

## Looking for Insights: A Comparison of Secondary Education English Curricula in Indonesia and Estonia

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### Abstract

*Both Indonesia and Estonia have similar contexts of learning English as a foreign language. The learning achievements reveal a considerable disparity when considering the worldwide assessment of English proficiency, with Indonesia ranking 79th and Estonia securing the 23rd position according to the (EF English Proficiency Index in 2023). This study compares English curricula in Indonesia and Estonia, examining the differences between them despite similar conditions for teaching English as a foreign language. The fundamental goal of the study was to identify the factors that influence diverse learning outcomes in various countries. The study used content analysis to compare curricular papers from both countries on six critical criteria including: (1) stakeholders involved in English curriculum development, (2) stakeholders' reactions to the English curriculum, (3) stated purposes of the curriculum, (4) educational philosophies underlying the English curricula, (5) unstated purposes of the curricula, and (6) influential factors shaping the curricula. The analysis suggested that the key drivers to the discrepancy in learning results in both countries were national policy, pedagogy, and assessment implementations. The results showed that the main result of the mentioned alterations underscored the need for an enhanced approach to the instruction and acquisition of English. Allocating sufficient time for English learning allows students to maximize their opportunities for developing language skills. Moreover, integrating speaking and writing elements into final evaluations and embracing a communicative language strategy can inspire both educators and learners to participate in more genuine learning experiences.*

**Keywords:** curriculum; secondary education; English curricula

## INTRODUCTION

This article compares secondary English curricula in Indonesia and Estonia, concentrating on six main areas. The first point looks at the stakeholders in both countries that are involved in curriculum creation. The second point delves into the responses of various groups in Indonesia and Estonia to their respective English curriculum. The article then compares each country's learning goals, objectives, and outcomes. The conversation also dives into educational ideologies, latent cultural norms, and morals. The fifth aspect analyses the implicit, both positive and

negative, intentions of English courses. The sixth point emphasizes two major aspects that influence curriculum development. Finally, the article finishes with implications for curriculum challenges, recommendations for future pedagogy and assessments of the English curriculum in Indonesia, and a brief plan for future research.

It is difficult to define a curriculum because the phrase is used in a variety of situations and interpretations. Marsh and Willis (2003) give several definitions, including subjects useful for living and all school-based organized learning. Curriculum, in my opinion, is a standardized product of the learning and teaching process that includes desirable skills and information for specific grades, times, and situations (Kelly, 2009). As a result, the curriculum includes both what and how should be taught. The Indonesian English curriculum, for example, tightly standardizes the information and instructional methodologies that instructors must use at all levels.

Understanding the fundamentals of curriculum necessitates an understanding of the elements that influence its implementation. Political and economic pressures are the two most important elements. Political intervention influences what is taught to students both directly and indirectly (Kelly, 2009). Politics is concerned with power, ideology, and government. Who can legitimize official information for learning is determined by power (Apple, 1993). The majority in a democratic country has the authority to select who regulates the knowledge, skills, or values included in the national curriculum. They can also impose limits, such as the ban on sex education in Indonesia. Ideology is important in curriculum decision-making because conflicting ideologies compete to become dominant forces (Kelly, 2009). As a result, the curriculum is transformed into a struggle for various ideas and beliefs. Furthermore, governments play an important part in curriculum planning procedures. While they have the authority and responsibility to develop societal ambitions and ideologies inside the national curriculum, government involvement in school curricula are frequently viewed as dictatorial rather than democratic (Kelly, 2009). Governments can compel the teaching of specific topics in schools. As a result, politics has a significant impact on curricular creation.

Economic forces also have an impact on curricular content. Knowledge and talents that do not benefit society are neglected or even ignored. The emphasis of the curriculum corresponds to the abilities required by the economic sector, whether it relies on factual information, problem-solving, or the development of personal talents (Marsh & Willis, 2003). As a result, the curriculum's content aims to improve economic development and individual financial independence by providing students with critical knowledge and skills for the future, such as entrepreneurial skills, collaboration skills, digital literacy, mathematics, science, and proficiency in multiple foreign languages. According to the Finnish National Board of Education, the curriculum should include plans that describe the main goals and principles of student welfare services, making student welfare a concern for everyone in the educational community (Finnish National Board of Education, 2013, as cited in Tadesco, Opertti, and Amadio, 2014). Subjects that impart highly legitimate, economically valuable, or developmentally necessary information and abilities have a higher institutional status (Resh & Bennavot, 2009). To summarize, the curriculum should be aligned with expected future economic demands in order to improve student welfare.

Based on the explanation above, it becomes something interesting to compare English curricula from both countries (Indonesia and Estonia) as they have similar contexts of learning English as a foreign language. However, the learning outcomes show a significant gap based on the global ranking of English proficiency level where Indonesia stands at the 79th and Estonia grabs the 23rd (EF English Proficiency Index, 2023). There are six aspects that are chosen to observe the differences in the English curricula developed by both respective countries. The aspects of stakeholders, stakeholders' reactions, stated purpose, educational philosophies,

unstated purposes, and forceful influences will be compared from both sides as they have significant contributions to curriculum designs and implementations.

This research will focus on answering the overall questions as follows:

1. What are the main differences between English curricula in Indonesia and Estonia?
2. How do the six aspects of the curriculum development contribute to English curricula in both respective countries?

According to the research problem above, these research objectives are:

1. To investigate the differences between English curricula in Indonesia and Estonia.
2. To investigate how highly the six aspects of curriculum development contribute to English curricula in both respective countries.

## METHOD

This qualitative content analysis aimed to analyse and describe the characteristics of the curricula in Indonesia and Estonia. The study compared the two curricula using six prominent points: (1) stakeholders involved in English curriculum development, (2) stakeholders' reactions to the English curriculum, (3) stated purposes of the curriculum, (4) educational philosophies underlying the English curricula, (5) unstated purposes of the curricula, and (6) influential factors shaping the curricula. The research employed a comparative design, conducting a content analysis on existing curriculum documents. The primary data source was the hard documents of the English curriculum used in language teaching and learning, while secondary data sources included the OECD Educational Policy Outlook: Estonia and textbooks issued by the Ministry of Education, Culture, Research, and Technology in the Republic of Indonesia. The researchers collected data from both Indonesia and Estonia, specifically focusing on the curriculum content. In this design, the researchers utilized Krippendorff's theory (2004) to analyse the body of the curriculum from diverse perspectives, considering different contexts, employing various analytical constructs, and addressing different dimensions of meaning, ultimately drawing correlations and comparisons between the two curricula to identify commonalities and differences.

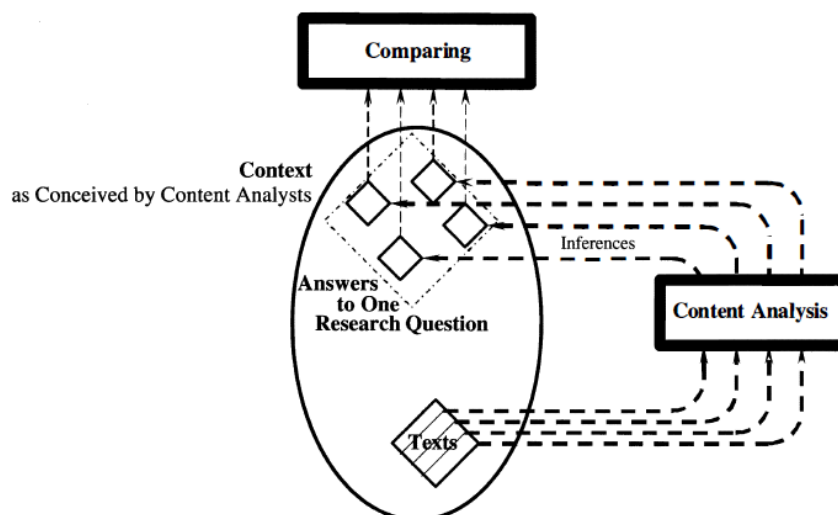


Figure 1. Comparing Similar Phenomena Inferred from Different Texts

The researcher utilized the figure presented above to analyse two curricula from various perspectives and determine their similarities and differences. This comparative analysis allowed for a comprehensive examination of the results. To represent the data effectively, the research employed both descriptive and contingency analysis. Descriptive elaboration involved providing a detailed description of all aspects of the curriculum contents in both Indonesia and Estonia. Additionally, the analysis included summarizing the inferences drawn from the two types of curricula and assessing the designs and relationships within those inferences. These techniques were employed to facilitate a thorough and insightful analysis.

## **RESULTS AND DISCUSSION**

### **The Stakeholders of English Curricula**

In general, the implementation of English curriculum in Indonesia and Estonia follows similar patterns, such as a top-down approach, teacher preparation, and media diffusion. In Indonesia, the central government has established rules (no. 20, 21, and 22 for the year 2016) that act as guidelines for local authorities, school supervisors, schools, and English teachers in order to ensure adherence to graduation competency, content, and process criteria (Putra, 2014). Similarly, the Estonian Ministry of Education and Research issued government rule no. 1, 2014, defining general guidelines for teaching foreign languages, including English (Lees, 2016). The education departments in both countries offer teacher training programmes to familiarise English teachers with the ideas, information, and abilities required by the curricula. Media channels are also utilized to disseminate information about curriculum updates widely.

When considering the individuals involved in the development of the English curriculum, Estonia and Indonesia exhibit both differences and similarities. In Estonia, the current curriculum for basic schools, known as the National Curriculum for basic schools, 2014, combines centralized and decentralized elements (Lees, 2016). The responsibility for designing the English curriculum is shared between the Estonian central government, local authorities, schools, and English teachers (Lees, 2016; OECD, 2016). The government provides guidelines and principles regarding the English knowledge and skills that should be taught at the secondary education level. Local authorities and schools possess considerable autonomy in organizing the content of English syllabi in accordance with national standards. English teachers are also granted independence in developing their teaching methods and materials based on the curriculum's learning objectives and outcomes. Moreover, students in Estonia have the opportunity to provide input on the most effective ways of learning English during the teaching period (Lees, 2016).

In contrast, the curriculum 2013, which was recently implemented in Indonesia, is centralised (Putra, 2014). The Indonesian central government has ultimate jurisdiction over the entire English curriculum, including educational philosophies, learning scopes, purposes, objectives, outcomes, and knowledge and skill material. To promote educational quality uniformity, the government gives student and instructor books (Putra, 2014; the Indonesian Ministry of Education and Culture [Kemendikbud], 2016). Local governments, schools, and teachers are not responsible for creating English syllabi because the national government provides everything connected to English language instruction (ELT), including as syllabi, lesson plans, and books (Suhartono, 2013). Student involvement in curriculum decisions is limited, as they do not have the opportunity to express their preferences regarding teaching or learning strategies.

Despite differences in curriculum policies, Indonesia and Estonia have some characteristics. To begin, both countries place a premium on the involvement of English teachers.

Estonian teachers are expected to be self-sufficient in developing lesson plans and implementing the curriculum, with no central government constraints on teaching tactics or approaches (Viirpalu, Krull, & Mikser, 2014). Similarly, Indonesian teachers have the right to choose their own methods of teaching English, even if the curriculum is centralised. While teacher books are provided for help, they are not required as long as the learning materials fit with the English syllabus. These teacher books are intended to assist teachers with limited authority in organising ELT (Widianti, Rohmah, & Furaidah, 2017; Suhartono, 2013). Secondly, both Indonesia and Estonia do not actively involve families and religious groups in the development of the English curriculum. Although families may have a vested interest in their children's English proficiency, their perspectives on how English should be taught are not considered significant. Similarly, religious groups do not appear to have a substantial influence on English curriculum development. These observations are based on the absence of family and religious group views in both Estonian and Indonesian government policies.

### **Stakeholders' Reactions on The English Curriculum**

Different groups of people respond differently to existing English courses in Indonesia and Estonia, as moulded by their unique settings. To demonstrate this, consider the Estonian scenario. English teachers in Estonia are dissatisfied with the level of autonomy and authority provided by the national curriculum, expressing a desire for more detailed guidance in their everyday teaching activities (Erss et al., 2014). This shows that teachers are still at ease with a centralised curriculum that provides clear directions for implementation. The central government, on the other hand, claims that giving teachers authority stimulates creativity and independent teaching practises, allowing them to innovate (Erss et al., 2014). In contrast, Estonian parents do not appear to actively participate in addressing these concerns, although they show an interest in understanding the changes within the curriculum documents by seeking explanations from teachers (Erss et al., 2014).

In Indonesia, however, the situation is different. English teachers in Indonesia are worried about the decrease in English study hours. According to Wicaksono (2014), the curriculum renewal has harmed English teachers by reducing their workload from four to two hours per week. As a result, teachers must seek extra employment options in order to meet the government's minimum working hours requirement of at least 24 hours each week. To solve this issue, the Indonesian government is considering alternatives such as enabling English teachers to organise extracurricular English events in order to meet the required number of teaching hours (Wicaksono, 2014). Furthermore, during the Competence-Based Curriculum time, Indonesian families respond similarly to their reactions. They responded to the previous English curriculum by enrolling their children in private English courses after school hours to supplement their English knowledge (Lamb, 2004). This trend may significantly increase due to the reduced learning hours allocated to English classes.

### **Stated Purposes of Curriculum**

The stated intentions are derived from the learning goals, objectives, and outcomes specified in the English curricula of both Indonesia and Estonia.

#### ***Aims***

In teaching English at the secondary level, Indonesia and Estonia share a shared goal. Both countries want secondary school students to have a basic understanding of the English language. This common goal is to ensure that students in Estonia and Indonesia can use English freely at

the B1 level, as specified in their respective government regulations (Putra, 2014; Estonian government rule no. 1 2014). This level of competency, according to the Common European Framework of Reference for Languages (CEFR), allows students to effectively converse in a variety of common topics (Harmer, 2015; Little, 2007). The parallelism in this goal might be linked to the fact that both countries teach English as a foreign language within a comparable educational setting.

### ***Learning Objectives***

Although the shared aim of English curricula in Indonesia and Estonia is to develop English language proficiency, they have distinct objectives in certain aspects. According to the Estonian government regulation no. 1 2014, the National Curriculum for Basic Schools in Estonia aims to help students achieve various competences through learning foreign languages, including English. Firstly, students are expected to attain language proficiency that enables them to engage in daily communication. Secondly, they should find enjoyment in learning English and possess a curiosity to broaden their horizons through the language. Additionally, they should acquire skills in understanding and appreciating diverse cultures. Moreover, they should become familiar with different English learning strategies and develop independence in their language learning. Lastly, they should learn how to utilize age-appropriate informational resources effectively. On the other hand, Indonesia has defined its English learning objectives within the framework of basic competences in Education Ministry regulation no. 21 2016. These objectives include the ability to analyze functional expressions in various social contexts (society, school, and social relationships), the development of communicative competences for social and academic purposes, the understanding of important values based on Indonesian cultural and national identity, and proficiency in both productive skills (speaking and writing) and receptive skills (listening and reading) in English with accuracy and appropriateness.

### ***Outcomes***

There are various expected learning outcomes in Estonia's English curriculum, as defined in Estonian government regulation no. 1 2014. To begin, pupils should be able to communicate successfully in everyday circumstances both inside and outside of the classroom environment. Second, individuals should have a thorough comprehension of important information connected to known themes such as experiences, dreams, events, and ambitions in their own contexts. Furthermore, students should be able to produce basic written pieces about familiar issues using Estonian literature, knowledge, cultures, and history from a variety of media sources such as TV shows, films, and radio. Finally, students should be able to analyse their own strengths and shortcomings against established targets through instructor assessments.

On the other hand, the English learning outcomes in Indonesia's 2013 curriculum are derived from the concept of communicative competencies introduced by Celce-Murcia (2007 as cited in Putra, 2014). The first competence focuses on sociocultural awareness, which involves having appropriate knowledge of the social and cultural contexts of communication. Secondly, students are expected to develop the ability to comprehend oral and written texts encompassing various genres, including recounts, expositions, narratives, descriptions, discussions, and spoofs, in the English language. Thirdly, they should master English linguistic competence, encompassing parts of speech, sentence structures, and pronunciation. Lastly, students should be able to demonstrate effective speech acts, engage in conversations, and utilize nonverbal elements such as gestures, eye contact, intonation, stress, and body language to enhance communication.

## **Educational Philosophies of the English Curricula**

### ***Comparison of Educational Philosophies***

Through regulation no. 21 2016, Indonesia's Ministry of Education and Culture adopts Pancasila's educational principles, which include five fundamental principles: belief in one and only God, just and civilized humanity, Indonesian unity, democracy guided by inner wisdom, and social justice for all Indonesians (Nishimura, 1995, p. 303). These values are required to be reflected not just in the curriculum but also in the teaching method, including the implementation of the English curriculum. The goal is to develop religious, intellectual, and civilized learners. In contrast, Estonia's educational concept is derived from the Republic of Estonia's constitution of 1992. The goal of English instruction in Estonia is to promote the fundamental rights, freedoms, and duties of Estonian citizens. This means that the English curriculum should help students comprehend their rights, freedoms, and responsibilities in accordance with national laws and cultural traditions. In the area of learning contents, the government regulation no. 1 2014 explicitly states these concepts. Topics such as interests, relationships, political organizations, hobbies, and cultural variety represent rights and freedoms. Duties are provided through a variety of learning materials that emphasizes Estonian ethical concepts, regulations, and laws, such as respect for others, age-appropriate social issues, nationalism, Estonian cultural history, and more.

In summary, the constitution of the Republic of Estonia plays a crucial role in evaluating whether English pedagogies align with the intended objectives of the Estonian English curriculum.

### ***Implicit Cultural Norms and Values***

Having a shared understanding of cultural norms and values is crucial. Norms refer to accepted standards of behavior that dictate responsibilities and interpersonal and social relationships within society and the family (Tse et al., 1988). On the other hand, values are the conceptions of what is desirable that guide individuals in selecting actions, evaluating people and events, and explaining their actions and evaluations (Schwartz, 1999). These definitions serve as the foundation for identifying cultural norms and values within the two curricula.

Cultural values and standards in Indonesia are drawn from Pancasila (the five principles), which are founded in a society rich in religious and traditional traditions. Religious norms are important not just in everyday life, but also in school activities. It is normal, for example, for teachers and students to pray before and after the learning process, including English sessions. Additionally, ideals like unity in diversity (Bhineka Tunggal Ika), cooperative harmony, and mutual aid (Gotong Royong) are interwoven into instructional materials and activities. In a chapter on "talking about myself" for grade 10 pupils, for example, they are required not only to communicate about themselves but also to recognize the differences among their peers, exemplifying the ideal of Bhineka Tunggal Ika.

In comparison, the Estonian English curriculum incorporates norms and principles from the Republic of Estonia's 1992 constitution, as well as Estonian and European ideals. The curriculum encourages norms that are rooted in Estonian and European customs, such as freedom, duties, respect, and commitments. For example, the sub-theme "Me and Other" emphasizes the norm of respect and freedom, emphasizing everyone's freedom of choice in hobbies or interests, as well as the significance of respecting diversity. Students are also taught values such as honesty, compassion, responsibility, and the pursuit of pleasure through various learning resources, such as subjects on relationships with friends and family or school life. In summary, while cultural norms and values may not be explicitly stated in the curriculum, they can be discerned from the organization of learning materials and the incorporation of specific themes and topics.

### *Unstated Purposes*

This section will be divided into two parts, discussing the positive and negative implications of the English curricula. Based on my analysis, there are two main positive implications evident in the learning materials of these curricula. One positive implication is the development of metalinguistic competence. Metalinguistic competence refers to the ability to assess the appropriateness of language components such as word choices and grammar in specific contexts (Birdsong, 1989). The arrangement of learning materials in both English curricula reflects this competence by incorporating grammatical knowledge and various functional, social, and cultural contexts. This enables students to understand how to use vocabulary, language forms, and expressions correctly within different contexts.

Another positive implication is the promotion of new literacy skills in the target language. The inclusion of written language in the curricula provides students with opportunities to enhance their English literacy through reading and writing activities. For example, students learn different text types such as recount, narrative, argumentation, spoof, or description. They can develop their reading and writing skills by learning the characteristics of each text type and practicing how to compose written texts.

However, the English curricula in Indonesia and Estonia have detrimental consequences, particularly in terms of unequal access to learning for diverse student groups. In Indonesia, there is a substantial disparity in English instruction between typical students and those with impairments. While ordinary students can effectively engage in English learning, children with impairments struggle to participate in classroom activities. Mainstream schools frequently fail to offer appropriate support for children with disabilities, treating them the same as regular students and assessing their learning outcomes using standard techniques. This is due to a lack of inclusive education implementation in Indonesia's English curriculum. English teachers are frequently ill-equipped to meet the needs of pupils with special needs, preferring to focus on the majority of students. As a result, disabled students are denied proper access to English classes, and many of them are even excluded from regular schools due to their physical and mental limitations. Consequently, the English curriculum in Indonesia fails to provide equal opportunities for all students to enjoy English education.

Similarly, there is a subset of students in Estonia who are at a disadvantage in English education: migrant students from various cultural and linguistic backgrounds who have recently arrived in Estonia. While Estonian instructors may have inclusive learning competencies, they frequently lack the skills needed to effectively engage pupils from other cultures and languages. Classroom activities are conducted in Estonian or Russian, making participation in the learning process difficult for pupils whose mother tongue is neither of these languages. These pupils must be fluent in Estonian or Russian in accordance with the established framework. Furthermore, new migrant students tend to have lower academic achievements, including in English, compared to those who have lived in Estonia for more than three years. This indicates that English classes are not equally accessible for all groups of students. English teachers in Estonia need additional training on managing classrooms with students from multiple linguistic and cultural backgrounds.

Overall, it is evident that the English curricula in both countries have the potential to yield positive outcomes but also create disadvantages for certain groups of students. National policies must support the development and implementation of curricula to avoid creating significant educational and academic gaps among students.



### **Forceful Influences on the Curricula**

The design of a curriculum in response to global events is influenced by various factors such as political tensions, governmental dynamics, and ideologies, as well as market demands and financial considerations (Yates and Grumet, 2011). These factors play a significant role in shaping the English curricula in Indonesia and Estonia.

#### ***Power and Government***

According to Apple (1993), persons in positions of power in a country have the authority to decide what knowledge should be included in the curriculum. Governments and policymakers have the authority to determine what is worthwhile and should be taught in schools depending on their priorities. In Indonesia, a centralised system is used, with the central government acting as the single regulator in charge of deciding all parts of the English curriculum for senior high school pupils (Putra, 2014; Kemendikbud, 2016). For example, in response to concerns about the negative impact of English on the Indonesian language and culture (Lauder, 2010), the government decided to cut English learning hours in secondary schools (Wicaksono, 2014). On the other hand, in Estonia, Krull and Mikser (2010) explain that the general part of the curriculum is developed as a legal document by the Estonian government, with specific sections and paragraphs. In Estonia, the language policy set by the government determines the priorities of English language learning and its status in the country, while the practical implementation is a shared responsibility among local authorities, schools, and subject teachers (Laanemets & Kalamees-Ruubel, 2014). Therefore, it is evident that power is commonly associated with governments, and their influence is clearly observed through their interventions in English curricula as described above.

#### ***Ideology***

Another important component that influences the formation of an English curriculum is ideology. Indonesian and Estonian ideologies serve as guiding principles for the values and beliefs that students should develop as future generations of their respective countries. The formulation of learning aims, objectives, and outcomes incorporates these values and beliefs into the English curriculum. As previously stated, Indonesia's national ideology is Pancasila (the five principles) (Nishimura, 1995), and this informs the organization of the English curriculum, which integrates spirituality, knowledge, skills, and social dimensions. On the other hand, Estonia emphasizes liberal values that are intended to be disseminated throughout the nation, as evidenced by the victory of the Reform Party, a liberal party, in the 2011 and 2015 elections ("Estonia's ruling Reform Party", 2015). Consequently, the core values of the 2014 English curriculum in Estonia prominently reflect the principles of classic liberalism, such as freedom of choice, equal opportunities, and competitiveness.

#### ***Economics***

The curriculum evolves in response to the abilities required by economic sectors, with an emphasis on problem-solving, personal talent development, and factual knowledge (Marsh & Willis, 2003). Communication and commerce-related information from around the world are largely delivered in English in the framework of the English language to allow engagement among individuals of different nationalities. As a result, English has become a useful economic tool. Many people learn English for economic reasons, such as obtaining higher-paying employment based on their ability, building business networks, and learning about popular business concepts and ideas in other countries (Kormos & Kiddle, 2013). Because of this reality, both Estonia and Indonesia have made English a compulsory subject in secondary school. Furthermore, it is evident that economic motives significantly shape the design of English curricula.

In Indonesia, despite the reduction in learning hours, English is still regarded as important for preparing students to compete regionally and globally, expanding their knowledge and skills, and enhancing their English communication abilities (Widianti, Rohmah, & Furaidah, 2017). As a result, Indonesian graduates can be adequately competitive in international labor markets.

Similarly, English is important in obtaining individual financial benefits in Estonia. English facilitates company establishment in Estonia since Estonian enterprises work on a global scale with suppliers, consumers, and investors from all over the world (LeapIN, 2016). To do business in Estonia, investors, consumers, and suppliers do not need to learn Estonian or Russian. Because English is the international medium for business transactions in Estonia, they face no barriers when accessing public or private services such as banking or tax filing (LeapIN, 2016). This strengthens the status of English in the national curriculum, which is motivated by economic considerations. Consequently, the time dedicated to learning English has significantly increased in response to the demand for English proficiency in the international and economic communities in Estonia.

### **Implication for the Future Practice**

After examining and comparing the English curricula in Indonesia and Estonia, this article acknowledges that challenging a curriculum is a complex task that requires a comprehensive assessment from multiple perspectives before reaching a conclusion. This work can assist education stakeholders in making informed decisions about what elements to add, remove, or modify in the English curriculum to prevent it from creating new disadvantages for certain groups of individuals. Therefore, it is essential to highlight some insights as implications for future practices in Indonesian English education.

The first realization is that government policies, both within and outside of the national curriculum, must support English instruction in order to achieve the intended learning outcomes. It is impossible to learn English effectively in just two hours a week. More time is required for students to develop their skills, as they must not only learn the English language but also use it as a communication tool, both orally and in writing. As a result, similar to what Estonia has done, the idea of extending English learning hours should be considered for future amendments. However, other subject teachers may object to this concept because it would necessitate reducing the learning hours of other topics. Hence, careful consideration is necessary to determine which subjects' hours can be decreased to regulate this idea.

The second modification concerns pedagogy, which should balance the development of English language knowledge and skills. The English curriculum in Indonesia is predominantly text-based, with various sorts of written texts serving as the foundation of English learning (Widianti, Rohmah, & Furaidah, 2017). This reliance on written texts frequently leads to a lack of development of other language abilities, such as speaking and listening. In contrast, the English curriculum in Estonia is built around a communicative approach that promotes all language skills equally. Students are encouraged to communicate in and out of the classroom using the target language, both orally and in writing. Implementing the communicative approach requires English teachers to have a significant level of autonomy, as they need to contextualize their teaching materials in real-life situations (Reichards, 2005; Bygate, 2001). However, many English teachers in Indonesia currently lack the necessary independence to implement this approach without detailed guidelines. Therefore, adopting the communicative approach should be considered once most Indonesian teachers are able to establish autonomy in their English language teaching.

The final modification concerns how English assessments are administered. Formative assessments, such as interviews, article writing, observations, performance-based tasks, or

projects, are used in both Estonia and Indonesia to rate students' progress in learning English. Their summative evaluations, however, differ. In Indonesia, multiple-choice questions are used as the major summative assessment in school or national exams, resulting in only listening and reading skills being assessed, with no feedback offered on speaking and writing skills. Estonia, on the other hand, evaluates all language skills based on predetermined learning outcomes. Oral responses or presentations are used to examine speaking abilities, whereas article writing is used to assess writing abilities. This approach can be suggested for English assessments in Indonesia, such as national or final exams, to ensure a comprehensive evaluation of all language skills. Despite potential obstacles such as teacher readiness and financial constraints, this change aims to achieve consistency between the intended curriculum's learning outcomes and the skills that are assessed.

## CONCLUSION

In summary, the primary outcome of the aforementioned changes is the necessity for an improved process of teaching and learning English. Allocating sufficient time for English learning allows students to maximize their opportunities for developing language skills. Additionally, incorporating speaking and writing components into summative assessments and adopting a communicative language approach can motivate teachers and learners to engage in more authentic learning activities. These activities facilitate the development of not only listening and reading skills but also speaking and writing abilities. However, it is important to acknowledge that the applicability of these implications may vary due to significant differences between Indonesia and Estonia in terms of demographics, geography, finances, and political tensions. Therefore, this article proposes further research to examine the potential impact of increased English learning hours on students' language skill development, explore effective ways to implement the communicative approach in Indonesian English education and identify appropriate methods for integrating speaking and writing assessments into summative evaluations.

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