



The Importance of Conducting Need Analysis to Design English Courses in Curriculum Merdeka

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Abstract

This article explains the importance of conducting a needs analysis in developing an English language course for an open curriculum. The independent curriculum is a learning framework that aims to holistically improve students' English language skills while considering local needs and contexts. In this context, needs analysis has become an important stage in ensuring that the material, techniques, and evaluation in the English language course meet the needs of students. The article discusses the importance of needs analysis in designing English language courses. Needs analysis helps determine appropriate learning objectives and guides curriculum development. The curriculum can be designed to integrate relevant and practical language skills while comprehensively assessing student needs. Additionally, needs analysis allows for the customization of learning programs to student characteristics. Each group of students has unique backgrounds, interests, and demands. By studying students' needs specifically, teachers can select and design resources that are appropriate for their skill level, interests, and context. This will encourage students to learn. The article also emphasizes the importance of involving students in the needs analysis process.

Keyword : Need analysis, English courses, curriculum merdeka, relevance, effectiveness

INTRODUCTION

English speaking has become increasingly vital in the face of the problems of competitive labor in the age of globalization. Curriculum merdeka has been established in Indonesia as an innovative way to provide inclusive and sustainable education to all pupils. Designing an effective and meaningful English course is an urgent issue in the context of the open curriculum. To build an English course that meets the needs of individual students, it is critical to do a detailed need analysis. Issues for investigation:

The issue in establishing English classes for the Merdeka curriculum is fulfilling the diverse demands of each student. If the English course is to deliver meaningful and successful learning experiences, cultural variety, background, and student interest should be considered. The main problem.

To solve the issue, in-depth knowledge of appropriate methodologies and approaches for understanding students' requirements is required. It will collect information from books, journals, and other related resources using research methodologies for library research to get a full knowledge of the value of need analysis in building English courses in the context of open curriculum. Using this knowledge, the research will devise a problem-solving strategy centered on the use of effective and appropriate need analysis.

The goal of this research is to (a) understand the importance of need analysis in designing an English course in the context of the free curriculum, (b) identify factors that need to be analyzed in determining students' needs, (c) identify effective methods and approaches in doing need analysis, and (d) produce recommendations in designing English courses that meet the needs of individual students in the context of the free curriculum.

The research will make use of theories and concepts from the fields of need analysis, curriculum design, English study, and educational theories. The study will give a thorough conceptual framework for understanding the value of need analysis in building English courses in curriculum merdeka by merging insights from relevant literature.

The relevance of recognizing students' needs in building relevant and successful curriculum will be highlighted in a theoretical research summary. Theories and ideas concerning need analysis will explain the procedures involved in gathering and interpreting data about students' needs. Furthermore, knowledge of curriculum design and English learning will give insight into ways and methods that may be utilized to build courses that meet the needs of students. Finally, a survey of the literature.



RESEARCH METHODOLOGY

The research is solely based on an examination of the research library or literature. As a result, this would be classified as a library study. All of the information obtained and evaluated originates from other works of literature and films, such as relevant journals or media, which are currently being researched. The study makes use of two sorts of data: primary and secondary data. A study activity known as "library research" is gathering information and data using a variety of library resources, including reference books, earlier studies that addressed the same questions, articles, notes, and journals that are relevant to the issue at hand. In order to identify solutions to the issues at hand, the activity is carried out methodically and involves the collection, processing, and conclusion of data using certain methods/techniques. (Sari, n.d.). Library studies entail gathering library data from diverse sources of library information relevant to study items, such as abstracts, indexed articles, reviews, journals, and reference books.

RESULT AND DISCUSSION

An important step in creating a language course is doing a need analysis. It entails a methodical and thorough analysis of the needs, objectives, and expectations of the learners, the results of which may be utilized to create instructional materials and activities that are suitable for their particular needs. (Aflah et al., n.d.)

In the Curriculum Merdeka, a thorough needs analysis may assist in determining the students' level of English language competence, which is a crucial component in creating an English course that is suitable for their level of ability. Knowing their level of competence allows teachers to create lessons and activities that are hard enough to help students advance their language abilities without being too demanding that they give up or feel irritated. Additionally, a need analysis can assist in identifying the kids' unique needs and interests, which may differ based on their upbringing, culture, and future aspirations.

For instance, some students might need to strengthen their English language abilities for academic goals, but others would need to do so for professional reasons. Teachers may create educational materials and activities that are pertinent to students' future occupations by knowing about their unique requirements and interests. This will encourage students to study and advance their language skills. An essential stage in creating a successful English course for the Curriculum Merdeka is doing a need analysis. The development of learning materials and activities that are specifically suited to the needs, objectives, and expectations of the learners can help them learn more successfully and efficiently. An English course that is appropriate, interesting, and pertinent for students' future jobs may be created by taking into account their level of English language ability, learning preferences, and unique needs and interests. Need analysis can also assist in identifying these elements.

(Mohanasundaram, 2018) In order to achieve the intended learning outcomes in any educational program, curriculum design is a crucial component. The requirements, objectives, and interests of the students, as well as the learning environment and resource availability, should all be taken into consideration when creating a well-designed curriculum. It should be created to offer a thorough and interesting learning experience that is suited to the unique needs of the students. The English course should be structured to help students enhance their communication ability, critical thinking abilities, and digital literacy in the framework of the Curriculum Merdeka. The ability to speak effectively and appropriately in a variety of social and professional situations is a critical talent that students must possess. As a result, the English course should be structured to give students plenty of opportunity to practice their speaking, listening, reading, and writing abilities as well as their comprehension and use of various registers and styles of English. A key component of accomplishing the targeted learning goals in the Merdeka Curriculum is curriculum design. The communication ability, critical thinking abilities, and digital literacy of the students should all be developed in the English course since they are crucial abilities for their future success. Teachers may create an English course that is interesting, relevant, and successful in attaining its learning objectives by taking into account the needs, goals, and interests of the learners as well as the learning environment and the resources that are accessible.

(Firmansyah et al., 2023) Teachers must consider the Merdeka Belajar Program's guiding principles, which promote student-centered learning and call for the use of a variety of teaching strategies and resources, while developing an English course for the Curriculum Merdeka. The program attempts to provide students greater control and flexibility over their education, which helps foster their ability to think critically, be creative, and solve problems. By giving students the chance to take control of their education and participate in self-directed learning activities, teachers may incorporate the Merdeka Belajar Program's guiding principles into their instructional strategies. Project-based learning, collaborative learning, and experiential learning are a few examples of teaching strategies and resources that may be used to accomplish this.

Skills that students need to learn is essential in order to create EFL paragraph writing tools for Indonesian students. To address this issue, (Abdul & Rfis, n.d.) did a needs analysis and discovered that the students required



additional instruction and experience in structuring and presenting their thoughts in writing. The finding emphasizes the value of doing a requirements analysis to determine the precise language skills that children need to improve since it offers insightful information about the learning needs and preferences of the students. Teachers can better understand their students' writing abilities, as well as their unique needs and interests, by performing a needs analysis.

It's challenging and rewarding to integrate the Curriculum Merdeka in the English Studies Program.(Krishnapatria, 2021). Teachers may create an English course that is pertinent, interesting, and successful in accomplishing its learning objectives by matching the curriculum with the needs and interests of the students as well as the requirements of the labor market. Additionally, by implementing the Merdeka Belajar Program's guiding principles into their instruction, teachers may provide students more freedom and flexibility in their learning, which can aid in the development of their critical thinking, creativity, and problem-solving skills.

The importance of conducting a needs analysis in designing an ESP course lies in the fact that learners have specific needs and goals that are related to their field of study or work. Therefore, it is essential to identify these needs and goals in order to design a course that is relevant and useful for the learners. Designing a successful ESP training requires completing a needs analysis. (*NEED ANALYSIS DALAM MATA KULIAH*, n.d.)

Teachers can create a course that is pertinent to and helpful for the learners by taking into account their unique needs and goals as well as the language abilities and information necessary for their chosen field of study or employment. Furthermore, teachers may create interesting courses that successfully accomplish their learning objectives by knowing their students' learning preferences and styles.

It's critical to do a requirements analysis to determine the students' preferences and interests in learning English since the discovery that students needed more interactive and interesting resources to increase their English language competence is crucial. (Technology et al., 2022) Teachers may create learning materials and activities that are interesting, pertinent, and successful in helping students meet their learning objectives by doing a needs analysis to acquire a deeper knowledge of the students' learning preferences and interests.

A good and inspiring learning environment that encourages students to take an active role in their learning may also be created by teachers with the aid of students' preferences and interests in learning English. Teachers may create a more individualized and student-centered learning experience that is suited to their unique needs and interests by incorporating the students' preferences and interests into the English course.

When creating an English course focused on tourism, a need analysis is also required.(Anam & Rachmadian, 2020) It is crucial to provide students lots of speaking and listening practice opportunities when teaching English for tourism-related reasons, as well as to expose them to real tourism-related materials like menus, brochures, and travel guides. Therefore, it is essential to consider the unique needs and interests of the students as well as the requirements of the labor market and the tourist industry while developing an English course for the tourism sector. Teachers can better understand their students' linguistic abilities, learning preferences, and unique needs and interests in the field of tourism by completing a needs analysis.

An continuing process requiring constant input and review, doing a need analysis is not something that can be done once. This emphasizes the significance of completing a needs analysis during the course to make sure that the learners' requirements and expectations are being met and to make any required course modifications. (Betti, n.d.).

The course's content, teaching strategies, and resources may all be modified by teachers to better meet the needs and expectations of their students by using the information they get from performing needs analyses during the course. This continuous process of requirements analysis, feedback, and assessment may aid in making sure the course remains pertinent, interesting, and successful in meeting its learning objectives. Additionally, by conducting needs analyses regularly during the course, teachers may find any gaps in the students' language proficiency or areas where they are lacking, opening up possibilities for remedial education or additional support. Teachers can support learners in achieving their learning objectives and succeeding in their future academic or professional endeavors by promptly correcting these gaps or deficiencies.

It is crucial to adhere to a framework based on need analysis when creating a course that fits the needs of the students and gets them ready for upcoming tests. The suggested framework consists of four stages: determining the requirements of the learners, developing the course objectives, choosing relevant materials and activities, and assessing the efficacy of the course (Eshtehardi, 2017)

1. The first step in the framework is to determine the requirements of the learners. To do this, a needs analysis must be done in order to better understand the learners' language competence level, learning preferences, and unique needs and interests in relation to the test. Teachers may create a course that is customized to each learner's needs and equips them with the language abilities and information required to succeed in the test by first determining what those needs are.

2. The second one is Developing the course objectives, which entails establishing precise, quantifiable learning outcomes that are in line with the criteria of the test, is the second stage of the framework. Teachers may make sure that the course is focused and successful in attaining its learning objectives by creating clear and quantifiable learning outcomes.

3. The third step of the system is to choose the relevant materials and activities, which necessitates selecting those that are pertinent, interesting, and efficient in reaching the learning goals. Teachers may design a more individualized,



student-centered learning experience that is catered to the requirements and interests of the learners by choosing the relevant resources and activities.

4. The fourth and last step of the framework is assessing the efficacy of the course, which necessitates analyzing the students' development and learning objectives. Teachers may better fulfill the requirements and expectations of their students by assessing the efficacy of their courses, identifying any areas that need strengthening or development, and making the required course modifications.

It is crucial to understand the individual objectives and goals of the students as well as the language abilities and information needed for their job in order to build an English course that is beneficial and relevant for the students' future professions (Zoghalmi, 2020)

This emphasizes the value of completing a needs analysis to better understand the unique needs and interests of the learners and to create a course that is suited to their needs. Teachers can learn more about the unique language requirements and objectives of their students as well as the language abilities and knowledge necessary for their line of work by conducting a needs analysis. For instance, students pursuing careers in medicine or business may need to expand their understanding of medical terminology and corporate communication techniques, respectively. Teachers can create a course that is suited to the requirements and interests of the learners by determining the unique language abilities and information needed for their career. Conducting a needs analysis is essential in designing an English course that is relevant and useful for the students' future careers. By identifying the learners' specific needs and goals, as well as the language skills and knowledge required for their profession, teachers can design a course that is tailored to their specific requirements. Moreover, by understanding their learning styles and preferences and using authentic materials and activities, teachers can create a more engaging and effective learning experience that is relevant to their future careers.

An essential stage in creating a successful English course for the Curriculum Merdeka is doing a needs analysis. It aids teachers in better understanding the requirements, objectives, and interests of the students as well as the specialized language abilities and subject-area expertise needed for their chosen field of study or occupation. By doing a needs analysis, teachers may create a course that is specifically suited to the needs of the students, helping them to meet their learning objectives and get ready for their future jobs.

Additionally, adopting the tenets of the Merdeka Belajar Program into the English course can contribute to making learning more interesting and student-centered. Teachers may aid students in growing their critical thinking, creativity, and problem-solving skills by giving them greater freedom and flexibility in their study. Project-based learning, collaborative learning, and experiential learning are a few examples of teaching strategies and resources that may be used to accomplish this. For the Curriculum Merdeka, completing a need analysis is crucial to establishing a successful English course. Teachers may create an English course that prepares students for their future occupations and aids them in achieving their learning objectives by using the Merdeka Belajar Program's principles and matching the curriculum with the requirements and interests of the students. Teachers may also create a more pertinent and meaningful learning experience that is suited to the particular needs and interests of the students by fostering a more student-centered and engaging learning environment and employing genuine materials and activities.

A properly-designed curriculum should take into account the requirements, objectives, and interests of the learners as well as the learning environment and the resources at hand (*REPUBLIC OF KENYA PRE PRIMARY ONE CURRICULUM DESIGNS KENYA INSTITUTE OF CURRICULUM EDUCATION, 2017*)

The English curriculum should be created with the Merdeka Belajar principles in mind, which prioritize student-centered learning and the growth of critical thinking abilities, digital literacy, and linguistic competency. In this sense, the speaking, listening, reading, and writing abilities of the pupils should be developed through the English curriculum. The curriculum should also be created to help students improve their critical thinking abilities, which include the capacity to assess, synthesize, and analyze data. Given the growing importance of information and communication technology in both daily life and the job, it is also necessary to gain digital literacy skills. The English curriculum in the Curriculum Merdeka should take into account the requirements and objectives of the learners as well as the learning environment and the resources that are accessible. Students can learn more successfully if they have a supportive atmosphere and enough resources. As a result, a favorable learning environment should be considered while designing the English curriculum, such as pleasant classrooms and sufficient learning facilities.

A need analysis should be the first step in creating an English course that is advantageous to students' jobs in the 21st century. According to (Nainggolan, 2022) English teachers can learn more about the needs and objectives of their students, as well as about their language ability and the learning environment that is accessible, by doing a needs analysis. English classes in the twenty-first century ought to be structured to help pupils build language abilities that will be useful in their future employment.

Additionally, courses should be created to help students improve their communication, computer literacy, and critical thinking abilities, all of which are crucial in the current employment market. In this way, need analysis may assist English teachers in comprehending the needs and objectives of their students as well as knowing more about their language skills and the available learning environment. English teachers may create an English course that is current and useful for students' jobs in the twenty-first century by taking these things into account.



According to (Maipita et al., 2021) in order to make sure that the English course in the Curriculum Merdeka satisfies the needs of the students and gets them ready for the demands of the industrial revolution age. English teachers can learn more about the needs and objectives of their students, as well as about their language ability and the learning environment that is accessible, by doing a needs analysis. The English course should be structured in the context of the industrial revolution era to help students acquire language abilities that are pertinent to the demands of the modern workplace and of technology. The course should also be structured to help students improve their communication, computer literacy, and critical thinking abilities, all of which are crucial in the modern work market.

In this way, requirements analysis may assist English teachers in comprehending the needs and objectives of their students as well as knowing more about their language skills and the available learning environment. English teachers may create an English course that is helpful and relevant for students as they deal with the demands of the industrial revolution age by taking these things into consideration.

According to (Ferdaus & Novita, 2023) it is crucial to match the curriculum to the needs and interests of the students as well as the requirements of the labor market. This demonstrates the need of carrying out a needs analysis as the first step in making sure that the English course in the Curriculum Merdeka satisfies the needs of the students and equips them for their future employment.

The English course should be structured to help students acquire language abilities that are pertinent to the demands of the modern workplace and technological advancements. The course should also be structured to help students improve their communication, computer literacy, and critical thinking abilities, all of which are crucial in the modern work market.

English teachers can discover more about the needs and interests of their students, as well as about their language skills and the learning environment that is accessible, by doing a needs analysis. English teachers may create a meaningful English course that helps students become ready for their future occupations by taking these things into account.

Needs analysis should be a continuous process that includes input and continuing review, according to (Nur & Sulistyani, 2018) This demonstrates how crucial it is to undertake needs analysis not just at the start of the course but also as it progresses to make sure that the requirements and expectations of the learners are satisfied. To make sure that the English course continues to be relevant to the requirements and expectations of the students, needs analysis should be a continual activity in the framework of continuous learning. English teachers can get feedback on the effectiveness of the course and adjust the curriculum as needed by frequently performing needs analyses.

Additionally, continual needs analysis can assist English teachers in comprehending how the needs and expectations of their students vary over time. By taking into account these elements, English teachers may create a course that is more effective and relevant to the requirements and expectations of the students.

In response to the problems faced by the Fourth Industrial Revolution, which necessitates that people possess a set of skills that go beyond conventional academic knowledge, the Merdeka Curriculum was created. The curriculum is made to be more student-centered, with an emphasis on the improvement of communication, problem-solving, and critical thinking abilities. Since English is the universal language, English language classes are a required component of the curriculum. (Maipita et al., 2021)

Overall, need analysis was important in creating English courses in autonomous curriculum. Teachers may create relevant, entertaining, and successful learning programs by knowing the needs and goals of their students. The English course of an independent curriculum can be of substantial advantage to learners when approached from a trade-centered perspective. Here are some of the advantages of conducting a need analysis:

1. Improving learning relevance: by conducting a needs analysis, the English course program may be tailored to the real needs of learners. This guarantees that the contents, content, and learning activities given are applicable to the learners' real-life situations. Learners' desire to study rises when they sense immediate relation between what they learn and their daily needs or professional ambitions.

Additionally, students are far more motivated to study when they believe that what they are learning is directly related to their daily needs or career goals. They are motivated to participate more actively in the learning process and utilize their new knowledge and abilities in practical settings because they can directly connect what they learn to their personal objectives. As a result, it's crucial to create an English course curriculum that is not only thorough and effective but also pertinent to and adaptable to the learners' individual requirements and goals.

2. Improving learning effectiveness: Teachers can create a more successful teaching technique by first knowing the requirements of their students. They can employ suitable approaches, methods, and tactics to assist learners in achieving their learning objectives.

For example, if students need to improve their hearing comprehension, teachers might incorporate intense listening activities into the course curriculum. For instance, teachers could include challenging listening exercises in the course curriculum if students need to enhance their hearing comprehension. Activities that call for active listening and reaction could include watching movies, listening to audio recordings, or participating in group conversations. Teachers may also offer suggestions and advice to assist pupils develop their listening abilities and track their development over time.

3. To accommodate various learning styles and preferences, teachers can also employ a range of teaching tactics and techniques.

Pictures, diagrams, and graphs are frequently used by visual learners to aid in their learning. In order to aid visual learners in understanding the content of the lessons, teachers might employ visual aids like whiteboards, presentation slides, or films. By hearing words and sounds, auditory learners often learn. To aid auditory learners in understanding the content of lessons, teachers might employ methods like lectures, group discussions, or audio recordings. Kinesthetic learners often pick up information by doing or immediately experiencing it in the classroom. Therefore, to aid kinesthetic learners in understanding the content of lessons, teachers might employ instructional strategies like experiments, simulations, or physical activities. Teachers can improve comprehension and retention of course material as well as students' motivation and interest in learning by taking into account different learning preferences and styles.

4. Motivates learners: When students believe that the course program truly satisfies their needs, they are more motivated and interested in their studies. The need analysis helps teachers to meet learners' interests and preferences, resulting in an engaging and inspiring learning environment. Learners will believe that they play an active role in their education and that their efforts are recognized.

Students are more likely to be motivated and engaged in their studies when they believe that their interests and preferences are being satisfied. To make the learning experience more relevant and interesting for the student, a teacher could include a topic that the student is interested in learning about in the course curriculum. A needs analysis can also assist teachers in locating any potential learning obstacles that might be impeding the kids' development. For instance, if a student is having trouble with a certain portion of the class, the teacher might offer extra assistance or resources to help the student get through the problem. Therefore, teachers may create a more individualized, engaging, and inspirational learning environment that encourages learners to actively participate in their education by completing a needs analysis and adapting the course program to the unique requirements and goals of the learners.

5. Saves time and resources: By examining demands before to constructing the course program, teachers may avoid wasting resources and time on material and content that is unnecessary or undesired to learners. Teachers may design efficient and effective learning programs that maximize the use of available resources by focusing on the needs of their students.

For example, if a teacher uses content that is not engaging or relevant to the students, it may lead to a lack of enthusiasm and engagement, which can waste time and money. However, by doing a requirements analysis, teachers may pinpoint the precise subjects and areas of expertise that the students find most interesting and relevant, and they can concentrate on those areas when developing the course curriculum. Also, instructors may guarantee that the students receive the greatest education possible and accomplish their learning goals by creating an effective and efficient learning program that makes the best use of the resources at their disposal. Better learning results, higher levels of student satisfaction, and a more enthusiastic outlook on learning may result from this. Teachers may thus save time and money by building an effective and efficient learning program that matches the unique needs and aims of the learners by looking at the demands and requirements of the learners before creating the course program. As a result, both the learning experience for the students and the teaching experience for the teachers may become more interesting and stimulating.

6. Measure learner progress: The need analysis also aids in establishing the success indicator of learning and measuring learner development. Teachers may undertake a systematic evaluation of learners' development provided they have a definite and quantifiable objective for learning. This allows professors to provide more targeted feedback and guarantee that students get the desired goals.

Teachers can construct distinct and measurable success indicators for learning by creating unique learning objectives and goals through a needs analysis. These success metrics may be used to assess learners' development and determine if they are accomplishing their learning goals. Teachers may make sure that students are moving toward their learning objectives and reaching the required goals by tracking learner progress and developing learning success indicators. Due to being able to see the obvious outcomes of their work, learners may become more motivated and engaged.

Language teachers can follow a three step process for conducting a need analysis, which includes planning, gathering data, and analyzing the information. (Dewi Yana, 2016).

Planning is the initial phase in the language requirements analysis process. The methods and approaches that will be utilized to acquire the required data must be planned at this point by language teachers. This entails deciding the objectives of the needs analysis, locating the appropriate data sources, and organizing a successful and efficient data collection approach. When organizing the needs analysis process, language teachers must also take into account variables like time, money, and available human resources.

Data collecting comes after the needs analysis procedure has been planned. Language instructors must now obtain data about the students' language requirements using a variety of techniques, including observation, interviews, and surveys. To get reliable conclusions from a needs analysis, language teachers must verify that the data collected is relevant and correct. Language teachers must also take student confidentiality and privacy into account when collecting data ethically.



Information analysis is the last stage of the language needs analysis process. In order to ascertain the students' language needs and create a suitable learning program, language teachers must now assess the data that has been gathered. When creating an effective and efficient learning program, language teachers must take into account elements including student needs, learning objectives, and the resources at their disposal. The learning program must also adhere to curriculum requirements and suit all of the pupils' demands, according to language teachers. Language teachers can make sure that the learning program created can help students more effectively accomplish their learning goals by undertaking an accurate language needs analysis procedure.

During the planning phase of a requirements analysis, an instrument made up of a number of questions pertaining to the needs analysis's components is created. This tool is intended to make sure that the questionnaire fully addresses all of the needs of the students. The questionnaire is used to gather information on the needs of students after the instrument has been established. The demands of each student are then accurately and precisely defined through analysis of the data that has been gathered. The development of a teaching curriculum that is suitable to satisfy the needs of students is then guided by the data analysis. To ensure that the construction of a teaching syllabus can effectively and efficiently satisfy the needs of students, the planning step of the needs analysis process is essential.

In order to determine the requirements of pupils, a number of elements must be examined. These consist of the students' language skills, learning preferences, hobbies, and future professional aspirations (Aflah et al., n.d.). Additionally, it's important to take into account the needs of the present economy, industry, and technology (Firmansyah et al., 2023)

According to (Sri Irfadila & Noprika, n.d.) and (Hariyadi & Yanti, n.d.) create a useful English course, it's also crucial to do a needs analysis. Especially in the context of the Merdeka Curriculum, which emphasizes the importance of developing a curriculum that meets the individual needs of students, it is crucial to continuously conduct needs analysis, involve feedback, and ongoing evaluation in designing an English course that is relevant to the needs and expectations of the learners. (Umam, 2016)

CONCLUSSION

It is essential to do a need analysis in curriculum merdeka in order to design an English course that is suited to the learners' individual needs, objectives, and interests. Teachers may create relevant, engaging, and successful lesson plans by taking into account the language proficiency, preferences, and specific needs of their students. Incorporating various teaching tactics and keeping in mind the principles of student-centered learning may also improve the learning environment and promote the development of critical thinking, creativity, and problem-solving abilities. Throughout the course, regular needs evaluations can assist identify areas that require improvement or further support, ensuring that the course stays effective. Additionally, students can be prepared for the future by coordinating the curriculum with the demands of the job market and certain fields of study or employment

Regular needs assessments during the course can help to identify areas that need improvement or further support, ensuring that the course remains relevant and efficient. Additionally, students may be better prepared for the future and given the skills and knowledge they need to succeed in their chosen occupations by aligning the curriculum with the demands of the labor market and particular fields of study or employment. In order to ensure that students obtain a well-rounded education that equips them for the challenges of the future, a need analysis is essential for building a successful English course as well.

THANK YOU

I would like to express my heartfelt gratitude to Ms. Zaitun Qamariah, the lecturer for the Language Curriculum Design course, for her unwavering commitment to teaching and excellent guidance in ensuring that I fully comprehended the content. Her dedication to her students' success is truly admirable and has been instrumental in shaping my academic journey. Furthermore, I want to extend my utmost respect and gratitude to my parents for their unwavering support throughout our academic pursuits. Their constant encouragement, motivation, and inspiration have been the driving force behind our achievements, and we are forever grateful for their love and guidance.

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