



Journal of Research in English Language Teaching JR-ELT
Vol. 10, (1) 2026, pp 200-217
E-ISSN: 2549-1806
Available online at : <http://e-journal.ftk.uinjambi.ac.id>

THE CONCEPTUAL EVOLUTION OF LISTENING IN INDONESIAN ENGLISH CURRICULA: A QUALITATIVE DOCUMENT ANALYSIS OF THE 2006 KTSP, THE 2013 CURRICULUM, AND THE MERDEKA CURRICULUM

Nurhayati Ganinda^{*1}, Rini Lindawati², Asih Andriyati Mardiyah³

¹nurhayatiganinda@unim.ac.id, ²rinilindawati@unim.ac.id, ³asihrembang@unim.ac.id

¹Universitas Islam Majapahit, Mojokerto, Jawa Timur, Indonesia

²Universitas Islam Majapahit, Mojokerto, Jawa Timur, Indonesia

³Universitas Islam Majapahit, Mojokerto, Jawa Timur, Indonesia

ABSTRACT

Although changes in the Indonesian English curriculum have been widely studied, previous research has primarily focused on curriculum implementation, teachers' perceptions, and instructional practices. Little attention has been given to how listening has been conceptually represented across successive curriculum reforms. This study investigates the conceptual evolution of listening in Indonesian junior secondary school English curricula, covering the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum. Adopting a qualitative approach with a Qualitative Document Analysis (QDA) design, the study analyzed official curriculum documents through thematic coding of curriculum objectives, learning outcomes, and descriptions related to listening. The findings reveal a three-stage conceptual evolution: listening as a receptive skill, listening as text comprehension, and listening as integrated communicative competence. While the 2006 KTSP conceptualized listening as understanding spoken meaning, the 2013 Curriculum embedded listening within a genre-based approach, and the Merdeka Curriculum integrated listening with speaking as a unified communicative competence. These findings indicate that curriculum reform reflects not only structural changes but also a shift in the underlying conceptualization of listening. This study proposes a conceptual evolution framework that contributes to curriculum research and provides insights for future English language curriculum development and listening pedagogy.

Keywords: Conceptual evolution, Qualitative document analysis, listening, KTSP, Curriculum 2013, Merdeka Curriculum

A. INTRODUCTION

Listening is widely recognized as one of the most fundamental language skills in foreign language learning. It serves as the foundation for communication, as effective language use begins with the ability to comprehend spoken messages before producing appropriate responses. In both second and foreign language contexts, listening extends beyond the passive reception of information; it constitutes a primary source of linguistic input through which learners acquire vocabulary, grammatical structures, pronunciation, and patterns of language use. Through sustained exposure to spoken language, learners gradually develop the knowledge and skills that support the acquisition of other language skills, including speaking, reading, and writing (Rost, 2011). Consequently, the success of language learning as a means of





communication largely depends on learners' ability to comprehend, interpret, and process spoken input effectively.

The importance of listening is also reflected in its dominant role in everyday communication. Research has consistently shown that individuals spend more time listening than engaging in any other language skill, making the ability to comprehend spoken language a critical determinant of successful communication (Graham et al., 2008; Rost, 2011). In language learning contexts, listening provides learners with extensive exposure to authentic language use, including vocabulary, grammatical structures, pronunciation, intonation, and communicative strategies employed by proficient speakers. Such exposure enables learners to develop both their linguistic knowledge and communicative competence in a more comprehensive manner (Vandergrift & Goh, 2021).

Furthermore, contemporary research in language education has challenged the traditional view of listening as a passive language skill. Rather than merely receiving spoken information, listening is now understood as an active and dynamic process involving a range of cognitive and metacognitive operations. During listening, learners identify key information, integrate new input with their prior knowledge, make inferences, predict meaning, and monitor their own comprehension throughout the listening process (Vandergrift & Goh, 2021). Consequently, listening extends beyond understanding spoken messages; it provides a foundation for the development of broader linguistic competence, communicative competence, and higher-order thinking skills.

As research in second language learning has evolved, so has the understanding of listening. Early perspectives largely viewed listening as the ability to recognize and decode speech sounds, words, and grammatical structures. More recent research, however, has demonstrated that listening involves far more than auditory perception. It is a meaning-making process in which learners actively construct understanding by integrating linguistic input with their prior knowledge, experiences, and the communicative context in which the message is conveyed (Field, 2019; Vandergrift & Goh, 2021). Furthermore, successful listening depends not only on linguistic knowledge but also on learners' ability to employ cognitive and metacognitive strategies, such as monitoring comprehension, evaluating incoming information, and regulating their understanding throughout the listening process (Cross, 2015; Vandergrift & Goh, 2021). Listening is therefore widely recognized as an active, strategic, and meaning-oriented process that plays a pivotal role in successful language learning.

These developments have also reshaped the pedagogical orientation of listening instruction, shifting the emphasis from learning outcomes to the processes through which listening comprehension is achieved. Whereas listening was traditionally assessed by learners' ability to answer comprehension questions after listening, contemporary research highlights the importance of fostering the cognitive and metacognitive strategies that enable learners to monitor, regulate, and evaluate their own comprehension during the listening process (Vandergrift & Goh, 2021; Vandergrift & Tafaghodtari, 2010). From this perspective, listening is no longer viewed as a skill that develops automatically through exposure alone. Instead, it is recognized as a teachable and learnable competence that can be systematically developed through well-designed instructional practices.



The rapid advancement of information and communication technologies in the twenty-first century has further expanded the scope of listening in language education. Learners are no longer exposed solely to traditional spoken texts but increasingly engage with digitally mediated communication that integrates audio, visual, and audiovisual modes. This shift has given rise to the concept of multimodal literacy, which emphasizes learners' ability to interpret and construct meaning by integrating multiple modes of representation rather than relying exclusively on spoken language (Cope & Kalantzis, 2023; Jewitt, 2014; Lim & Kessler, 2024; Vaish & Towndrow, 2010). Consequently, listening in English language education extends beyond understanding spoken discourse to include the interpretation of visual cues, images, videos, gestures, and other semiotic resources that jointly contribute to meaning making. This evolving conceptualization has important implications for curriculum development, as curriculum goals, learning outcomes, and learning experiences need to reflect the increasingly complex and multimodal nature of listening in contemporary language education.

These theoretical developments have also been reflected in the evolution of English language curricula in Indonesia. Across successive curriculum reforms, from the 2006 School-Based Curriculum (KTSP) and the 2013 Curriculum to the Merdeka Curriculum, the conceptualization of listening has been progressively redefined in terms of its role, learning objectives, and integration within English language education. As a policy document that shapes educational goals, curriculum content, and instructional practices, the curriculum is expected to respond to advances in language learning theory as well as the evolving communicative competencies required of learners. The shift in viewing listening from the recognition of spoken information to the interpretation and construction of meaning across diverse communicative contexts has inevitably influenced how listening is conceptualized and represented within curriculum documents. Consequently, curriculum reform reflects not only changes in educational policy but also broader shifts in the underlying paradigms of language learning and teaching.

In Indonesia, successive English curriculum reforms have reflected broader changes in national educational priorities and language learning paradigms. From the 2006 School-Based Curriculum (KTSP) and the 2013 Curriculum to the Merdeka Curriculum, each reform has introduced revisions to curriculum goals, competency frameworks, and pedagogical approaches. These changes have influenced not only the organization of learning content and instructional practices but also the way language skills, including listening, are conceptualized within the curriculum. As a result, each curriculum represents a distinct perspective on the nature of listening and the communicative competencies that learners are expected to develop.

Across these curriculum reforms, the conceptualization of listening has undergone noticeable changes. In the 2006 KTSP, listening was explicitly defined as one of the four language skills, with learning objectives emphasizing learners' ability to comprehend meaning in spoken texts. The 2013 Curriculum subsequently embedded listening within a genre-based approach, where listening was integrated with the understanding of social functions, text structures, and linguistic features rather than treated as an isolated skill. The Merdeka Curriculum further reconceptualizes listening by integrating it with speaking as a unified communicative competence and by emphasizing authentic learning resources and diverse communicative contexts. These developments suggest a progressive evolution in how listening has been conceptualized within Indonesian English curricula. Examining this evolution is important because it provides insights into the changing assumptions underlying curriculum design and



the broader paradigms of English language education. Nevertheless, this conceptual dimension has received limited attention in previous studies on English curriculum reform in Indonesia.

Although English curriculum reform in Indonesia has attracted considerable scholarly attention, existing research has primarily focused on curriculum implementation at the school level, teachers' perceptions of curriculum reform, instructional challenges, and teachers' readiness to implement new curriculum policies. Recent studies on the Merdeka Curriculum, for example, have examined English teachers' perceptions, experiences with differentiated instruction, and the practical challenges encountered during classroom implementation (Elvanuri et al., 2026; Kulsum et al., 2024; D. P. Lestari et al., 2024; Mahmud et al., 2025; Nety et al., 2026). Other studies have similarly explored teachers' preparedness and the constraints affecting the implementation of the Merdeka Curriculum in English language education (Faisal & Hanifah, 2025; I. Lestari, 2023; Nety et al., 2026; Nurhandayani & Jusmaniar, 2025). While these studies provide valuable insights into curriculum enactment, they offer limited understanding of how the conceptualization of English language learning and listening in particular has evolved across successive curriculum reforms. As a result, the conceptual evolution of listening within Indonesian English curricula remains underexplored.

Furthermore, studies on English curricula in Indonesia have generally examined language skills as part of broader discussions on curriculum implementation, teaching materials, instructional design, or competency development rather than as distinct objects of analysis (Elvanuri et al., 2026; Kulsum et al., 2024; D. P. Lestari et al., 2024). Consequently, listening has rarely been investigated as an independent conceptual dimension within curriculum documents. This represents an important gap, given that contemporary research has fundamentally reconceptualized listening from a receptive skill primarily concerned with recognizing and processing linguistic input to an active meaning-making process that involves the strategic use of cognitive and metacognitive resources (Field, 2019; Vandergrift & Goh, 2021). More recent finding argues that listening comprehension increasingly requires learners to integrate linguistic, visual, and contextual information within digitally mediated and multimodal communication environments (Siegel, 2015). These conceptual developments are likely to influence how curriculum documents define learning goals, specify expected competencies, and represent the role of listening in English language education. Yet, this relationship has received little attention in the Indonesian curriculum literature.

To address these gaps, this study investigates the conceptual evolution of listening across three major English curriculum reforms in Indonesia: the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum. Specifically, the study examines how listening has been conceptualized and represented in official curriculum documents and how this conceptualization has evolved across successive curriculum reforms. By tracing these changes, the study contributes to English language curriculum research by proposing a conceptual evolution framework that explains the changing role of listening in Indonesian English curricula. The findings are expected to provide both theoretical insights into curriculum evolution and practical implications for future English language curriculum development and listening pedagogy.

Based on the background and the identified research gaps, this study addresses the following research question: How has listening been conceptualized across the successive English



curricula in Indonesia, namely the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum?

B. METHOD

Research Design

This study employed a qualitative approach using a qualitative document analysis (QDA) design. This approach was selected because the study aimed to examine the conceptual evolution of listening as represented in Indonesian English curriculum documents. Qualitative document analysis enables researchers to systematically identify, interpret, and compare concepts, competency structures, and pedagogical orientations embedded in educational policy documents (Bowen, 2009).

Unlike content analysis, which primarily focuses on the frequency of predefined categories, qualitative document analysis emphasizes the interpretation of meaning, context, and relationships among concepts represented within documents (Bowen, 2009; Merriam, S. B., & Tisdell, 2016). Consequently, this approach was considered appropriate for investigating how the conceptualization of listening has evolved across successive English curriculum reforms in Indonesia.

The study adopted a comparative-historical perspective by examining three national English curricula implemented in Indonesia: the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum. The analysis was limited to the junior secondary school (SMP) level because all three curricula consistently include English as a compulsory subject at this level, thereby allowing for a systematic comparison of the conceptual evolution of listening across different curriculum reforms.

Data Source

The data consisted of official English curriculum documents issued by the Indonesian Ministry of Education. The documents analyzed in this study included:

1. The 2006 School-Based Curriculum (KTSP) Content Standards (*Standar Isi*) for junior secondary schools, comprising the Standard Competencies (*Standar Kompetensi*) and Basic Competencies (*Kompetensi Dasar*) for English.
2. The 2013 Curriculum documents for junior secondary English, including the *Core Competencies (Kompetensi Inti)*, *Basic Competencies (Kompetensi Dasar)*, and their officially revised versions.
3. The Merdeka Curriculum documents, including the *Learning Outcomes (Capaian Pembelajaran)* for Phase D and accompanying policy documents describing the characteristics and implementation of English language learning.

These documents were selected because they constitute the official national curriculum policies that guide English language teaching at the junior secondary school level in Indonesia. All documents were obtained from official publications of the Indonesian Ministry of Education, ensuring their authenticity, credibility, and relevance as the primary data sources for this study.

Data Collection

Data were collected through document study, a systematic procedure for identifying, selecting, verifying, and organizing documentary sources relevant to the research objectives. This technique was appropriate because the study focused on examining the conceptual representation of listening in official English curriculum documents issued by the Indonesian Ministry of Education.





The data collection process consisted of four stages. First, relevant curriculum documents were identified, including the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum for junior secondary school (SMP) English. Second, documents were selected based on their direct relevance to the study, specifically those containing curriculum objectives, competency statements, learning outcomes, and official guidelines for English language teaching. Third, all documents were verified to ensure their authenticity, completeness, and consistency with the research focus. Only official documents published by the Indonesian Ministry of Education were included in the analysis. Finally, the selected documents were organized according to curriculum period and document type to facilitate systematic coding and cross-curriculum comparison during the data analysis process.

Table 1. Official Curriculum Documents Included in the Analysis

No	Curriculum	Policy Document	Analytical Focus
1	KTSP 2006	Regulation of the Minister of National Education of the Republic of Indonesia (<i>Permendiknas</i>) No. 22/2006	1. Standard Competencies 2. Basic Competencies
2	Kurikulum 2013	Regulation of the Minister of Education and Culture of the Republic of Indonesia (<i>Permendikbud</i>) No. 24/2016	1. Core Competencies 2. Basic Competencies
3	Kurikulum Merdeka	Decree of the Head of the Agency for Standards, Curriculum, and Educational Assessment (BSKAP) No. 032/H/KR/2024	Learning Outcomes

Research Instrument

The primary research instrument in this study was the researcher, who was responsible for identifying, interpreting, coding, and comparing information contained in the curriculum documents. To ensure consistency and rigor throughout the analysis, the researcher employed an analytical framework developed from a synthesis of theories on listening pedagogy (Field, 2019; Vandergrift & Goh, 2021) and curriculum development (Macalister & Nation, 2019). The framework served as a guide for systematically identifying and comparing how listening was conceptualized across the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum.

Data Analysis

Data were analyzed using qualitative document analysis (Bowen, 2009) integrated with the interactive model of qualitative data analysis proposed by Miles et al. (2018). The analysis aimed to identify and interpret the conceptual evolution of listening across three English curricula for Indonesian junior secondary schools: the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum.





The analysis began with repeated readings of all curriculum documents to gain a comprehensive understanding of their content and to identify passages related to the conceptualization of listening. Relevant excerpts were then coded using the analytical framework developed for this study. The resulting codes were compared across curriculum documents to identify patterns of continuity, change, and conceptual development in the representation of listening.

The findings were subsequently interpreted in relation to contemporary theories of listening pedagogy and curriculum development. Throughout the analysis, Miles et al., (2018) interactive model guided the iterative processes of data condensation, data display, and conclusion drawing and verification, ensuring a systematic and coherent interpretation of the curriculum documents.

C. FINDINGS AND DISCUSSION

Findings

The analysis of the curriculum documents revealed a clear conceptual evolution in the representation of listening across successive English curriculum reforms in Indonesia. While the 2006 School-Based Curriculum (KTSP) primarily conceptualized listening as a receptive skill for understanding spoken language, the 2013 Curriculum repositioned listening within a text-based communicative framework. This conceptualization was further expanded in the Merdeka Curriculum, where listening is integrated into broader communicative and literacy competencies situated in authentic and increasingly multimodal contexts. These findings indicate that the evolution of listening extends beyond changes in curriculum terminology, reflecting broader shifts in language learning theories and curriculum orientations. The following sections explain how listening is conceptualized in each curriculum and synthesize the conceptual changes across the three curriculum reforms.

Conceptualization of Listening in the 2006 School-Based Curriculum (KTSP)

The analysis of the 2006 School-Based Curriculum (KTSP) indicates that listening was explicitly conceptualized as one of the four language skills in English language teaching. This conceptualization is evident in the *Standard Competencies*, which consistently emphasize learners' ability to understand meaning (*memahami makna*) in spoken texts and interactions. For example, one of the Grade VII Standard Competencies states that students are expected to “understand meaning in simple transactional and interpersonal conversations to interact with their immediate environment.” This wording positions listening primarily as a receptive skill aimed at comprehending spoken information in everyday communicative situations.

Table 2. Textual Evidence of Listening Conceptualization in the 2006 School-Based Curriculum (KTSP)

No	Curriculum Component	Verbatim Excerpt	Analytical Focus
1	Standard Competency	Understand meaning in simple transactional and interpersonal conversations	Listening is conceptualized as the ability to understand meaning in spoken transactional and interpersonal

Commented [a1]: In order to upgrade the level of sinta, please separate the findings and discussions





		to interact with the immediate environment.	interactions. The emphasis is placed on comprehending spoken messages to support everyday communication.
2	Standard Competency	Understand meaning in simple short monologues delivered in accurate, fluent, and appropriate spoken language for interaction within the immediate environment, particularly in descriptive and procedure texts.	Listening is framed as understanding spoken texts organized by specific text types. The curriculum emphasizes comprehension of information conveyed through oral discourse rather than strategic engagement with the listening process.
3	Basic Competency	Respond to meaning conveyed in simple transactional and interpersonal conversations accurately, fluently, and appropriately.	Listening achievement is reflected in learners' ability to comprehend spoken messages and provide appropriate responses. However, the focus remains on the outcomes of comprehension rather than on the cognitive or metacognitive processes involved in listening.

The analysis of the *Standard Competencies* and *Basic Competencies* indicates that the 2006 School-Based Curriculum (KTSP) conceptualized listening primarily as a receptive language skill aimed at understanding meaning in spoken communication. Listening was explicitly positioned as one of the four language skills, with learning objectives centered on enabling students to comprehend information conveyed through transactional and interpersonal conversations as well as short monologues. Consequently, successful listening performance was primarily evaluated based on learners' ability to understand spoken messages and provide appropriate responses in everyday communicative situations.

The findings further suggest that KTSP 2006 incorporated elements of communicative language teaching by situating listening within authentic communicative contexts and genre-specific texts, including descriptive and procedure texts. Nevertheless, the curriculum remained predominantly product-oriented, emphasizing the outcomes of listening comprehension rather than the processes through which comprehension is achieved. Explicit references to cognitive or metacognitive listening strategies, learner self-regulation, or multimodal meaning-making were absent from the curriculum documents. This indicates that listening was largely viewed as a means of receiving and understanding linguistic information rather than as an active process of strategic meaning construction.

This conceptualization underwent a notable shift in the 2013 Curriculum. Although listening comprehension remained an important learning objective, listening was no longer presented as an independent language skill. Instead, it became integrated into a genre-based approach in which learners were expected to comprehend spoken texts by considering their social functions, generic structures, and linguistic features.



Conceptualization of Listening in the 2013 Curriculum

The conceptualization of listening underwent a notable shift in the 2013 Curriculum. An analysis of the *Core Competencies (CC)* and *Basic Competencies (BC)* for junior secondary English indicates that listening was no longer explicitly presented as an independent language skill, as it had been in the 2006 School-Based Curriculum (KTSP). Instead, listening was embedded within a genre-based approach, where learners were expected to comprehend spoken texts through an understanding of their social functions, generic structures, and linguistic features. This shift reflects a broader pedagogical orientation in which listening is conceptualized as an integral component of text comprehension rather than as a discrete receptive skill.

This conceptual shift is evident in the wording of the *Basic Competencies*, which emphasizes learners' ability to *apply the social functions, generic structures, and linguistic features* of various text types and to *comprehend meaning in spoken and written texts*. These competency statements suggest that listening is no longer viewed merely as the ability to understand spoken information. Rather, it is conceptualized as part of a broader process of text comprehension in which learners interpret spoken language in relation to its communicative purpose, textual organization, and linguistic characteristics. Consequently, listening is integrated into the development of genre awareness and communicative competence rather than being treated as an isolated receptive skill.

Furthermore, the 2013 Curriculum broadened the scope of listening by incorporating a wider range of text types that represent authentic communicative situations, including descriptive, recount, procedure, announcement, notice, and other functional texts. This expansion indicates that listening instruction extends beyond understanding the literal content of spoken messages to include identifying communicative purposes, recognizing relationships among ideas, and interpreting the linguistic features that characterize different genres. Accordingly, listening is conceptualized as an integral component of communicative competence, supporting learners in understanding how spoken language functions across diverse communicative contexts.

Table 3. Textual Evidence of the Conceptualization of Listening in the 2013 Curriculum

No	Curriculum Component	Verbatim Excerpt	Analytical Focus
1	Basic Competency 3	Apply the social functions, generic structures, and linguistic features of spoken and written transactional interaction texts	Listening is no longer conceptualized as an independent language skill but is embedded within a genre-based framework. Comprehension is linked to learners' understanding of the social functions, generic structures, and linguistic features of spoken texts.
2	Basic Competency 4	Comprehend meaning contextually in relation to the social functions, generic structures, and linguistic features of spoken and written descriptive texts	The focus of listening shifts from understanding spoken information to constructing meaning contextually by relating spoken texts to their communicative purposes and textual characteristics.





3	Basic Competency 4	Comprehend meaning contextually in relation to the social functions, generic structures, and linguistic features of functional texts in the form of announcements	Listening is developed through multiple genres, enabling learners to interpret spoken messages according to the communicative purposes and conventions of different text types.
4	Basic Competency 4	Comprehend meaning contextually in relation to the social functions, generic structures, and linguistic features of spoken and written explanation texts	Listening is conceptualized as part of broader text comprehension, extending beyond everyday communication to include academic and informational discourse across diverse communicative contexts.

The textual evidence from the 2013 Curriculum reveals a clear conceptual shift in the way listening is positioned compared with the 2006 School-Based Curriculum (KTSP). While KTSP 2006 primarily framed listening competence in terms of *understanding meaning*, the 2013 Curriculum introduced broader formulations, such as *applying social functions, generic structures, and linguistic features* and *comprehending meaning contextually*. This change in terminology reflects a transition from viewing listening as the comprehension of spoken information to conceptualizing it as an integral component of genre-based communication. In this framework, listening is no longer limited to understanding spoken messages but also involves interpreting how texts are organized, how they achieve particular communicative purposes, and how meaning is constructed within specific communicative contexts.

This conceptual shift reflects the adoption of the genre-based approach that underpins the 2013 Curriculum. Within this perspective, language is viewed as a resource for meaning-making in social contexts rather than merely a system of linguistic forms. Consequently, listening instruction extends beyond understanding spoken messages to encompass the interpretation of communicative purposes, generic structures, and linguistic features across different text types. Listening is therefore conceptualized as an integral component of genre comprehension and communicative competence rather than as an isolated receptive skill.

Compared with the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum demonstrates a transition from an information-oriented view of listening toward a text-oriented conceptualization. Although comprehending spoken messages remains a central objective, greater emphasis is placed on learners' ability to construct meaning by integrating social functions, generic structures, and linguistic features within authentic communicative contexts. This finding suggests that the evolution of listening in the 2013 Curriculum extends beyond revisions to competency statements; it reflects a broader pedagogical shift toward genre-based language education, in which texts serve as the primary unit of learning and communication becomes the central goal of language use.

Conceptualization of Listening in the Merdeka Curriculum

The analysis of the English Learning Outcomes (*Capaian Pembelajaran*) for Phase D indicates a further conceptual development of listening in the Merdeka Curriculum. Unlike the 2006



School-Based Curriculum (KTSP), which conceptualized listening primarily as a receptive skill, and the 2013 Curriculum, which embedded listening within a genre-based framework, the Merdeka Curriculum positions listening as an integral component of learners' overall communicative and literacy competencies. Listening is conceptualized not only as understanding spoken language but also as interpreting, evaluating, and using information across diverse communicative contexts.

This development is reflected in the formulation of the Learning Outcomes, which no longer treat language skills as discrete competencies. Instead, receptive and productive language practices are integrated to support meaningful communication. The curriculum expects learners to comprehend spoken, written, visual, and multimodal texts encountered in both everyday and academic contexts. Consequently, listening extends beyond the comprehension of spoken information to encompass the interpretation of meaning constructed through multiple modes of communication, reflecting a broader orientation toward multimodal literacy and authentic language use.

The analysis further indicates that the Merdeka Curriculum places greater emphasis on authentic learning resources, real-world communicative contexts, and the integration of digital technologies into English language learning. This orientation substantially broadens the scope of listening by exposing learners not only to conventional conversations and monologues but also to diverse forms of digital communication that combine spoken, visual, and audiovisual modes. Consequently, listening is conceptualized as a literacy practice that enables learners to interpret information across multiple media and communicative environments.

These findings suggest that the conceptualization of listening in the Merdeka Curriculum extends beyond understanding spoken messages or recognizing the structural features of texts. Instead, listening is framed as an active process of meaning-making through interaction with diverse text types and multiple modes of representation. This conceptual shift reflects the curriculum's broader learner-centered orientation, in which language is viewed as a tool for communication, learning, critical engagement, and participation in an increasingly digital and multimodal society.

Table 4. Textual Evidence of the Conceptualization of Listening in the Merdeka Curriculum

No	Curriculum Component	Verbatim Excerpt	Analytical Focus
1	Rationale of the Subject	English helps learners develop the ability to interact in various situations and for different communicative purposes, as well as to access knowledge, technology, and culture through diverse types of texts	English learning is oriented toward communication and literacy development. Listening is conceptualized as part of broader communicative and literacy competencies that enable learners to access knowledge, technology, and culture through diverse texts.
2	Learning Outcomes Phase D (Listening–	By the end of Phase D, learners use English to interact and exchange ideas,	Listening is no longer treated as an isolated receptive skill but is integrated with spoken





	Speaking Element)	experiences, interests, opinions, and views with teachers, peers, and others across a variety of familiar formal and informal contexts	interaction and meaning negotiation across diverse communicative contexts.
3	Learning Outcomes Phase D (Listening–Speaking Element)	With repetition and vocabulary substitution, learners comprehend the main ideas and relevant details of discussions or presentations on a range of familiar topics in school and home contexts	The focus of listening extends beyond information recognition toward the comprehension of main ideas and relevant details in authentic communicative situations, reflecting a more contextual and meaning-oriented perspective.
4	Learning Outcomes Phase D (Listening–Speaking Element)	They participate in discussions by expressing opinions, making comparisons, and stating preferences	Listening serves as a foundation for active participation in communication. The integration of comprehension and response demonstrates the curriculum's emphasis on connecting receptive and productive language use.

The analysis of the Phase D English Learning Outcomes indicates that the conceptualization of listening in the Merdeka Curriculum has evolved beyond that of the two preceding curricula. Whereas the 2006 School-Based Curriculum (KTSP) primarily emphasized understanding meaning in spoken communication and the 2013 Curriculum embedded listening within genre-based text comprehension, the Merdeka Curriculum expands listening to encompass the interpretation of diverse text types, including multimodal texts. This development suggests that listening is no longer conceptualized merely as the reception of spoken information but as an active process of meaning-making through interaction with multiple sources of information presented across different modes of communication.

This conceptual development is consistent with the Merdeka Curriculum's emphasis on competency-based learning, authentic communicative contexts, and literacy development. Within this framework, listening is positioned as a core communicative competence that enables learners to comprehend, interpret, and use information across a wide range of communicative situations. The findings therefore indicate that the evolution of listening in the Merdeka Curriculum extends beyond revisions to learning outcomes; it represents a broader paradigm shift toward an integrated, contextualized, and literacy-oriented approach to language learning that responds to the communicative demands of an increasingly digital and multimodal world.

The Conceptual Evolution of Listening in Three Curriculum

The analysis of the three curriculum documents demonstrates a gradual evolution in the conceptualization of listening across successive English curricula in Indonesia. This evolution is reflected not only in changes to the terminology used in curriculum documents but, more importantly, in shifts in how listening is positioned within English language learning. Across the three curricula, listening evolves from a discrete receptive skill, to a component of genre-





based text comprehension, and ultimately to an integrated communicative and literacy-oriented competence that supports meaning-making across diverse communicative contexts.

In the 2006 School-Based Curriculum (KTSP), listening is conceptualized as one of the four explicitly taught language skills. Learning objectives primarily emphasize learners' ability to understand meaning in simple conversations and monologues as a foundation for everyday communication. Within this conceptualization, successful listening is largely defined by learners' ability to comprehend spoken messages accurately, reflecting a predominantly receptive and product-oriented view of listening.

Understanding meaning remained a central learning objective, listening was no longer positioned as an independent language skill. Instead, it was embedded within a genre-based approach that emphasized the social functions, generic structures, and linguistic features of texts. This change reflects a broader conceptualization of listening, in which learners are expected not only to comprehend spoken information but also to interpret how meaning is constructed through textual organization and communicative purpose. Consequently, listening evolved from a predominantly information-oriented skill to a process of genre-based meaning-making.

The conceptual evolution continued in the Merdeka Curriculum. The analysis of the Learning Outcomes demonstrates that listening is integrated with speaking within a single *Listening–Speaking* element, thereby reducing the traditional distinction between receptive and productive language skills. Within this framework, listening functions not only as a means of understanding information but also as the foundation for participating in interaction, exchanging ideas, and engaging in meaningful communication across diverse contexts. This integration reflects a further shift from the development of discrete language skills toward the cultivation of holistic communicative competence, in which listening is understood as an active, contextualized, and literacy-oriented process of meaning-making.

Overall, the findings demonstrate that the conceptualization of listening in Indonesian English curricula has evolved from a receptive skill focused on understanding spoken meaning, to genre-based text comprehension, and ultimately to an integrated communicative and literacy-oriented competence. This progression indicates that curriculum reform has involved more than revisions to curriculum structure or learning outcomes; it reflects a fundamental shift in how listening is understood within English language education. Whereas the 2006 School-Based Curriculum (KTSP) conceptualized listening primarily as the comprehension of spoken messages, the Merdeka Curriculum positions it as an integral component of communicative competence that enables learners to interpret, negotiate, and construct meaning across diverse communicative contexts. Taken together, these findings suggest a paradigm shift from viewing listening as the reception of linguistic input toward understanding it as an active process of meaning-making that supports communication, literacy development, and participation in an increasingly multimodal world.

Discussion

The findings demonstrate that the conceptualization of listening in Indonesian English curricula has undergone a gradual evolution from the 2006 School-Based Curriculum (KTSP) to the Merdeka Curriculum. This evolution extends beyond changes in curriculum terminology and



reflects a broader transformation in how listening is understood within English language education. The progression from viewing listening as a discrete receptive skill to conceptualizing it as an integrated communicative competence indicates that curricula increasingly recognize listening as an active process of meaning-making and participation in communication, rather than merely the comprehension of spoken information.

This evolution is consistent with contemporary theories of second language listening, which conceptualize listening as an active cognitive and communicative process involving the interaction of linguistic knowledge, background knowledge, communicative purposes, and contextual information (Field, 2019; Vandergrift & Goh, 2021). From this perspective, successful listening depends not only on recognizing sounds or understanding vocabulary but also on learners' ability to interpret, integrate, and use information to achieve communicative goals. The conceptual progression identified in this study therefore suggests that the development of English curricula in Indonesia has paralleled international advances in language learning theory, reflecting a shift from product-oriented views of listening toward process-oriented, communicative, and meaning-centered approaches.

The findings further reveal that the conceptual evolution of listening occurred as a gradual rather than abrupt process. The 2006 School-Based Curriculum (KTSP) maintained the conventional separation of the four language skills, reflecting a communicative competence framework in which listening was treated as an independent receptive skill. The 2013 Curriculum subsequently embedded listening within a genre-based approach, shifting the emphasis toward understanding the social functions, generic structures, and linguistic features of texts. This evolution was further strengthened in the Merdeka Curriculum through the integration of the *Listening-Speaking* element, reflecting the view that language comprehension and language production are mutually dependent processes within authentic communication. These findings suggest that curriculum reform in Indonesia represents a process of conceptual evolution rather than discontinuous change, shaped by advances in language learning theory as well as changing educational and communicative demands. This pattern is consistent with the view that curriculum development is an adaptive process through which educational goals evolve in response to theoretical developments and societal needs (Macalister & Nation, 2019; Priestley et al., 2021).

The present study also extends previous research on English curriculum development in Indonesia. Existing studies have primarily examined curriculum implementation, teachers' perceptions, school readiness, and challenges associated with curriculum reform (Faisal & Hanifah, 2025; Kulsum et al., 2024; Mahmud et al., 2025; Maraqonitalillah & Ixfina, 2024; Nugrahastuti et al., 2025). While these studies provide valuable insights into classroom implementation, they offer limited attention to how listening is conceptualized within curriculum policy documents or how this conceptualization has evolved across successive curriculum reforms. By adopting a longitudinal document analysis, this study contributes to the literature by demonstrating that the evolution of the Indonesian English curriculum involves not only changes in curriculum structure or competency frameworks but also a fundamental reconceptualization of listening from a discrete receptive skill to an integrated communicative and literacy-oriented competence. This conceptual perspective provides a richer understanding of curriculum reform and offers a theoretical lens for examining the evolution of language skills in curriculum policy.



The findings also have important implications for classroom practice. As the conceptualization of listening has evolved from a discrete receptive skill to an integrated communicative competence, listening instruction should likewise move beyond activities that primarily assess learners' ability to answer comprehension questions or identify explicit information from spoken texts. Instead, instructional practices should provide learners with opportunities to construct meaning, interpret information within authentic communicative contexts, and use their understanding as a basis for interaction, discussion, and collaborative meaning-making. Listening activities should therefore be integrated with broader communicative tasks that encourage learners to engage actively with language rather than merely demonstrate comprehension. Aligning classroom practice with this conceptual evolution would enable teachers to implement the curriculum more faithfully while fostering learners' communicative competence and literacy in increasingly multimodal learning environments.

D. CONCLUSION

This study examined the conceptual evolution of listening in Indonesian English curricula, spanning the 2006 School-Based Curriculum (KTSP), the 2013 Curriculum, and the Merdeka Curriculum. The findings demonstrate that the conceptualization of listening has undergone a gradual but substantial transformation across successive curriculum reforms. Listening has evolved from being viewed as a discrete receptive skill focused on understanding spoken meaning, to a component of genre-based text comprehension, and ultimately to an integrated communicative and literacy-oriented competence that supports learners' participation in diverse communicative contexts.

These findings suggest that curriculum reform in Indonesia has involved more than structural revisions to curriculum documents. Rather, it reflects a broader shift in the underlying conception of listening, aligning curriculum development with contemporary theories of second language learning that view listening as an active process of meaning-making, communication, and literacy development. By tracing this conceptual evolution across three successive curricula, this study contributes to the literature by providing a longitudinal perspective on how listening has been reconceptualized within Indonesian English curriculum policy. The findings also offer a theoretical framework for examining the evolution of other language skills and for understanding curriculum reform from a conceptual rather than solely an implementation perspective.

This study is limited to the analysis of official curriculum documents for junior secondary education and therefore does not examine how these conceptual changes are enacted in classroom practice. Future research could extend this work by combining document analysis with classroom observations, textbook analysis, and teacher interviews to investigate the relationship between curriculum conceptualization and instructional practice. Comparative studies involving English curricula from other countries would also provide valuable insights into how listening evolves across different educational contexts and policy environments.

REFERENCES

- Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Cope, B., & Kalantzis, M. (2023). *A Pedagogy of Multiliteracies* (2nd ed.). Palgrave Macmillan.
- Cross, J. (2015). *Metacognition in L2 Listening: Clarifying Instructional Theory and Practice*.



- TESOL Quarterly*, 49(4), 883–892. <https://doi.org/10.1002/tesq.258>
- Cummins, J. (2021). *Rethinking the Education of Multilingual Learners: A Critical Analysis of Theoretical Concepts*. <https://doi.org/10.21832/9781800413597>
- Du, G., & Man, D. (2022). Person Factors and Strategic Processing in L2 Listening Comprehension: Examining the Role of Vocabulary Size, Metacognitive Knowledge, Self-Efficacy, and Strategy Use. *System*, 107(1). <https://doi.org/10.1016/j.system.2022.102801>
- Elvanuri, N., Zulfariati, & Dwiputri, R. (2026). Elementary English Teachers' Perception of Merdeka Curriculum Implementation in Indonesian Private School: A Mixed-Methods Study. *Journal of English Language Pedagogy*, 11(1), 87–100. <https://doi.org/https://doi.org/10.36665/elp.v11i1.1175>
- Faisal, & Hanifah, L. (2025). Challenges in the Implementation of the Kurikulum Merdeka at a Senior Secondary School: Perspectives of Experienced. *IDEAS*, 13(1), 341–361. <https://doi.org/https://doi.org/10.24256/ideas.v13i1.5842>
- Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press. <https://doi.org/https://doi.org/10.1017/CBO9780511575945>
- Field, J. (2019). *Listening in the Language Classroom*. Cambridge University Press.
- Garcia, O., & Kleifgen, J. A. (2010). *Educating emergent bilinguals: policies, programs, and practices for English language learners*. <https://doi.org/10.65528/9780807776766>
- Graham, S. (2017). Thinking Allowed Research into practice : Listening strategies in an instructed classroom setting. *Language Teaching*, 50(1), 107–119. <https://doi.org/10.1017/S0261444816000306>
- Graham, S. (2022). Self-efficacy and language learning: what it is and what it isn't. *The Language Learning Journal*, 50(2), 186–207. <https://doi.org/10.1080/09571736.2022.2045679>
- Graham, S., Santos, D., & Vanderplank, R. (2008). Listening comprehension and strategy use: A longitudinal exploration. *System*, 36, 52–68. <https://doi.org/10.1016/j.system.2007.11.001>
- Jewitt, C. (2014). The Routledge handbook of multimodal analysis. In *The Routledge handbook of multimodal analysis* (Second Edi). Routledge.
- Kulsum, E. M., Wiji, L., & Suloso, A. (2024). The Implementation of Merdeka Curriculum based on Teacher's Perception. *Jurnal Perspektif*, 8(2), 291–303. <https://doi.org/https://doi.org/10.15575/jp.v8i2.309>
- Lestari, D. P., Lestari, S., & Nularsi. (2024). English Teacher Perception of Implementation Kurikulum Merdeka in English Teaching Learning Process. *Bahtera*, 23(1), 1–15. <https://doi.org/https://doi.org/10.21009/bahtera.231.01>
- Lestari, I. (2023). The English Teacher's Perspective and Challenge on Implementing Merdeka Curriculum. *Retorika*, 9(3), 331–339. <https://doi.org/https://doi.org/10.22225/jr.9.3.2023.331-339>
- Lim, J., & Kessler, M. (2024). Multimodal Composing and Second Language Acquisition. *Language Teaching*, 57(2). <https://doi.org/https://doi.org/10.1017/S0261444823000125>
- Macalister, J., & Nation, I. S. P. (2019). *Language Curriculum Design*. Routledge. <https://doi.org/https://doi.org/10.4324/9780429203763>
- Mahmud, N. A., Jabu, B., & Chairil Anwar Korompot. (2025). The Implementation Of The Merdeka Curriculum in English Teaching At SMAN 3 Pangkep. *International Journal of Business, English, and Communication*, 3(1), 11–15. <https://doi.org/https://doi.org/10.26858/ijobec.v3i1.6620>
- Maraqonitalillah, & Ixfina, F. D. (2024). Implementasi Keterampilan Abad 21 pada Kurikulum



- Merdeka Melalui Pembelajaran IPS di MI Al Fithrah Surabaya. *At Ta'dib: Jurnal Pendidikan Guru Madrasah Ibtidaiyyah*, 1(2), 49–60. <https://erepository.alfithrah.ac.id/id/eprint/41/>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications. https://books.google.co.id/books?id=lCh_DwAAQBAJ
- Nety, Widyastuti, S. H., Santoso, I., & Baharuddin. (2026). Teacher Perceptions of the Merdeka Curriculum in English Teaching in Rural Elementary Schools. *Journal of English for Academic*, 13(1), 74–91. [https://doi.org/https://doi.org/10.25299/jshmic.2026.vol13\(1\).25312](https://doi.org/https://doi.org/10.25299/jshmic.2026.vol13(1).25312)
- Nugrahastuti, D. W., Sari, M. T. I., & Lestari, D. B. (2025). Implementasi Kurikulum Berbasis Deep Learning untuk Mengoptimalkan Keterlibatan Anak Usia Dini di PAUD Alam Jungle School Semarang. *Sentra Cendekia*, 63(6), 63–72. <http://e-journal.ivet.ac.id/index.php/sc>
- Nurhandayani, P., & Jusmaniar, N. (2025). The Problematics Of Implementing The "Kurikulum Merdeka" In English Subjects At SD INPRES 125 Bajeng. *Verba*, 3(1), 1–11. <https://doi.org/https://doi.org/10.59638/verba.v3i1.402>
- Priestley, M., Philippou, S., Alvunger, D., & Soini, T. (2021). Curriculum Making: A Conceptual Framing. In M. Priestley, D. Alvunger, S. Philippou, & T. Soini (Eds.), *Curriculum Making in Europe: Policy and Practice within and Across Diverse Contexts*. Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83867-735-020211002>
- Rohi, M. P., & Nurhayati, L. (2024). Multimodal Learning Strategies in Secondary EFL Education: Insights from Teachers. *VELES JOURNAL*, 8(2), 458–469. <https://doi.org/http://dx.doi.org/10.29408/veles.v8i1.25419>
- Rost, M. (2011). *Teaching and Researching Listening*. Pearson Longman.
- Sailuddin, S. P., Rafli, Z., & Kamal, M. (2025). Audio versus Multimodal Input : A Case Study of Speech Perception among Learners in English as a Foreign Language (EFL) Context. *ELS-JISH*, 8(4), 1291–1301. <https://doi.org/https://doi.org/10.34050/elsjish.v8i4.49140>
- Saito, K., Uchiyara, T., Takizawa, K., & Suzukida, Y. (2025). Individual differences in L2 listening proficiency revisited: Roles of form, meaning, and use aspects of phonological vocabulary knowledge. *Studies in Second Language Acquisition*, 47(1), 26–52. <https://doi.org/DOI: 10.1017/S027226312300044X>
- Siegel, J. (2015). *Exploring Listening Strategy Instruction through Action Research*. <https://doi.org/10.1057/9781137521903>
- Vaish, V., & Towndrow, P. (2010). Multimodal literacy in language classrooms. In *Sociolinguistics and Language Education* (pp. 317–346). <https://doi.org/10.21832/9781847692849-014>
- Vandergrift, L., & Goh, C. C. M. (2021). *Teaching and Learning Second Language Listening (2nd ed.)*. Taylor & Francis.
- Vandergrift, L., & Tafaghodtari, M. (2010). Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. *Language Learning*, 60, 470–497. <https://doi.org/10.1111/j.1467-9922.2009.00559.x>
- Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), 299–321. <https://doi.org/10.1080/00220272.2012.668938>
- Webb, S., & Nation, P. (2017). *How Vocabulary is Learned*. Oxford University Press.



Journal of Research in English Language Teaching JR-ELT

Vol. 10, (1) 2026, pp 200-217

E-ISSN: 2549-1806

Available online at : <http://e-journal.fik.uinjambi.ac.id>

<https://books.google.co.id/books?id=OwkjvgAACAAJ>

Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. *Journal of Educational Change*, 22(1), 3–12. <https://doi.org/10.1007/s10833-021-09417-3>

