

The Influence of Independent Curriculum Development on Mandarin Language Learning

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Abstract

The fundamental thing about curriculum development is that there are deep changes and have quite a big impact on Mandarin language learning in educational institutions, especially schools that collaborate with countries that use second international languages for communication. As the world becomes more connected, the need for effective command of Mandarin is more important than ever. With curriculum development, educators can gain insight into innovative approaches to teaching and learning Mandarin. The problem faced by teachers of Mandarin as a foreign language is a lack of understanding of the curriculum in accordance with the demands of the times. Curriculum development greatly influences Mandarin learning. This will have an impact on the difficulty of achieving language mastery by students. A literature and reference search was conducted to address this issue. Here the author explores articles that examine and discuss the findings conceptually, the implications of the development of the Merdeka curriculum which has been influential in the formation of Mandarin language learning. Innovation and renewal are also a necessity for Chinese language learners. Apart from that, it will challenge Mandarin teachers to organize teaching materials within the concept of curriculum development that follows developments and demands of the times.

Keywords: Development, Independent curriculum, Mandarin language

Introduction

An Independent curriculum development is an innovative approach that gives teachers and educational institutions the freedom to design curricula according to the context, needs and characteristics of students. In the context of learning Mandarin, independent curriculum development can provide creative space to enrich students' learning experiences. Teachers should have more freedom in deciding to develop the curriculum according to students' circumstances or students' needs so that they can be more motivated to encourage students to prefer learning foreign languages, especially Mandarin. Considering that Mandarin has become the second international language. Apart from that, we see the fact that students who come from Indonesia and study in China reach seventh place (Latif 2017).

The industrial revolution 4.0 and social 5.0 have an impact on teaching Mandarin which will implement the Independent Learning Curriculum. What is the contribution of language teaching Mandarin in anticipating the development of digital technology in the business sector. How balance advances in digital technology to avoid social inequality? Considering that UNP is in the world of education, we should think about competency what kind of graduates can meet the demands of

industry 4.0 progress but still human-centered? Is the impact of social revolution 5.0 also present in the center? Indonesian society? This paper aims to provide views and input to universities to produce graduates who can compete in the business field, but remain humane in interacting with other humans. Seeing this reality is truly very encouraging for us Indonesians. A situation like this will certainly encourage Mandarin teachers to improve themselves more. Seeing this reality is truly very encouraging for us Indonesians. A situation like this will certainly encourage Mandarin language teachers to improve themselves more. However, in reality there are still many teachers who have not improved themselves in terms of utilizing the development of the Merdeka curriculum which spurs teachers to continue to innovate in carrying out Mandarin language learning. The development of the Merdeka curriculum really supports and encourages teachers to make further improvements in preparing teaching materials, especially foreign languages (Kamila, 2023).

The industrial revolution 4.0 and social 5.0 have an impact on teaching Mandarin which will implement the Independent Learning Curriculum. In previous research, researchers looked at several things that discussed the development of an independent curriculum and its implementation in foreign language teaching. There are those who discuss the implementation of methods used by teachers to overcome the problems of developing thematic learning instruments for the Merdeka Curriculum, namely by organizing together a teacher working group, taking part in training, always trying to apply new strategies, and looking for references about thematic learning strategies for the Merdeka Curriculum (Damayanti, 2022).

Some discuss how a curriculum can prepare students adequately to face the global labor market so that students are expected to be mobile, able to move between different communities, and communicate with various groups by cultivating dispositions related to cosmopolitan curiosity, openness, and empathy towards other people (Choo, 2011). The implementation of the Independent Curriculum has met various aspects such as objectives, resources and teaching methods, but still encounters obstacles such as inadequate facilities, awareness of the assessment system and development of learning modules. However, this success is still demanding, with teachers stating the need for training and workshops in order to effectively integrate the Merdeka Curriculum into their teaching practices. So English language educators in rural areas show optimism towards the Merdeka Curriculum, appreciating its advantages while recognizing the challenges related to resource scarcity and the need for increased training in implementing the curriculum (Djafar, 2023).

The current English textbooks do not reflect the Merdeka curriculum. So both teachers and students need English electronic books that are simple and suitable for learning English. So, to develop English, electronic books based on the Merdeka curriculum are needed for high school students throughout Indonesia (Rohimajaya, 2022). In preparing the independent learning curriculum which is still immature and inadequate in schools infrastructure and thinking about the type of media that will be used during the learning process and the teacher who will do it not yet fully aware of the "Independent" Curriculum. To find out the effectiveness of the independent learning curriculum in implementing the learning process and the obstacles and solutions that can be provided in implementing the independent learning curriculum in the learning process (Rohmah, 2023).

The fundamental thing in educational activities is the teacher. Remembering the teacher is a human figure who has an important role in developing, developing and running is curriculum. If a teacher makes a mistake in formulating the curriculum, student learning will not be effective. Not only that, a teacher also has a very big role in carrying out tasks to carry out the learning process both in the classroom and outside class. Thus, a teacher's knowledge will determine his quality learning. This allows teachers to apply creative and innovative processes education. For this reason, teachers need to have the ability to develop curriculum design, to improve the quality of teaching and educational process (Saifulloh, 2014). Basically, the independent curriculum has a goal of producing superior human resources with character who are developed in accordance with existing characteristics with various activities and stages which ultimately produce students with character and collaboration. It is hoped that this curriculum can strengthen learning outcomes, strengthen character, and collaborate with various good parties nationally and internationally (Sari, 2023). From the results of the research above, we still do not discuss the detailed implementation of the independent curriculum development for Mandarin language teaching. Here the researcher will convey things that need to be considered, especially the appropriate implementation of the independent curriculum development.

Methods

This research uses qualitative methods with library research techniques and references used for writing. So that the results check and discuss the findings conceptually. This literature study is accompanied by content analysis. Literature, According to Sugiyono (2013:291) "literature collection techniques related to theoretical studies and other references related to scientific literature Creswell (2017). By using this qualitative methodology, the research is expected to provide an in-depth understanding of the influence of independent curriculum development on Mandarin language learning. The results of this research can be an important reference for developing Mandarin language curricula in other educational institutions (Tjahjadi, 2006).

Result and Discussion

There are things that are needed in developing the Merdeka curriculum, including:

1. Context of Independent Curriculum Development

The development of an independent curriculum for Mandarin must take into account the characteristics of the language, culture and learning context. This includes an in-depth understanding of students' language level, communicative needs, and integration of Chinese cultural values.

2. Principles of Independent Curriculum Development

Student Engagement: Teachers can include elements that appeal to students, such as cultural content, media, and language games to increase their engagement Choo (2011).

Flexibility: An independent curriculum provides teachers with the flexibility to adapt teaching methods, material selection, and assessment to suit the needs of their class.

Contextual Learning: Integrating everyday life and real communicative situations into the curriculum to make learning more relevant.

3. Sourcebook for Independent Curriculum Development

"Mandarin for Beginners" by Yi Ren

This book provides beginner-friendly Mandarin learning with a contextual approach and understanding learner needs.

"Hanyu Jiaocheng" (汉语教程)

This book series, used in many Chinese educational institutions, provides extensive material and covers Mandarin language skills thoroughly.

"Integrated Chinese" by Tao-Chung Yao and Yuehua Liu

This book combines Mandarin learning with cultural understanding, providing a solid foundation for the development of an independent curriculum.

4. Practical Steps in Developing an Independent Curriculum Djafar (2023).

Identify Student Needs:

Conduct initial assessments to understand students' language ability levels, interests, and needs.

Selection of Relevant Material:

Choose learning materials that are appropriate to the cultural context and daily life of students Bas (2019).

Technology and Media Integration:

Using technology, video and online media to enrich student learning experiences. Damayanti (2022).

Additional Material Development:

Design additional materials, such as creative projects or cultural explorations, to broaden students' understanding Li (2023).

Periodic Evaluation:

Conduct on going evaluation of the effectiveness of the curriculum and modify it according to student feedback and learning outcomes Choo (2004).

Conclusion

The Developing an independent curriculum for Mandarin language subjects requires a creative, contextual and responsive approach to student needs. By utilizing the principles of independent curriculum development and appropriate resource books, teachers can create meaningful learning experiences and motivate students to master Mandarin in a holistic manner Implementation of the Independent Learning Curriculum established by the Government is an answer to world progress in the field of information technology. Disruption occurs in the world of higher education, but disruption is not seen as a deadly thing, but rather as a challenge that must be faced which brings change and improvements to existing shortcomings. To achieve this, all elements of higher education must work together and be determined to move forward following developments in the world of international education. The toughest challenge is faced by the Mandarin/Chinese/Sinology study program where 90% of students cannot speak Mandarin when they enter college but within eight semesters they must be competent in spoken and written Mandarin to be used as a communication tool at work. Curriculum designers must be very careful in determining the competency level of their graduates so that they are ready to use them in the world of work.

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