===

Enhancing Communicative Competence Through Kurikulum Merdeka: Insights For English Language Educators

Kadek Feni Aryati[1]

[1] Institut Pariwisata dan Bisnis Internasional; Indonesia
Correspondence, kadekfeniaryati@gmail.com*

Abstract	This study aims to enhancing communicative competence through the independent curriculum: insights for english language educators. This research is a literature review. Data collection techniques are documentation from journal sources and relevant literature such as Google Scholar. Data analysis with critical literature. research results of The Merdeka curriculum, which focuses on developing communicative competence in learning English, has significant potential in advancing students' language skills. By strengthening aspects of communication, both oral and written, this approach seeks to improve students' ability to interact and communicate effectively in various contexts. English educators have a central role in implementing this approach by providing opportunities for students to practice and deepen their understanding of English through real experiences. Thus, the Independent Curriculum offers a promising outlook for educators in developing students' communicative competencies that are relevant and competitive in the current global era.
Keywords	Enhancing Communicative, Kurikulum Merdeka, English Language Educators

INTRODUCTION

In an increasingly real era of globalization, cross-cultural interactions and the need for cross-country communication are becoming increasingly urgent. English has dominated as an international language of communication in various domains such as business, science, technology, art and culture. Therefore, the ability to communicate effectively in English is a very important skill for individuals, especially the younger generation who will face an increasingly connected world [1].

Merdeka Curriculum is a new approach in curriculum development that places flexibility, creativity and adaptability as core values. This approach aims to free educators from rigid boundaries in designing learning strategies. In the context of English language education, the

---

[1] Sujinem Sujinem, "Analysis Of Implementation Of Communicative Approach In Teaching English Under 'Kurikulum Merdeka,'" *Jurnal Pendidikan Dan Pemikiran* 3, no. 1 (2023).

Merdeka Curriculum provides an opportunity to integrate new approaches in developing communicative competence [2].

Improving communicative competence in English is not only limited to mastery of grammar and vocabulary. It involves four main skills: listening, speaking, reading and writing. The ability to listen and speak involves understanding different accents, intonations, and communication cultures. Reading and writing involve a deep understanding of sentence structure, the clarity of essays, and the ability to convey messages clearly and persuasively[3].

In a global context, communication is not only about using words, but also understanding social, cultural and pragmatic conventions in communicating. For example, the ability to understand humour, irony, and nuance in conversation is also important. Therefore, English educators need to develop approaches that teach not only grammar and vocabulary, but also skills in a wider context. The Merdeka Curriculum gives English educators the freedom to design learning strategies that suit students' needs. This approach can encourage educators to integrate real experiences, cultural content, and communicative situations in learning. This approach can also enable the use of modern technologies, such as online platforms or interactive learning apps, to increase student involvement in communication practice[4].

With the Independent Curriculum, English educators can develop curricula that are adaptive and responsive to students' abilities, interests, and individual needs. This means not only focusing on academic goals, but also considering practical applications in everyday life. This approach also opens the door for creative exploration of teaching, such as task-based projects, simulations of real situations, or collaborative work. In implementing the Independent Curriculum to improve communicative competence, English educators need to have deep insight into modern teaching methods, language and cultural developments, and the latest educational technology. They need to integrate an understanding of global communication conventions and social contexts in every aspect of learning. In addition, an understanding of student learning dynamics, different learning styles, and a holistic assessment approach is also important[5].

---

[2] Ni Putu Oka Agustini, "Examining the Role of ChatGPT as a Learning Tool in Promoting Students' English Language Learning Autonomy Relevant to Kurikulum Merdeka Belajar," *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4, no. 2 (2023): 921–34.

[3] Senowarsito Senowarsito et al., "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka," *Arab World English Journals, Special Issue on CALL*, no. 9 (2023).

[4] Encik Siti Adilah et al., "An Analysis of Textbook 'English in Mind: Student's Book Starter' for The 7th Year Students of Junior High School Based on Merdeka Curriculum," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 2 (2023): 1074–80.

[5] Nilma Taula'bi, Elim Trika Sudarsi, and Markus Deli Girik Allo, "The Strategy Used by the English Study

Improving communicative competence in English through the Independent Curriculum is an important step in preparing young people to face global challenges. This approach gives freedom to English educators to design learning that is innovative, adaptive, and relevant to students' needs. By combining modern teaching methods, cultural and social insights, and educational technology, educators can create a learning environment that stimulates students' communicative abilities effectively.

METHOD

This research is a literature review. Research referred to as a literature review is a type of research that aims to investigate, analysed, and synthesize previous studies that have been conducted in a particular field of study. This research involves collecting and evaluating various journal articles, books, research reports, and other sources that are relevant to the topic being studied. The main purpose of a literature review is to understand the state of knowledge existing in a field of study, identify research gaps that still need to be explored, and provide a solid theoretical foundation for research. Data collection techniques are documentation from journal sources and relevant literature such as Google Schoolar. Data analysis with critical literature[6].

RESULTS AND DISCUSSION

Understanding of Communicative Competence

Communicative competence refers to an individual's ability to communicate effectively in a language. This involves more than just mastering grammar and vocabulary. Communicative competence includes the ability to understand, produce and participate in a variety of real communication situations. The main components of communicative competence include speaking, listening, reading and writing skills.

In the era of globalization, the ability to communicate effectively in English has significant implications. English is often used as an international language of communication in business, science, technology and popular culture. Individuals who have strong communicative competence in English have greater access to global resources and cross-cultural collaboration opportunities[7].

Program MBKM Team to Improve the Soft Skills of Students Participating in the MBKM Program," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 9, no. 1 (2023): 645–52.

6 Siti Musarokah and Sukma Nur Ardini, "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka," n.d.

7 Aulia Nisa'Khusnia, "Should English Be a Primary School Compulsory Subject in Indonesia's Latest" Merdeka

Mastery of English is not just about memorizing words and grammar. Communicative competence emphasizes the application of language in real contexts. An individual who has a good command of English is able to communicate fluently, adapt to various communication situations, and understand language in different social and cultural nuances.

Strong communicative skills have a significant impact on one's daily life as well as one's career. Individuals with good communicative competence have higher self-confidence in public speaking, negotiating, collaborating, and leading. In the business world, these abilities can influence job opportunities, promotions, and the success of building business relationships[8].

English language education that focuses on communicative competence will place more emphasis on real practice of speaking, listening, reading and writing. In the context of the Independent Curriculum, this approach can be translated into learning that integrates communicative situations in every aspect of learning. Students are invited to engage in activities that require interaction and understanding of language in everyday contexts. A deep understanding of communicative competence is an important basis for designing effective strategies and approaches to improve students' communication skills in English through the Independent Curriculum.

The concept of the Independent Curriculum in English Education

The Independent Curriculum is an educational approach that provides freedom and flexibility to teachers and students in designing and implementing learning. This approach encourages student independence, responds to their individual needs, and integrates learning with the real world. In the context of English education, the Independent Curriculum has strong implications for improving students' communicative competence.

The Merdeka Curriculum frees teachers to develop curriculum that is relevant to students' conditions, the environment, and the latest developments in English education. Teachers can adapt approaches, methods, and learning materials according to the individual needs of students. In terms of communicative competence, teachers can design lessons that emphasize real communicative situations, enabling students to practice and develop their communication skills in immersive contexts[9].

Belajar" Curriculum?," *JELLT (Journal of English Language and Language Teaching)* 7, no. 1 (2023): 1–19.

[8] Rafidah Binti Rostan and Abidin Pammu, "Teacher's Communicative Language Teaching (Clt) Strategies In Improving The Speaking Ability Of The Hospitality Students (A Case Study At Smkn 5 Barru)," *Journal of Namibian Studies: History Politics Culture* 33 (2023): 2831–51.

[9] Amin Said Harahap, Joko Priyana, and Abdul Azis Faizal, "Improving Students' Speaking Skill of the 11th Grade

The Merdeka Curriculum has great potential to increase students' motivation in learning English. Involvement of students in designing part of their learning provides a sense of ownership and responsibility for the learning process. They can contribute to determining topics, content, and even learning methods that are more suited to their individual interests and learning styles. This can have a positive impact on the spirit of learning and active participation of students in the development of communicative competence[10].

The Merdeka curriculum enables teachers to integrate communicative situations in various aspects of learning, including speaking, listening, reading, and writing. This creates a learning environment that resembles the use of language in everyday life, where students not only learn structure and vocabulary, but also apply them in real situations. Through contextual practice, students can be better prepared to face English interactions in the real world[11].

The concept of the Independent Curriculum also encourages the development of critical and creative thinking skills. Students are given space to explore new ideas, solve problems, and think in different ways. In the English context, this can include text analysis, presentation creation, creative writing, and various forms of language-based problem solving. This ability is important in increasing communicative competence because students learn to understand, process, and convey information more effectively. In developing communicative competence through the Independent Curriculum approach, students are not only given the tools to understand and use English, but are also encouraged to apply it in real-life contexts. Thus, they can develop deeper communication skills, as well as strong thinking and adaptation skills.

Strategies To Improve Communicative Competence Through The Independent Curriculum

One of the main strategies in increasing communicative competence through the Independent Curriculum is to develop learning materials that focus on real communicative situations. Teachers can design scenarios or simulations that reflect language interactions in everyday life. For example, students may assume the roles of customer and waiter in a restaurant, or as seller and buyer in a store. This gives students hands-on experience in using English in relevant contexts.

---

through TikTok Application in Narrative Text at SMKN 2 Magelang," *International Journal of Contemporary Studies in Education (IJ-CSE)* 2, no. 2 (2023): 107–18.

[10] Siminto Siminto, "A Review of English for Vocational High School in Curriculum Merdeka," *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora* 1, no. 3 (2023): 127–39.

[11] Dian Dian, Chyril Futuhana Ahmad, and Fathur Riyadhi Arsal, "Implication And Application MBKM's Curriculum In Education (Madrasah And Universities)," *At-Ta'dib* 18, no. 1 (2023): 106–22.

The Merdeka Curriculum approach allows the use of project-based learning as a strategy to improve students' communication skills. In this project, students are given assignments that involve research, collaboration, and presentations. For example, they may be asked to design exhibitions about culture in an English-speaking country or create video tutorials on a particular topic. This project encourages students to speak, write and collaborate in English, while developing research and analytical skills[12].

Technology can be used as an effective tool in improving communicative competence through the Independent Curriculum. Teachers can integrate online platforms or technology-based applications to facilitate language interaction between students. Online discussions, forums, or exchanging messages in English can broaden students' opportunities to practice speaking and writing in situations that are close to the real world.

Another important strategy is to integrate speaking, listening, reading and writing activities in each learning unit. This approach ensures that students do not only focus on one aspect of communication, but also develop comprehensive skills in English. For example, after reading a certain text, students might participate in a speaking discussion, listen to classmates' responses, and then write a reflection on the topic[13]

In order to improve communicative competence, assessment plays an important role. The Merdeka curriculum supports holistic and portfolio-based assessment. Students can create a portfolio that includes a variety of communication assignments they have worked on, such as recorded conversations, reflective writing, presentations, or participating in discussions. This provides a more complete picture of the development of students' communicative competence over time[14].

Integrating creative tasks in learning English can also be an effective strategy. For example, students may be asked to create a short dialogue play, write a poem, or design an advertisement in English. Such assignments encourage students to think creatively in applying language in different contexts. Taken together, these strategies make use of the principles of the Independent Curriculum to create more dynamic, relevant and comprehensive English language learning. By designing learning experiences that involve students in real and diverse communicative situations,

---

[12] Dieni Nurhasanah Dwihastuti, "Designing Short Podcast-Based and English Speaking Materials-Infused Critical Thinking Skills for Junior High School" (UNIVERSITAS NEGERI JAKARTA, 2023).

[13] Sujinem, "Analysis Of Implementation Of Communicative Approach In Teaching English Under 'Kurikulum Merdeka.'"

[14] Agustini, "Examining the Role of ChatGPT as a Learning Tool in Promoting Students' English Language Learning Autonomy Relevant to Kurikulum Merdeka Belajar."

students will be better prepared to develop deep and useful communicative competencies in everyday life.

The Role of English Educators in the Implementation of the Independent Curriculum

English educators have a key role in preparing themselves as learning facilitators who support student independence. This means educators need to change their traditional role as a conduit of information to become more of a mentor and facilitator. They should help students design learning objectives, select appropriate methods, and develop critical thinking skills.

One of the main tasks of educators in implementing the Independent Curriculum is to develop lesson plans that are responsive to the individual needs of students. This means understanding students' learning profiles, their strengths and weaknesses, and learning interests and styles. With this knowledge, educators can design activities that are more suitable and effective in developing students' communicative competence[15].

English educators have an important role to play in supporting students to overcome the challenges of communicating in English. They must create an inclusive and supportive environment in the classroom where students feel comfortable speaking the target language. Educators can also provide guidance and constructive feedback to help students improve their speaking, listening, reading, and writing skills.

Educators need to continuously monitor the development of students' communicative competence and provide constructive feedback. This involves observing progress in speaking, listening, reading, and writing. This feedback should be specific and lead to concrete improvements, so students can see where they can further develop their skills[16].

In implementing the Independent Curriculum, English educators also have a role in encouraging collaboration and active participation of students in learning. This can be achieved by designing group activities, open discussions, or collaborative projects where students can interact in English. Through collaboration, students can practice communicating in a variety of situations and enrich their understanding of language and culture.

English educators also need to facilitate student reflection and self-evaluation related to the development of communicative competence. Students need to be given the opportunity to consider their achievements, identify areas of improvement, and plan steps for further development. This develops an attitude of independence in learning, which is in line with the

---

[15] Senowarsito et al., "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka."

[16] Adilah et al., "An Analysis of Textbook 'English in Mind: Student's Book Starter' for The 7th Year Students of Junior High School Based on Merdeka Curriculum."

principles of the Independent Curriculum[17].

As living examples for students, English educators need to be communicative models and effective users of English. This includes using the English language fluently and correctly, as well as being able to adapt to various communication situations. By setting a good example, educators can motivate and inspire students to develop their communicative abilities[18].

Overall, the role of English educators in the implementation of the Independent Curriculum involves shifting focus from teacher-cantered learning to student-centred learning. By becoming learning facilitators, supporting students in overcoming challenges, providing meaningful feedback, and encouraging independence, educators help students develop more in-depth and relevant communicative competence in English.

Successful Implementation of the Independent Curriculum in Increasing Communicative Competence

The successful implementation of the Independent Curriculum in improving communicative competence requires careful planning, implementation and evaluation. Success cases focus on how this approach can produce positive changes in students' communication skills. Successful implementation begins with a strong and relevant learning design. Learning materials must focus on real communicative situations that students face in everyday life. In English courses, this might involve scenarios of conversations that take place in restaurants, shops or other public places. Thus, students can practice speaking and listening skills in a more meaningful context.

Successful implementation also involves implementing project-based learning which allows students to practice communication in immersive ways. For example, students may be asked to design a presentation on a certain topic and deliver it in English to the class. This allows them to hone their speaking, presentation, and even listening skills as they hear classmates' responses[19].

Successful implementation of the Independent Curriculum often involves leveraging technology to enhance student engagement and communication practices. Educators can use online platforms or applications that allow students to communicate in English outside of class. This can take the form of online discussions, collaboration on projects, or even participation in

---

[17] Taula'bi, Sudarsi, and Allo, "The Strategy Used by the English Study Program MBKM Team to Improve the Soft Skills of Students Participating in the MBKM Program."

[18] Musarokah and Ardini, "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka."

[19] Nisa'Khusnia, "Should English Be a Primary School Compulsory Subject in Indonesia's Latest" Merdeka Belajar" Curriculum?"

international forums. The Merdeka curriculum encourages a collaborative approach, which can be very effective in increasing communication between students. Successful implementation involves forming work groups in which students must collaborate on communicative tasks. This creates opportunities to talk, listen and build shared understanding, all of which enhance communicative abilities[20].

Assessment in the successful implementation of the Independent Curriculum tends to focus on holistic communicative competence. Assessment is carried out through a portfolio that includes various speaking, listening, reading and writing assignments that reflect students' language skills. In addition, presentations in front of the class or in other formats can also be a form of assessment that shows students' communication skills. Educators who are successful in implementing the Independent Curriculum provide meaningful and constructive feedback to students. This involves providing feedback that is specific and leads to clear improvements. This feedback is not only about grammatical errors, but also about more effective delivery, listening skills, and stronger speaking skills[21].

In the successful implementation of the Merdeka Curriculum, students are encouraged to reflect on their progress in communication. Educators can encourage students to plan their personal communication goals, reflect on their achievements, and identify steps for further improvement. In this case, students learn to be independent in developing their communication skills. Overall, the successful implementation of the Independent Curriculum in improving communicative competence involves the development of contextual, collaborative and inclusive learning. By combining various strategies, technologies and assessment approaches, educators are able to direct students towards deeper and more relevant communicative skills in English.

CONCLUSION

The Merdeka curriculum, which focuses on developing communicative competence in learning English, has significant potential in advancing students' language skills. By strengthening aspects of communication, both oral and written, this approach seeks to improve students' ability to interact and communicate effectively in various contexts. English educators have a central role in implementing this approach by providing opportunities for students to practice and deepen

---

[20] Rostan And Pammu, "Teacher's Communicative Language Teaching (Clt) Strategies In Improving The Speaking Ability Of The Hospitality Students (A Case Study At Smkn 5 Barru)."

[21] Harahap, Priyana, and Faizal, "Improving Students' Speaking Skill of the 11th Grade through TikTok Application in Narrative Text at SMKN 2 Magelang."

their understanding of English through real experiences. Thus, the Independent Curriculum offers a promising outlook for educators in developing students' communicative competencies that are relevant and competitive in the current global era.

REFERENCES

Adilah, Encik Siti, H Lalu Nurtaat, Kurniawan Apgrianto, and Henny Soepriyanti. "An Analysis of Textbook 'English in Mind: Student's Book Starter' for The 7th Year Students of Junior High School Based on Merdeka Curriculum." *Jurnal Ilmiah Profesi Pendidikan* 8, no. 2 (2023): 1074–80.

Agustini, Ni Putu Oka. "Examining the Role of ChatGPT as a Learning Tool in Promoting Students' English Language Learning Autonomy Relevant to Kurikulum Merdeka Belajar." *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4, no. 2 (2023): 921–34.

Dian, Dian, Chyril Futuhana Ahmad, and Fathur Riyadhi Arsal. "Implication And Application MBKM's Curriculum In Education (Madrasah And Universities)." *At-Ta'dib* 18, no. 1 (2023): 106–22.

Dwihastuti, Dieni Nurhasanah. "Designing Short Podcast-Based and English Speaking Materials-Infused Critical Thinking Skills for Junior High School." UNIVERSITAS NEGERI JAKARTA, 2023.

Harahap, Amin Said, Joko Priyana, and Abdul Azis Faizal. "Improving Students' Speaking Skill of the 11th Grade through TikTok Application in Narrative Text at SMKN 2 Magelang." *International Journal of Contemporary Studies in Education (IJ-CSE)* 2, no. 2 (2023): 107–18.

Musarokah, Siti, and Sukma Nur Ardini. "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka," n.d.

Nisa'Khusnia, Aulia. "Should English Be a Primary School Compulsory Subject in Indonesia's Latest" Merdeka Belajar" Curriculum?" *JELLT (Journal of English Language and Language Teaching)* 7, no. 1 (2023): 1–19.

Rostan, Rafidah Binti, and Abidin Pammu. "Teacher's Communicative Language Teaching (Clt) Strategies In Improving The Speaking Ability Of The Hospitality Students (A Case Study At Smkn 5 Barru)." *Journal of Namibian Studies: History Politics Culture* 33 (2023): 2831–51.

Senowarsito, Senowarsito, Suwandi Suwandi, Siti Musarokah, and Sukma Nur Ardini. "The Analysis of Feasibility in EFL Textbook: A Contribution to Kurikulum Merdeka." *Arab World English Journals, Special Issue on CALL*, no. 9 (2023).

Siminto, Siminto. "A Review of English for Vocational High School in Curriculum Merdeka." *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora* 1, no. 3 (2023): 127–39.

Sujinem, Sujinem. "Analysis Of Implementation Of Communicative Approach In Teaching English Under 'Kurikulum Merdeka.'" *Jurnal Pendidikan Dan Pemikiran* 3, no. 1 (2023).

Taula'bi, Nilma, Elim Trika Sudarsi, and Markus Deli Girik Allo. "The Strategy Used by the English Study Program MBKM Team to Improve the Soft Skills of Students Participating in the MBKM Program." *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 9, no. 1 (2023): 645–52.