THE ROLE OF LANGUAGE PHILOSOPHY IN ENGLISH LEARNING IN THE INDEPENDENT CURRICULUM

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ABSTRACT

Penelitian ini bertujuan untuk menganalisis peran filsafat bahasa dalam mendukung implementasi Kurikulum Merdeka. Fokus utama penelitian adalah mengetahui bagaimana teori-teori filsafat Bahasa dapat memperkuat perencanaan serta pelaksanaan pembelajaran sehingga meningkatkan kompetensi dan prestasi siswa. Metodologi penelitian menggunakan pendekatan kualitatif dengan desain kajian literatur. Data diperoleh melalui penelusuran artikel jurnal, buku, dan laporan penelitian yang relevan. Analisis data dilakukan dengan teknik content analysis untuk mengidentifikasi pola, kesenjangan, dan kontribusi filsafat bahasa dalam pengembangan pembelajaran bahasa Inggris sesuai Kurikulum Merdeka. Hasil penelitian menunjukkan bahwa filsafat bahasa berperan penting dalam meningkatkan kualitas pembelajaran bahasa Inggris pada Kurikulum Merdeka. Pragmatik menekankan pentingnya komunikasi kontekstual, konstruktivisme membangun keterlibatan aktif siswa, tindak tutur memperkuat fungsi sosial bahasa, hermeneutika memperdalam pemahaman teks, dan strukturalisme memperkuat dasar sistem bahasa. Integrasi teori-teori ini terbukti mendukung peningkatan keterampilan komunikatif, berpikir kritis, serta prestasi akademik siswa.

Kata Kunci : Filsafat Bahasa, Pembelajaran Bahasa Inggris dan Kurikulum Merdeka

ABSTRAK

This study aims to analyze the role of philosophy of language in supporting the implementation of the Independent Curriculum. The main focus of the study is to determine how theories of philosophy of language can strengthen the planning and implementation of learning, thereby improving student competence and achievement. The research methodology uses a qualitative approach with a literature review design. Data were obtained through searching relevant journal articles, books, and research reports. Data analysis was conducted using content analysis techniques to identify patterns, gaps, and the contribution of philosophy of language in the development of English language learning according to the Independent Curriculum. The results show that philosophy of language plays a significant role in improving the quality of English language learning in the

Independent Curriculum. Pragmatics emphasizes the importance of contextual communication, constructivism builds active student involvement, speech acts strengthen the social function of language, hermeneutics deepens text understanding, and structuralism strengthens the foundation of the language system. The integration of these theories has been proven to support the improvement of communicative skills, critical thinking, and student academic achievement.

Keywords: Philosophy of Language, English Language Learning and Independent Curriculum

A. Introduction

The current curriculum is the Independent Learning Curriculum, also known as the *Kurikulum Merdeka*. This curriculum implements learning according to students' interests, talents, and learning styles (Suwija, 2022). The goal of implementing this curriculum is for students to be competent in their fields because students can choose learning activities according to their interests and talents. In addition, they are also given the freedom to use technological devices, such as smartphones or computers, in the learning process according to teacher guidance. The concept of freedom to learn allows students to develop their potential optimally through participatory, creative, and reflective learning activities, so that the learning process becomes more meaningful (Sisadi, 2024). In the independent curriculum, one difference from the previous curriculum is that English is one of the subjects that must be taught. This is certainly a special concern for classroom teachers, especially in public schools, because the previous curriculum did not include English as a subject. Especially for fourth grade, the English subject matter is quite complex, even though fourth grade students have never received English at previous levels. English proficiency serves not only as a technical skill but also as a tool for understanding social, cultural, and scientific contexts. According to Munibi, Zuriyati, & Setiadi (2024), English learning will be more effective if supported by a philosophical foundation in language, which views language not merely as a means of communication but also as a medium for thinking, character formation, and understanding social realities.

Several previous studies have discussed the role of philosophy of

language and language learning. First, Chrismastianto et al. (2023) examined the importance of philosophy of language in developing a language curriculum in accordance with the *Merdeka Belajar* policy, emphasizing the need for philosophy of language in planning Language Learning Implementation Plans. Second, Munibi (2024) examined the relationship between philosophy and English language learning in the *Kurikulum Merdeka*, emphasizing the importance for educators to apply a philosophical approach in the learning process to develop competent and character-based students. Third, Warami (2018) examined literary material in language textbooks using an ontological, axiological, and epistemological approach in the philosophy of science. This study provides insight for educators in understanding the subject matter to be taught to students, and supports curriculum developers and textbook authors in revising teaching materials to be distributed to educational institutions in the future. Based on all the descriptions presented above, it can be concluded that philosophy plays an important role in language learning, including English.

Based on these social facts and literature, this study aims to analyze the role of philosophy of language in the *Kurikulum Merdeka*, specifically in English language learning. This study emphasizes how theories of philosophy of language can be used to strengthen learning planning and implementation. Furthermore, this study aims to determine the impact of philosophical theories of language in the *Kurikulum Merdeka* on improving student achievement in English language learning. Thus, this study is expected to provide practical recommendations for teachers and curriculum developers to improve the quality of English language teaching and the development of student competencies as a whole. The novelty of this study lies in the comprehensive analysis that connects philosophy of language with the implementation of the *Kurikulum Merdeka*, thus presenting both theoretical and practical perspectives in English language teaching. Furthermore, this study discusses the impact of philosophical theories of language on student achievement in accordance with the recommendations of previous research.

This research is based on the assumption that applying the philosophy of language in English learning will increase student engagement, creativity, and achievement. This is because the philosophy of language provides a framework for understanding meaning, context, and verbal interactions in the learning process (Chrismastianto et al., 2023; Munibi et al., 2022). Evidence from the literature shows that teachers who apply philosophical theories or principles are better able to adapt material to students' needs and interests. Field evidence confirms that students learn more effectively when material is tailored to their abilities and learning styles. Thus, the philosophy of language can mediate the relationship between the Independent Curriculum and student learning outcomes.

B. Research Method

This research uses a literature review design with a qualitative approach. A literature review is an integral and essential part of any research. It includes a review and analysis of various previous related literature. According to Widiarsa (2019), a literature review is a written summary of articles from journals, books, and other documents that describe theories and information, both past and present, and organizes the literature into topics and documents needed for the research. A qualitative approach was chosen because it is most appropriate for analyzing various previous studies related to the role of philosophy in the *Kurikulum Merdeka*, particularly in English language learning.

The rationale for choosing this method was to obtain a comprehensive overview of the role of the philosophy of language in the *Kurikulum Merdeka*, particularly in English language learning. Literature evidence suggests that literature studies provide an opportunity to integrate theory and practice, as well as compare relevant previous research findings (Snyder, 2019). Thus, this design allows researchers to identify patterns, gaps, and opportunities for developing English language learning that align with the theory or principles of the philosophy of language in the *Kurikulum Merdeka*.

The data in this study were collected through a literature review that included relevant journal articles, books, and research reports. Sources

were selected based on their academic credibility and relevance to the role of the philosophy of language in the *Kurikulum Merdeka*, particularly in English language learning. The data collection strategy involved searching academic databases such as Google Scholar, ResearchGate, and DOAJ to find the most recent references. According to Kitchenham (2004), a systematic approach to literature review is necessary to ensure the reliability of the data used. Therefore, this data collection process ensures that the analyzed literature has a strong scientific basis and is relevant to the research objectives.

Data analysis was conducted using content analysis techniques with the steps of data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting literature that aligns with the research focus, namely analyzing the role of language philosophy in the *Kurikulum Merdeka*, especially in English language learning. Furthermore, data presentation is carried out in the form of a thematic summary containing the results of previous research. According to Miles, Huberman, and Saldaña (2014), content analysis is effective for exploring the deeper meaning of the analyzed text and discovering patterns of interconnectedness between concepts. Thus, this analysis technique allows researchers to develop a sharper interpretation of the contribution of language philosophy to English language learning within the *Kurikulum Merdeka* framework.

In literature-based research, ethical considerations are realized through ensuring the authenticity of written works, clear citations, and respect for copyright. Every source used in this research is clearly cited according to academic writing rules (APA Style) to avoid plagiarism. Furthermore, researchers only use literature that is open access or through official access to digital libraries. The importance of ethical aspects in literature reviews is to maintain scientific integrity and ensure that the research is academically accountable. Thus, ethical considerations in this research not only protect the copyright of previous authors but also strengthen the validity of the research results.

C. Result and Discussion

This study discusses the role of philosophy of language in English language learning in accordance with the Independent Curriculum. The results show that philosophy of language plays a significant role in improving the quality of learning through the application of five main theories: pragmatics, constructivism, speech acts, hermeneutics, and structuralism. Pragmatics emphasizes contextual communication, constructivism encourages active student involvement, speech acts strengthen the social function of language, hermeneutics deepens text understanding, and structuralism strengthens the foundation of the language system. The integration of these five theories has been shown to improve students' communicative competence, critical thinking skills, and academic achievement, in line with the principles of the Independent Curriculum, which emphasize contextual, collaborative, and learner-centered learning. Thus, these results indicate that philosophy of language is an important conceptual foundation in realizing holistic and humanistic learning in the Independent Curriculum era.

Furthermore, the results of this study demonstrate a close relationship between philosophical language theory and pedagogical practice in the classroom. A pragmatic approach enables students to understand that language meaning depends on the context of communication, not just sentence structure (Wijana, 2006). Thus, students taught through this approach are more adaptable in various communication situations.

Moreover, constructivism emphasizes the importance of active and collaborative engagement, helping students construct knowledge through social interaction (Schunk, 2012). Speech act theory clarifies the relationship between language and social action, enabling students to use language appropriately according to the function of utterances (Fitriani et al., 2023). Hermeneutics and structuralism further strengthen this approach by deepening interpretive abilities and understanding of language systems. The implication is that philosophical language theory not only enhances linguistic mastery but also fosters pragmatic, social, and reflective awareness in students.

Furthermore, the findings of this study strengthen and expand

upon the results of relevant previous research. Studies by Munir (2024) and Rafiq (2024) support these findings by demonstrating that pragmatics training can improve students' communicative competence. However, this study offers novelty because it integrates constructivism and hermeneutics theories within the context of the Independent Curriculum, something that has not been widely explored in previous studies. This also aligns with the findings of Dev (2016) and Do (2023), who emphasized the importance of a constructivist approach in improving student achievement. Meanwhile, studies by Darong (2024) and Ghayebi (2020) reinforce the role of speech act theory in developing communication skills, while studies by Tahzeeb (2025) and Chang (2022) highlight the contribution of hermeneutics to critical thinking and text comprehension. Thus, this study provides an integrative approach that combines all philosophical theories of language to strengthen English language learning in accordance with the characteristics of the Independent Curriculum.

Furthermore, the findings of this study have profound implications for the development of students' character and social awareness. Socially, pragmatics and speech act theory help students become communicators sensitive to cultural contexts. Meanwhile, hermeneutics provides space for students to interpret texts reflectively, while constructivism and structuralism foster critical and systematic thinking skills. Philosophically, this approach aligns with the principles of the Independent Curriculum, which positions students as active subjects in constructing meaning. Thus, the application of philosophical language theory not only fosters sound language skills but also instills humanitarian values, cultural awareness, and independent thinking in students. Consequently, English learning becomes more meaningful and oriented toward character development.

However, implementing philosophical language theory in English learning also presents practical challenges. Functionally, this approach has been shown to improve students' communication skills, critical thinking, and contextual understanding. Teachers also become more creative in connecting material to real life. However, challenges arise when teachers do not fully understand

the fundamentals of the philosophical language used. Without a deep understanding, learning has the potential to become mechanical and lose its philosophical meaning.

In addition, the application of theories such as constructivism and speech acts requires the support of a collaborative learning environment and adequate facilities. Therefore, ongoing training for teachers and policy support from educational institutions are needed to ensure the effective, consistent, and sustainable application of philosophical language theory.

Overall, this research makes a significant contribution to the development of English language learning models aligned with the Independent Curriculum. Educational institutions are advised to provide training to teachers to understand and appropriately apply philosophical theories of language. Teaching materials also need to be adapted to students' socio-cultural contexts to make them more relevant and engaging. Additionally, project-based learning models, discussions, and real-life communication simulations can be effective strategies for developing students' critical and creative thinking skills. Learning evaluations should also encompass communicative and interpretive aspects, not just grammar. By implementing these steps, English learning will become more meaningful, contextual, and humanistic, and in line with the spirit of the Independent Curriculum, which emphasizes freedom of thought and character development in students.

E. Conclusion

The conclusion of this study confirms that the philosophy of language plays a crucial role in supporting the implementation of the Independent Curriculum in English language learning. Theories such as pragmatics, constructivism, speech acts, hermeneutics, and structuralism provide a conceptual basis for creating contextual, meaningful, and relevant learning that meets students' needs. The application of these theories not only strengthens mastery of language structures but also the ability to communicate effectively in various situations. Previous research findings indicate that a philosophy of language approach can improve students' communicative competence, motivation, critical thinking, and

academic achievement, in line with the spirit of the Independent Curriculum, which emphasizes freedom, creativity, and learner-centered learning.

Theoretically, this research makes an important contribution to strengthening the role of language philosophy in the implementation of the Independent Curriculum in English language learning. This research enriches the study of the integration of language philosophy such as pragmatics, hermeneutics, speech acts, and constructivism in English language learning in the Independent Curriculum. Practically, this research is useful as a reference for teachers and curriculum developers to design more contextual, communicative, and learner-centered learning, while also helping students improve their ability to understand meaning, communicate effectively, and develop critical thinking in the language learning process.

Although this study successfully uncovered the important role of language philosophy in the Independent Curriculum, its limitations lie in its literature-based nature, which precludes direct empirical field data. This research has not yet addressed implementation aspects such as specific teaching strategies, long-term effectiveness evaluation, and variations in learning outcomes across regions and educational levels. Therefore, further research is recommended using a mixed methods approach involving teachers and students as direct research subjects. This way, the results can provide a more in-depth and comprehensive picture of the application of language philosophy theory in improving the quality of English language learning in various Indonesian educational contexts.

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