualitative descriptive research, the researcher advises other researchers to conduct additional research on this qualitative approach applied to a broader subject, more general material, and more relevant methods in order to draw generalizations.

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