

P-ISSN
2548-6063

KURIKULA: JURNAL PENDIDIKAN
VOLUME 10 NO 1 TAHUN 2025
<https://ejournal.iaingawi.ac.id/index.php/kurikula/index>

E-ISSN
2746-4903

DESIGNING ENGLISH LEARNING MATERIALS FOR HOSPITALITY STUDENTS USING KURIKULUM MERDEKA IN VOCATIONAL SCHOOLS

Imam Wahyudi
Institut Agama Islam Ngawi

imamwahyudi@iaingawi.ac.id

Article history

Submitted
08/07/2025

Accepted
15/09/2025

Published
30/09/2025

ABSTRACT The English language course in vocational high schools proficiency is a requirement for hospitality employees to serve international guests. Therefore, it is necessary to provide (SMK) with a hospitality major is essential, as English English materials that are relevant to the development of the hospitality industry. This study aims to develop English instructional materials for hospitality students based on the Kurikulum Merdeka at SMK PGRI 1 Ngawi. The research method employed is Research and Development (R&D) using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The participants in this study were 34 tenth-grade hospitality students at SMK PGRI 1 Ngawi. The results of the study produced an English module relevant to the hospitality industry. Furthermore, the developed English module was shown to increase students' motivation and competency in the learning process

Key Words: English learning, Hospitality, Kurikulum Merdeka.

ABSTRAK Kemampuan bahasa Inggris merupakan sebuah persyaratan bagi tenaga perhotelan untuk dapat melayani tamu mancanegara. Oleh karena itu, penyediaan materi bahasa Inggris yang relevan dengan perkembangan industri perhotelan di Sekolah Menengah Kejuruan (SMK) dengan jurusan perhotelan menjadi hal yang sangat penting. Penelitian ini bertujuan untuk mengembangkan materi ajar bahasa Inggris bagi siswa jurusan perhotelan yang berbasis pada Kurikulum Merdeka di SMK PGRI 1 Ngawi. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan menggunakan model ADDIE, yang terdiri dari lima tahapan: analisis, desain, pengembangan, implementasi, dan evaluasi. Partisipan dalam penelitian ini adalah 34 siswa kelas sepuluh jurusan hospitality di SMK PGRI 1 Ngawi. Hasil dari penelitian ini menghasilkan sebuah modul bahasa Inggris yang relevan dengan industri perhotelan. Lebih lanjut, modul bahasa Inggris yang dikembangkan tersebut terbukti mampu meningkatkan motivasi dan kompetensi siswa dalam proses pembelajaran.

Kata Kunci: Belajar Bahasa Inggris, Perhotelan, Kurikulum Merdeka

A. Introduction

In response to the evolving educational landscape in Indonesia, the government has introduced the Merdeka Curriculum (*Kurikulum Merdeka*), a revolutionary curriculum aimed at creating a more adaptive and student-centered learning environment. This curriculum is based on the Minister of Education, Culture, Research, and Technology Decree Number 262/M/2022, which amends Decree Number 56/M/2022 regarding the Guidelines for Implementing the Curriculum in the Context of Learning Recovery at various school levels, including vocational high schools nationwide (Kepmendikbudristekdikti 2022). Basically, the Merdeka curriculum was initially introduced as a solution to the educational gap in Indonesia caused by the COVID-19 pandemic. During COVID-19, the government implemented an emergency curriculum as a replacement for the 2013 curriculum. Later, after COVID-19, it was refined into the Merdeka curriculum. (Mulyasa 2023) stated, The Merdeka curriculum, previously known as the prototype curriculum, is an enhancement of the 2013 curriculum, which utilized a scientific approach, while the Merdeka curriculum strengthens differentiated learning.

On the other hand, the Merdeka curriculum has been developed to allow students to improve their knowledge based on their experiences, rather than depending solely on teacher instruction. (Bilqisthi et al. 2023) stated The curriculum introduced by the Ministry of Education and Culture, led by Nadiem Makarim, is known as "Freedom to Learn" or independent learning, then Ellis and Johnson (1994) in (Milaningrum and Rahmawaty 2019) stated teaching materials should be useful for students, relevant to the student needs, stimulate students' curiosity to learn, and consist of activities and tasks which worth to them This philosophy is seen as the most suitable approach for adapting to current educational methods . The curriculum aims to empower students with skills and knowledge aligned with the demands of various industries. In this context, the field of Hospitality emerges as a dynamic sector where effective communication, especially in English, plays a crucial role. CAÑAS & Pérez, 2015 in (Masood et al. 2021) stated Mastering English languages is a vital competence for professionals in the hospitality and tourism industries.

The previous study related to the development of teaching materials in the hospitality and maritime departments is titled *Developing English Learning Material for the Hospitality Students In the study*, The study focused on the hospitality and maritime departments at the LPK ISI educational institution. The research resulted in the development of an English textbook specifically designed for students in these fields, which can serve as a reference for independent learning. (Wicaksono 2023) Stated, The process of developing English learning materials for students across three cohorts was completed, leading the researcher to design English materials for the following cohort. The outcome of this research is a textbook. In addition, The development of instructional materials within the Merdeka Curriculum framework must be supported by adequate teaching resources that are specifically tailored to students' subjects or skill areas. As examined in the study conducted by Aprilia Susanti, Mawardi, and Okta Suryanti, titled *Development of Textbook to Support the Merdeka Curriculum on the Atomic Structure of Phase E*, this study resulted in a textbook centered on the atomic structure of phase E. The content was synthesized within the PROPELA (*profil pelajar pancasila*) framework, facilitating students' comprehension of the material delivered by educators.(Susanti, Mawardi, and Suryani 2023) stated, The book developed based on the

atomic structure of phase E can facilitate both teachers and students during the learning process, making it easier for students to understand the material.

The global nature of the Hospitality industry necessitates proficiency in English to facilitate seamless communication with diverse clientele and international colleagues. Despite the acknowledged importance of language skills, there is a noticeable gap in the availability of English materials tailored specifically for Hospitality majors within the framework of the Kurikulum Merdeka. The need for a curriculum that not only enhances language proficiency but also integrates with the unique requirements of the Hospitality sector becomes apparent.

The researcher conducted the study at SMK PGRI 1 Ngawi because the school has established itself as one of the leading private vocational schools in Ngawi Regency. This is reflected in the various awards and achievements it frequently receives in competitions at both local and national levels. This reputation indicates that the school has a high-quality educational system, including in the vocational field, which is the focus of this research.

One of the flagship programs at SMK PGRI 1 Ngawi is the hospitality major, which aims to equip its graduates with professional competencies in the field of accommodation and hotel services. Given the increasingly competitive demands of the hospitality industry, it is essential for the school to ensure that the learning process in this department is not only well-planned but also effectively implemented and in line with industry standards. This quality of education is expected to help students achieve the competencies needed to compete in the workforce.

One crucial aspect in the development of competencies in the hospitality field is English language proficiency. English is a global language widely used in the hospitality industry, particularly because many hotel guests come from countries where English is either their native or official language. Therefore, mastering English is not just an additional skill but a fundamental necessity for daily tasks in the hospitality sector.

To make the English learning process more relevant and effective for hospitality students, the teaching materials must be designed to meet their specific needs. These materials should reflect real-world situations they will encounter in the workplace, such as communicating with foreign guests, using formal and professional language, and acquiring language skills that support accommodation services. In this way, English learning becomes not just part of the general curriculum but fully integrated with their vocational goals and professional careers. Therefore, the researcher will design English materials for hospitality students based on the independent curriculum."

B. Research Method

In this study, the researcher applied a development model to create English materials for hospitality students aligned with the Kurikulum Merdeka in Vocational High Schools, adopting the ADDIE model, which comprises five phases: analysis, design, development, implementation, and evaluation. According to (Hidayat and Nizar 2021) stated ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. The ADDIE model concept is used to build foundational knowledge in the learning process by developing an instructional product design.

The selection of the ADDIE model was deliberate, as it offers a straightforward process for designing and developing materials, emphasizing practicality. This model is recognized for its systematic and detailed approach to learning design. The decision to use this model was based on the consideration that it presents a structured sequence of activities and is grounded in the theoretical foundations of learning design. This approach is particularly relevant for addressing learning challenges associated with resources tailored to the needs and characteristics of students.

The researchers conducted a study in the hospitality department for 10th-grade students, consisting of 34 students, at SMK PGRI 1 NGAWI. Developing tailored English materials for hospitality students is crucial, considering that in the hospitality industry, students are required to assist hotel guests in various languages, with a particular emphasis on English, which is globally recognized and widely used

In this study, data collection was carried out using questionnaires. First, needs analysis questionnaires were used to gather information related to specific requirements and learning needs in English for the hospitality program at SMK PGRI 1 Ngawi. Participants were asked to respond to several questions about their personal characteristics and needs in learning English by selecting one or more options from the choices provided. Additionally, an informal interview was conducted with the teacher to supplement the data obtained from the questionnaires.

Furthermore, expert opinions and suggestions were collected through an expert judgment questionnaire to evaluate the suitability of the developed materials. This expert judgment questionnaire employed a Likert Scale for data collection.

The subsequent set of questionnaires aims to gather input from experts to refine the created materials. Likert scales will serve as the measurement method for evaluating these materials within the questionnaires. The data collected from these surveys will undergo analysis using the formula suggested by (Suharto 2006) as follow :

$$R = \frac{X_h - X_i}{4}$$

- R = Range
- X_h = The Highest score
- X_i = The lowest score
- 4 = Range of Likert-Scale

The data's outcome will be transformed to articulate an analysis based on the proposed measure of its quality or effectiveness (Suharto 2006). An indicator utilized for measurement is the mean (x). The means are computed through the application of the data conversion formula provided below:

$$M_n = \frac{\sum fx}{n}$$

- M_n = Mean
- $\sum fx$ = Number of score

n = Number of cases

Based on the calculation of the formula above, it is presented bellow:

Table : 3.1
Data collection table (Suharto 2006)

No	Scale range	Category
1	$1 \leq x \leq 1.74$	Poor
2	$1.75 \leq x \leq 2.49$	Fair
3	$2.5 \leq x \leq 3.24$	Good
4	$3.25 \leq x \leq 4$	Very Good

RESULTS AND DISCUSSION

A. Results

In this section, the researcher conducted a series of research stages based on the ADDIE (*Analyze, Design, Develop, Implement, and Evaluate*) development model. This study was carried out at SMK PGRI 1 Ngawi, specifically in the Hospitality program. The research steps undertaken are as follows.

1. Analysis

At the analysis stage, the researcher examined the students' needs through the Needs Analysis Questionnaire for Hospitality students at SMK PGRI 1 Ngawi. The needs analysis covered the syllabus, curriculum, and students' specific requirements. First, the syllabus analysis indicated that Hospitality students at SMK PGRI 1 Ngawi should study English materials relevant to their field, starting with learning about the history of hotels, aligned with the learning outcomes in the curriculum. Second, under the Kurikulum Merdeka, teachers are required to implement project-based learning, enabling students to develop English skills tailored to the hospitality field. Third, students' needs were analyzed by identifying their requirements, interests, and performance levels.

The objective of this stage was to identify the students' needs for the learning application. To collect the required data, the researcher distributed a questionnaire consisting of 13 questions to 34 students. The questionnaire was administered in November 2024. The results of the needs analysis were then utilized to determine the learning materials necessary for the students. Consequently, the developed learning materials included variations that addressed the students' needs

2. Design

In this section, the researcher will design teaching materials specifically to support student learning in this study. The materials are based on the results of a questionnaire completed by hospitality students at SMK PGRI 1 Ngawi. After analysis, the researcher identified relevant data aligned with the students' responses. Based on these findings, the researcher categorized the materials into six main topics to be compiled into a teaching module. These six topics are expected to help students better understand lessons related to the hospitality field. Additionally, the materials will align with the Merdeka Curriculum established by the Ministry of Education.

a. Topic one.

The researcher writes topic *“Event planning and coordination”*. In this topic, the researcher discusses the basics of English used in the hospitality industry, starting with event planning materials that cover service planning in hotels. Next, the researcher includes grammar lessons to help understand conversations, focusing on nouns, verbs, and articles in Unit 1. Furthermore, the researcher provides vocabulary commonly used in events and concludes with examples of conversations related to event planning.

b. Topic two

In Topic 2, the author titles the section *“Introduction to the Hospitality Industry.”* This part introduces students to different types of hotels, focusing on five-star hotels as described in Unit 2. Five-star hotels are highlighted as the ideal choice for guests due to their exceptional facilities and services. The section then delves into grammar, specifically the simple present tense, enabling students to understand conversations commonly used in the hospitality industry. Additionally, the author provides vocabulary related to the theme of Unit 2 and concludes with examples of dialogues about hotel reservations.

c. Topic three

In Topic 3, the author titles the section *“Hotel Management.”* This topic focuses on discussing hotel management aspects such as marketing, services, and related areas. Understanding management is essential for hotel staff, especially those serving as receptionists. The author then introduces grammar material on the past tense to help students comprehend conversations related to hotel management. Additionally, vocabulary commonly used in hotel management is provided. Finally, the author includes examples of conversations frequently conducted by staff when assisting guests with inquiries about the hotel's facilities.

d. Topic four

In Topic 4, the author provides the title *“Housekeeping and Room Services.”* The material in this topic focuses on guest room services, including aspects such as room tidiness, cleanliness, and related duties. Furthermore, the author introduces grammar topics covering the simple future tense and be going to to equip students with the necessary skills for communication in guest services. Additionally, the topic includes vocabulary related to housekeeping and room services. Finally, the author presents examples of conversations commonly used in housekeeping and room service contexts, providing students with a practical foundation to practice speaking skills.

e. Topic five

In Topic 5, the authors title the section *"Food and Beverage Services."* This topic explains the various types of food available in hotels and how food is served to guests. For the grammar material, the author discusses the **present perfect tense**, aiming to help students use this tense in conversations with guests, particularly when ordering food. Additionally, the author includes vocabulary relevant to the topic. Finally, examples of conversations related to **food and beverage services** are provided to give students practical understanding for real-world situations.

f. Topic six

Topic 6 is the final topic in the book developed by the researcher. This topic discusses *"Front Office."* In the first section, the author explains customer service, providing a detailed discussion on the subject. For the grammar material, the author introduces conditional sentences, covering types 1 through 3. Additionally, the author includes vocabulary commonly used in the front office for guest services. Finally, examples of conversations that typically occur in the front office are provided to enhance students' practical communication skills.

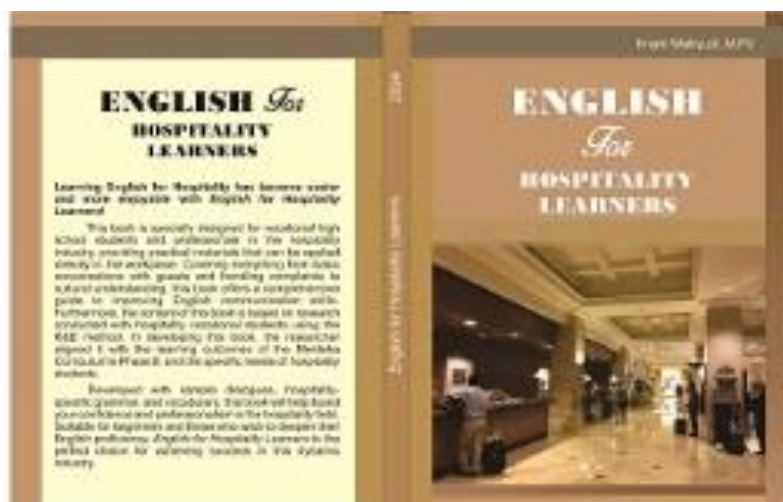
In addition to the topics mentioned above, the author complements the book with vocabulary on regular and irregular verbs and includes common phrases frequently encountered in hotel settings. Furthermore, the teaching module is designed to be highly engaging for students, with a cover and topics that are highly relevant to the needs of hospitality students

3. Development:

In the Development stage of the ADDIE model, the main focus is on creating and assembling instructional materials and resources based on the design framework developed earlier. This stage aims to develop English learning materials tailored to the needs of hospitality students in vocational high schools, particularly in alignment with the Merdeka Curriculum. It involves transforming plans into concrete learning tools that students can use.

During the Development stage, the researcher begins by crafting the content and materials outlined in the design phase. This includes developing lesson plans, drafting dialogue scripts, and creating digital resources such as interactive presentations. For hospitality students, the content must be closely related to real-world scenarios, such as conversations between hotel staff and guests, reservation processes, or handling complaints. These materials are designed to simulate authentic situations that students are likely to encounter in their future careers, helping them build confidence and become familiar with industry-specific language.

Below are some examples of content that will be included in the teaching module developed by the autho



DAFTAR ISI

Cover

Kata Pengantar

Daftar Isi

Unit 1	Event Planning and Coordination	1
Unit 2	Introduction To Hospitality Industry	11
Unit 3	Hotel management	20
Unit 4	Housekeeping And Room Services	26
Unit 5	Food And Beverage Services	34
Unit 6	Front Office	42
References		50

Picture 2 :I able of contents

GLOSSARY

Words	Meaning
Accommodation	lodging or place to stay (<i>Akomodasi: tempat menginap atau tempat tinggal</i>)
Amenities	Services or items offered, such as Wi-Fi, toiletries (<i>Fasilitas: layanan atau barang yang ditawarkan, seperti Wi-Fi, perlengkapan mandi</i>)
Availability	The condition of rooms being open for booking (<i>Ketersediaan: kondisi kamar yang tersedia untuk dipesan</i>)
Balcony	Outdoor area attached to a room (<i>area luar ruangan yang terhubung dengan kamar</i>)
Bed Type	Types include single, double, queen, king (<i>Jenis Tempat Tidur: seperti single, double, queen, king</i>)
Bellboy	Staff who carries guests' luggage (<i>Petugas Bell: staf yang membawa bagasi tamu</i>)
Booking	Reservation for a room (<i>Pemesanan: reservasi untuk kamar</i>)
Buffet	Self-service meal option

58 OF 81

After the researcher developed the teaching module based on the needs of hospitality students at SMK PGRI 1 Ngawi, the researcher sought input from an expert regarding the module.

a) Material expert

The expert is an English teacher specializing in hospitality, named Titik Purwaningsih, S.Pd. In addition to being an English teacher, she is also the head of the hospitality department at SMK PGRI 1 Ngawi. Based on the feedback from the expert, the developed material aligns with the learning outcomes of the Merdeka Curriculum and can serve as a valuable resource for the hospitality department.

b) Language expert

In this case, the teaching material developed went through a revision process by an English language expert. The expert's role was to review and correct various aspects such as material accuracy, grammar, topics, and more. The language expert who reviewed the teaching material is Arif ma'mun rifai., who has a background in English language studies and works as an English lecturer. Based on the feedback from the expert . it can be concluded that the language is "very good" and aligned with the subject of hospitality learners.

4. Implementation

In this stage, the researcher implemented the teaching materials that were designed and developed according to the needs of the hospitality students at SMK PGRI 1 Ngawi. The product implementation started from Unit 1 to Unit 6. The implementation period lasted from November 5, 2023, to November 19, 2023, consisting of 6 sessions. During this period, students studied English materials related to hospitality. Throughout the implementation, students were very active and responsive to the material being taught. They practiced dialogues in English and participated in role-playing as guests or other characters.

5. Evaluation

The final development stage is the evaluation stage. Evaluation is conducted at every phase of the ADDIE model. In this study, the evaluation stage focused on the results of expert material validation, expert media validation, and student user questionnaires. During the expert validation phase, two types of data were obtained: quantitative data in the form of scores used to assess the media's feasibility, and qualitative data in the form of suggestions used to improve the developed media. The material validation results were very good, as were the language validation results.

Furthermore, based on the student evaluations, the developed teaching module met the students' expectations. The module was considered good and could serve as a supplementary teaching tool for English learning in the Hospitality Department at SMK PGRI 1 Ngawi.

B. Discussion

The research conducted at SMK PGRI 1 Ngawi focused on tailoring English teaching materials for students in the Hospitality program. A key finding from the needs analysis revealed that 94% of the students wanted to achieve English proficiency to support their future careers, particularly in speaking and communicating effectively with hotel guests. This need aligns with the vocational focus of the Merdeka Curriculum, emphasizing the development of practical and career-oriented skills.

The needs analysis also indicated that 76% of students prioritized speaking skills over other English skills like grammar and reading. Furthermore, 85% of the students had a basic level of English proficiency, indicating a significant gap between their current abilities

and their professional aspirations. These findings informed the development of the module, ensuring the content addressed both fundamental skills and advanced industry-relevant competencies.

To meet these needs, the researcher developed a teaching module based on six key topics relevant to the hospitality industry. These topics included event planning, hotel management, and housekeeping, each integrating specific grammar lessons and vocabulary to support contextual communication. For instance, the module included the use of simple past and future tenses, enabling students to discuss hotel services effectively. The inclusion of dialogues and real-life scenarios made the learning process practical and aligned with professional demands.

Student preferences for multimedia learning materials were carefully considered during the module design. A majority (64%) of students preferred explanatory videos, while others favored a combination of audio and visual aids. The integration of these elements not only made the materials more engaging but also catered to different learning styles. Role-playing activities further reinforced learning, allowing students to practice English in realistic hospitality situations.

Expert validation confirmed the module's effectiveness and suitability. The material expert rated all components as "very good," emphasizing their alignment with the curriculum and industry needs. Similarly, the language expert highlighted the appropriateness and clarity of the language used in the module, ensuring it was accessible to students while maintaining professional standards. This validation reinforced the module's quality and relevance for vocational education.

The implementation of the module over six sessions showed promising results. Students actively participated in role-playing exercises, practicing dialogues that mimicked real-life interactions with hotel guests. This interactive approach not only built their confidence but also improved their ability to use industry-specific terminology. The active engagement demonstrated the module's practicality in preparing students for hospitality careers.

CONCLUSION AND RECOMMENDATION

A. Conclusion

The research conducted at SMK PGRI 1 Ngawi successfully developed an English teaching module tailored to the needs of Hospitality program students. By using the ADDIE model, the study identified key areas where students required support, particularly in speaking and practical communication skills essential for the hospitality industry. The module addressed these needs through six industry-specific topics, incorporating grammar lessons, relevant vocabulary, and real-life dialogues. These materials aligned with the Merdeka Curriculum's emphasis on project-based learning and vocational preparation.

The module demonstrated its effectiveness during the implementation phase, with students actively participating and applying their learning in role-playing activities. Expert evaluations confirmed that the module was well-designed, relevant to industry needs, and

appropriately structured for students' cognitive development. However, challenges such as grammar retention and vocabulary recall highlighted areas for further improvement.

B. Recommendation

Future researchers could expand the scope of this study to include other vocational programs, such as tourism, culinary arts, or engineering, to develop tailored English teaching modules that address the specific needs of students in these fields.

REFERENCES

- Bilqisthi, Amarlian, Muhammad Kunta, Muhammad Sayuti, and Fitri Nur Mahmudah. 2023. "The Role of Principal to Realizing Merdeka Curriculum in Vocational High Schools." *Asian Journal of Vocational Education and Humanities* 4(1):18–30.
- Hidayat, Fitria, and Muhammad Nizar. 2021. "Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam Addie (Analysis, Design, Development, Implementation and Evaluation) Model in Islamic Education Learning." *Jurnal UIN* 1(1):28–37.
- Kepmendikbudristekdikti. 2022. "Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran." *Menpendikbudristek* 1–112.
- Masood, Khaled Mahmoud, Assistant, Hassan Ahmad Qaddumi, Assistant, Samir Mohamad Rammal, and Assistant. 2021. "Teaching English Language Courses for Tourism and Hospitality Purposes (A Study of Graduates Workplace Needs)." *Academic Journal of Research and Scientific Publishing* 3(31):31–48. doi: 10.52132/ajrsp.e.2021.31.3.
- Milaningrum, Elizabeth, and Patria Rahmawaty. 2019. "DEVELOPING ENGLISH MODULE FOR HOSPITALITY STUDENTS USING INQUIRY-BASED LANGUAGE LEARNING IN BALIKPAPAN STATE POLYTECHNIC." *Premise: Journal of English Education* 8(1). doi: 10.24127/pj.v8i1.1928.
- Mulyasa, H. E. 2023. *Implementasi Kurikulum Merdeka*. Jakarta: Bumi Aksara.
- Suharto. 2006. "Pengukuran Dan Penilaian Hasil Belajar Bahasa Inggris." *Yogyakarta: Pusat Pelayanan Dan Pengembangan Bahasa* (0274).
- Susanti, Aprilia, Mawardi Mawardi, and Okta Suryani. 2023. "Development of TextBook to Support Merdeka Curriculum on the Atomic Structure of Phase E." *Edunesia: Jurnal Ilmiah Pendidikan* 5(1):101–15. doi: 10.51276/edu.v5i1.626.
- Wicaksono, Garda Arif. 2023. "Developing English Learning Material for the Hospitality Students." *Journal Corner of Education, Linguistics, and Literature* 3(1):27–39. doi: 10.54012/jcell.v3i1.169.