

EFL NEED ANALYSIS AMONG EIGHTH GRADERS: ALIGNING WITH 8 DIMENSI PROFIL LULUSAN

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ABSTRACT

The study was carried out in order to determine the English language learning needs of the eight grade students of MTs Muhammadiyah Alamanda through exploratory sequential mixed method approach whereby the analysis of quantitative data derived from questionnaires was done first then qualitative data from interviews. The questionnaire had 15 questions and involved 20 respondents who scored on the four-point Likert scale and provided 10 valid and reliable questions (Cronbach's alpha = 0.858). According to descriptive analysis, consistent positive scores were obtained from all the valid questions, scoring from 3.35-3.75. These high needs included getting immediate feedback from teachers to enhance language accuracy (M = 3.75), being in a psychologically safe and interactive classroom environment (M = 3.75), and acquiring speaking skills to facilitate socializing (M = 3.70). In addition, the qualitative analysis done through interviews showed that the learners liked interactive rather than passive forms of learning activities. By using data triangulation, that was comparing and validating the questionnaire data with those obtained through interviews, the students' needs were matched with the 8 *Dimensi Profil Lulusan*, which include Communication, Critical Thinking, Creativity, Collaboration, Independence, Citizenship, Health, and Faith & Piety.

Keywords: English language learning, merdeka curriculum, mixed methods, need analysis, 8 *Dimensi Profil Lulusan*

INTRODUCTION

Over the past few decades, there have been many changes in English as a Foreign Language (EFL) teaching in Indonesia as a result of Indonesia's attempts to make its educational system adapt to the demands of the global world and the shaping of the character of its citizens. In junior high school, English is not only regarded as an academic subject but also as a means of enhancing students' communicative skills, analytical minds, and intercultural competency. Yet the problem with the education of English in Indonesia is the lack of correspondence between the curricula and students' actual needs (Nasution et al., 2022; Reza et al., 2023a).

The path taken by the government of Indonesia concerning curriculum reform has been characterized by dynamism and bold steps. The implementation of the *Kurikulum Merdeka* has seen a change in paradigm in that the new curriculum stresses the role of students as active agents of their learning, incorporates project-based learning, and introduces the *Profil Pelajar Pancasila (P5)*. This has, however, been replaced by the government through the implementation of a more comprehensive policy. As per *Permendikdasmen Nomor 10 Tahun 2025*, the government, under *Kemendikdasmen*, replaced the *P5* with the 8 *Dimensi Profil Lulusan*. Effective starting 2025/2026 academic year, this policy covers eight dimensions: *Keimanan dan*

Ketakwaan (Faith and Piety), *Kewargaan* (Citizenship), *Penalaran Kritis* (Critical Reasoning), *Kreativitas* (Creativity), *Kolaborasi* (Collaboration), *Kemandirian* (Independence), *Kesehatan* (Health), and *Komunikasi* (Communication). These dimensions collectively aim to develop graduates who are communicative, critically minded, creative, collaborative, independent, globally aware, physically and mentally healthy, and grounded in faith and moral values.

8 *Dimensi Profil Lulusan* offers potential challenges and opportunities in developing the ELT curriculum in junior high schools. At least four out of the eight dimensions, namely Communication, Critical Reasoning, Creativity, and Collaboration, appear to have direct linkages with the aim of English language education. The very nature of the English language makes it possible to use it for purposes of communication as well as the medium for critical reasoning and creativity. Nevertheless, how much of the aforementioned needs are accommodated within the present curriculum of English Language Teaching for junior high schools is yet to be known since previous studies tend to concentrate on senior high school or college/university contexts and before the issuance of *Permendikdasmen* No. 10/2025 (Laksono et al., 2024; Reza et al., 2023b).

Need Analysis is fundamental to the field of curriculum development in language studies. Need analysis, as defined by (Brown, 1995), is the gathering of data regarding the target needs and learning needs of the learners, which would ultimately shape the aims, topics, materials, and assessments of the curriculum. (Nation & Macalister, 2010) further assert that for curricula to be designed effectively, it is imperative to identify the learners, their objectives with regards to the language being taught, and the environment surrounding the teaching process. According to Richards, curricula developed based on need analysis will ensure successful outcomes in terms of language acquisition (Richards, 2001). While theoretically sound, this approach is not often applied in practice in Indonesia, especially in junior high schools where national-level policies such as the 8 *Dimensi Profil Lulusan* have just been formulated.

Empirical evidence points towards continued difficulties with the implementation of EFL curricula in Indonesia. The studies on the implementation of *Kurikulum Merdeka* in EFL classes show that teachers find it hard to cope with the requirements of flexible, learner-centered curricula, especially in madrasahs and in rural areas (Laksono et al., 2024; Reza et al., 2023a). Also, the English language proficiency of the country remains a concern, as reflected in the EF English Proficiency Index (2024), where Indonesia was ranked 80th out of 116 countries with a core of 468, placing it within the low proficiency category (EF Education First, 2024).

Some recent articles have stressed that English language education must be in tune with the students' real educational conditions and curricular requirements. One such example would be (Nasution et al., 2022) which showed that the creation of teaching material for English lessons is far from meeting the students' communicative and contextual learning conditions. Likewise, the findings of (Septy, 2022) point to the idea that students' accommodation to hybrid education calls for more flexibility in teaching strategies and a shift towards students' perspectives especially in English lessons.

Further studies from (Roza & Sakti, 2018) maintained that proper English instructional materials require thorough evaluation of its relevance in relation to the needs and objectives of the learners. In another research, Artika and Fitriani observed that the learning perception of the learners and the learning strategies used to acquire vocabulary are major factors that affect the success of intensive English learning courses (Artika & Fitriani, 2024). In addition, (Ubaidila & Asmiyah, 2025.) noted that teaching methods in relation to young learners in the EFL environment should always be responsive to the changing needs of the learners.

Despite extensive research that has been conducted about the curriculum reform in ELT education in Indonesia, there is still room left for improvement. Although there are many papers

that discuss issues in implementing curricula from the view point of teachers, such as (Kartikawati & Muntaha, 2025) and (Ainiyah & Prasetyarini, 2024), and one that evaluates teaching materials, such as (Nasution et al., 2022), no study has yet explored the requirements in terms of learning of junior high school students in connection to the recently implemented 8 *Dimensi Profil Lulusan* under *Permendikdasmen* No. 10/2025. Existing literature usually focuses on senior high school or college students, or even before its implementation.

While prior research has looked into aspects such as material evaluation, learners' adaptation, learning strategies for vocabulary acquisition, and teaching methodology of EFL, less effort has been devoted to the aspect of need analysis studies concerning secondary school students and the new 8 *Dimensi Profil Lulusan*. Furthermore, the role of self-reflection among educators is essential in bridging the implementation of these new curriculum policies with classroom reality (Kardena, 2023). Hence, more research is required to explore the gap between the expected requirements of curriculum policies and students' actual learning needs.

It is hoped that the present study will contribute in filling this gap through a comprehensive need analysis on the part of junior high school EFL learners in Indonesia. Based on the need analysis theories proposed by Brown (Brown, 1995) and Nation & Macalister the current study seeks to explore both target needs and learning needs of these students and then map those needs against 8 *Dimensi Profil Lulusan* (Brown, 1995; Nation & Macalister, 2010). It is believed that such findings can offer concrete suggestions for designing ELT curricula for junior high schools.

Research studies conducted on the perception and beliefs of the learners engaged in English learning can contribute positively to the field of curriculum planning. For instance, Arif et.al indicated that students' beliefs concerning grammar play an essential role in determining their engagement and preference for certain activities in English classes (Arif et al., 2024). It implies that curriculum planners have to pay much attention to their attitudes while developing curricula for language classes. This is closely connected with the fact stressed by (Ahmanda & Daryono, 2024) regarding the significance of the professional knowledge and academic supervision skills of teachers in identifying the needs of learners.

Another study involving EFL textbooks and visual representation that highlights the significance of contextualization and inclusion in curriculum design is (Nujhati & Nurkamto, 2024). They conducted an evaluation of the portrayal of gender roles in Indonesian EFL textbooks and suggested that such materials must promote equality and inclusiveness. These studies are directly applicable to the ongoing implementation of 8 *Dimensi Profil Lulusan*, namely citizenship, communication, collaboration, and critical thinking. Therefore, the design of an ELT curriculum must extend beyond linguistics and include character education.

In light of the above-discussed theoretical background, this research attempts to answer three interconnected questions:

1. What are the target needs of junior high school students in EFL learning concerning the 8 *Dimensi Profil Lulusan*?
2. What are the learning needs of junior high school students in EFL learning concerning the 8 *Dimensi Profil Lulusan*?
3. How can the findings from the need analysis be utilized in designing an ELT curriculum for junior high school students in accordance with the 8 *Dimensi Profil Lulusan*?"

METHOD

The researchers used an explanatory sequential mixed-method design in this study. It was a design that uses both qualitative and quantitative techniques for gathering and analyzing data. It should be mentioned that the goal of gathering quantitative data through questionnaires and qualitative data through student and teacher interviews calls for the use of a mixed approach of

study design. According to Creswell and Creswell using mixed methods allows researchers to collect both quantitative and qualitative data, which can help them efficiently conduct research on their challenges (Creswell & Creswell, 2018). Thus, using a mixed methods research strategy will enable us to get thorough findings.

One English instructor and 20 eighth-grade students from MTs Muhammadiyah Alamanda participated in the study. Due to their direct involvement in the learning process, eighth-grade students were considered significant participants, making them the focal point of this paper's needs analysis. It was believed that an English teacher's participation would enhance comprehension of the classroom setting, students' needs, and challenges faced by educators and students throughout the educational process.

This study was carried out using two main approaches. First, the purpose of the needs analysis questionnaire was to gather quantitative information about the requirements, interests, and challenges of English language learners. According to Cohen et.al, questionnaires are thought to be very helpful instruments for gathering information from a big number of people (Cohen et al., 2018). The questionnaire consisted of 15 items that addresses the target needs and learning needs of the students. Interviews were the second technique used to collect qualitative data. Five students and the English instructor were chosen based on their different learning experiences and proficiency in English to interview to get an insight into their learning experience and expectation concerning English language learning process. Interviews are one method of gathering a lot of data, according to (Kvale, 2007)

The data gathered for this investigation was analyzed using two different approaches. Descriptive statistics were employed for the analysis of quantitative data. However, in the examination of qualitative data, theme analysis was employed. Descriptive statistics were used to calculate the percentage, frequency, and mean scores of the participant responses in order to examine the data obtained from the questionnaires. Descriptive statistics can be used to describe or summarize quantitative data. The information gathered from interviews was analyzed using thematic analysis (Bryman, 2016). The interview data's topics might be located, arranged, and interpreted using thematic analysis. According to Braun and Clarke, thematic analysis is a flexible method of examining themes discovered in qualitative data (Braun & Clarke, 2006). The researcher gained a deeper understanding of the participants' perspectives of their English language learning needs through thematic analysis.

Validity Test

Validity test was conducted performed in quantitative research to identify whether each item on the questionnaire measured what it intended to measure. The validity of the tool ensures that the information collected by the survey accurately measures the research variables and goals. Thus, performing the validity test is very crucial prior to the analysis of collected data. The validity test results are presented in the Table 1 below.

Table 1.
Test of Validity

Item	r-count	r-table	Result
P01	0.421	0.444	Invalid
P02	0.610	0.444	Valid
P03	0.362	0.444	Invalid
P04	0.587	0.444	Valid
P05	0.353	0.444	Invalid
P06	0.484	0.444	Valid
P07	0.639	0.444	Valid
P08	0.643	0.444	Valid
P09	0.343	0.444	Invalid
P10	0.569	0.444	Valid
P11	0.900	0.444	Valid
P12	0.297	0.444	Invalid
P13	0.618	0.444	Valid
P14	0.715	0.444	Valid
P15	0.742	0.444	Valid

As shown in Table 1, of the 15 items evaluated from 20 respondents ($r\text{-table} = 0.444$), 10 items were declared valid (P02, P04, P06, P07, P08, P10, P11, P13, P14, and P15) with $r\text{-count}$ values exceeding 0.444, while five items (P01, P03, P05, P09, and P12) were excluded. Item P11 yielded the highest validity coefficient ($r = 0.900$), whereas P12 recorded the lowest ($r = 0.297$)

Reliability Test

Once the validity test is conducted, there was a need for conducting the reliability test to examine the consistency and stability of the questionnaire instrument. The reliability of an instrument refers to the ability of the instrument to yield consistent findings when conducted under similar circumstances. An instrument is said to be reliable if its Cronbach's Alpha exceeds 0.60, indicating acceptable internal consistency (Bryman, 2016), as presented in Table 2 below.

Table 2.
Test of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.858	10

Therefore, the questionnaire is viewed as a reliable tool in measuring the learning needs of the English language among students. More importantly, the reliability score was raised to 0.858 from the initial score of 0.808 (15 items) after removal of the five invalid items.

FINDINGS AND DISCUSSION

The following table presents the descriptive statistics of the ten valid questionnaire items obtained from 20 respondents.

Table 3.
Descriptive Statistic

Item	N	Minimum	Maximum	Mean	Std. Deviation
P02	20	3	4	3.65	0.489
P04	20	3	4	3.60	0.503
P06	20	2	4	3.35	0.671
P07	20	3	4	3.35	0.489
P08	20	3	4	3.70	0.470
P10	20	2	4	3.45	0.605
P11	20	3	4	3.55	0.510
P13	20	3	4	3.55	0.510
P14	20	3	4	3.75	0.444
P15	20	3	4	3.75	0.444
Valid N (listwise)	20				

Table 3 presents the descriptive statistics of ten valid questionnaire items derived from 20 participants. As seen from Table 3, all the twenty respondents (N=20) filled up all items completely. Minimum scores for all items varied between 2 and 3, while the maximum score achieved was 4. In general, means scores for all ten items varied between 3.35 and 3.75, implying that all respondents demonstrated high agreement on all valid questionnaire items, as mean scores ranging from 3.35 to 3.75 on a four-point Likert scale indicate strong positive responses. Mean scores for highest and lowest items were recorded in P14 and P15 (M = 3.75, SD = 0.444), both reflecting students' instructional and environmental learning needs, while the lowest were recorded in P06 & P07 (M = 3.35), indicating relatively lower but still positive agreement on independent and content-based learning needs. Concerning distribution of responses, all standard deviations varied between 0.444 and 0.671, all being lower than their respective mean scores.

In order to give a better depiction of the pattern of responses for each of the ten valid question items, the following figure shows the percentage of responses under each of the four response categories, namely SA (*Strongly Agree*), A (*Agree*), DA (*Disagree*), and SDA (*Strongly Disagree*).

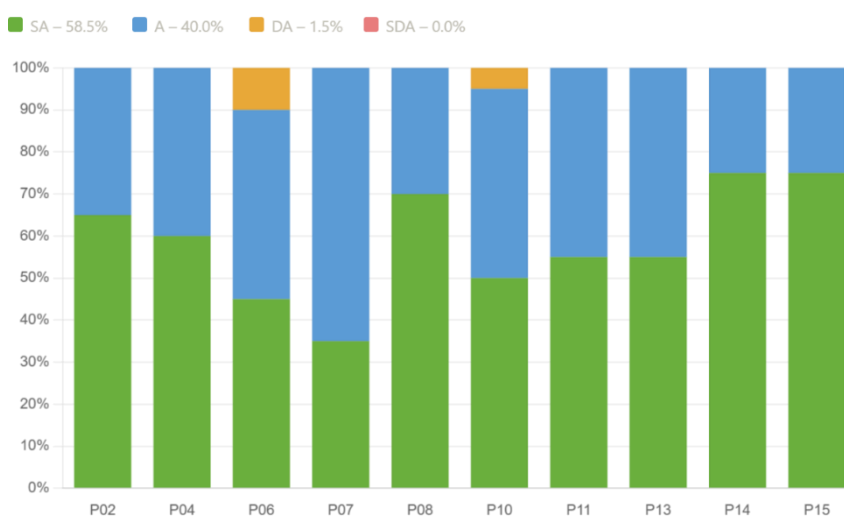


Figure 1. The Percentage of Responses

From the results of the descriptive analysis of the ten validated items, mean values ranged from 3.35 to 3.75, showing high levels of agreement between respondents. Items P14 ($M = 3.75$; $SD = .444$) and P15 ($M = 3.75$; $SD = .444$) received the highest means, signifying that students highly require corrective feedback, which is described as immediate and constructive correction by the teacher while speaking or writing, and a conducive classroom setting, which can be described as an anxiety-free classroom environment where students are encouraged to participate, in order to improve self-confidence in English. Item P08 ($M=3.70$; $SD=.470$) showed that speaking proficiency needed for social interaction is among the most critical needs of learners, after item P02 ($M=3.65$; $SD=.489$) that clearly showed learners' great desire to integrate Indonesian culture into English.

As for learning style preferences, P04 (Mean = 3.60, $SD = 0.503$) indicated that students are highly motivated towards producing creative outputs in English, including poetry writing, storytelling, and dialogue creation. P11 (Mean = 3.55, $SD = 0.510$) and P13 (Mean = 3.55, $SD = 0.510$) were identical in indicating the preference of students to autonomous learning regarding choice of topics for assignments and projects which resulted in production of some tangible output like posters, wall magazine, or video clips. On the other hand, P10 (Mean = 3.45, $SD = 0.605$) demonstrated a preference to teamwork and games like role play; however, a small degree of disagreement (5.0%) requires individual learning style preferences to be considered as well.

The two lowest mean scores were obtained in P07 (Mean = 3.35, $SD = 0.489$) and P06 (Mean = 3.35, $SD = 0.671$), although still indicating positive agreement from the respondents. The first statement revealed the importance of English reading materials about health, nutrition, and exercise, while the latter pointed out the necessity of having an English study capacity on one's own. It should be highlighted that the statement P06 had the largest standard deviation ($SD = 0.671$). That is, students' response varied widely enough; thus, confidence in independent study significantly differs among students.

During the interview with an English teacher, it was discovered that the change from the *Merdeka* Curriculum (P5) to the new policy by the Ministry of Education, namely No. 10/2025 with the 8 *Dimensi Profil Lulusan*, is seen as positive by the teachers but at the same time poses a major challenge for its application. There is an obvious stress that can be defined by two aspects: firstly, the constant changes due to rapid changes in policies, and secondly, lack of time to prepare and big class sizes.

Similar findings were presented by Reza et.al concerning the difficulties experienced by EFL teachers in adopting the requirements of the new curriculum that is student-oriented, especially those in madrasah institutions and underprivileged areas (Reza et al., 2023a). The results presented by (Kardena, 2015), in his research related to the correlation between changes in curriculum and the process of self-reflection carried out by EFL teachers, also confirm that teachers' preparedness and adequate professional training do not always match the speed of changing policies.

Speaking about the 8 *Dimensi Profil Lulusan* in the context of this research, one can conclude that the dimensions related to Critical Thinking and Creativity pose the greatest challenge for teachers because their integration into daily practice of teaching English requires a more sophisticated approach to creating tasks and using materials, which may take significantly more time (Christison & Murray, 2022). One more factor that needs to be mentioned is limitations in instructional time due to an increasing amount of administrative work performed by teachers.

The analysis of interviews with students showed some interesting patterns regarding the needs of English language learners. Typically, students agree that English language learning in the class room has improved their communication and collaboration skills, but at the same time,

students recognized those areas where they continue having problems with learning English language. First of all, reading and pronunciation appeared to be among the biggest problems of English language learning experienced by several students, then listening comprehension and fluency.

These results are closely related to the findings reported by the (EF Education First, 2024), which claims that Indonesia belongs to the group of countries with low English language proficiency level, characterized by poor productive language skills especially speaking and writing. Students' experience with English language can be explained by the need for exposure to authentic language and systematic training of pronunciation and vocabulary in the class room (Brown, 1995; Nation & Macalister, 2010).

In fact, a student pointed out the necessity to acquire “digital language literacy and programming skills.” At the same time, Ikhsan shared his dream of learning several languages. The comments made by the two eighth-grade students revealed that, besides the academic-oriented target needs of the MTs eighth graders, they have also developed future-oriented and world-of-work-related target needs. Indeed, these findings may be associated with the Communication and Global Citizenship aspects of the 8 *Dimensi Profil Lulusan* (Ornstein & Hunkins, 2018; Richards, 2001).

It covers the findings and discussions of the study in which there is no separation within. It is expected that in the discussion, the author investigates his/her findings and refers back to the theoretical or empirical study which is written systematically, critically, and informatively.

English Learning Needs of Students

According to the results obtained through the use of quantitative research method in the current study, it can be seen that students of MTs Muhammadiyah Alamanda who were in grade eight had consistently high English learning needs as indicated by the average value that ranges from 3.35 to 3.75. This finding conforms to the basic concept put forth by (Richards, 2001) that in order to conduct needs analysis, it is critical to know the target needs of the learners in terms of what they should be able to do using the language. In particular, the mean scores of all ten validated items were greater than 3.35, meaning that the students were aware of their needs to learn English in a communicative, creative and collaborative way.

The most evident target need found in the survey was the need for immediate corrective feedback from the teachers (P14, $M = 3.75$, $SD = 0.444$) and a supportive learning environment (P15, $M = 3.75$, $SD = 0.444$). These results are in line with the work of (Farhady & Selcuk, 2022) on feedback, a theory that has gained much popularity recently and sees teacher feedback as a key factor of students' success. In addition, high consensus on P15 confirms the theory of Krashen on affective filters, according to which learners' emotional security plays an important role in language acquisition process (Krashen, 1985).

Another significant priority identified was speaking proficiency for daily interaction (P08; $M = 3.70$, $SD = 0.470$), corroborating findings presented in the EF English Proficiency Index (2024), which indicates that productive skills, especially speaking, remain the least proficient domain amongst Indonesian EFL learners. The assertion of Brown, which emphasizes that the objective of communicative competence through spontaneity of speaking should be a focal point in EFL teaching, further corroborates this finding (Estaji et al., 2026). The consensus on priority P02 ($M = 3.65$, $SD = 0.489$) clearly shows that the desire of the students to communicate in English across cultures in order to present the Indonesian cultural identity internationally is a very significant aspiration, especially considering that it addresses the Communication and Global Citizenship dimensions of the 8 *Dimensi Profil Lulusan* (Ministry of Education, 2025).

Student Learning Preferences and Learning Styles

In light of the results obtained based on an analysis of the interview data collected from the students, there is a very high degree of similarity when it comes to the preferences in terms of learning style, and in this case, the students reject teacher-centered and passive modes of learning. In terms of activities that the students preferred, they opted more for interactive and context-based activities as opposed to passive activities. As one of the students expressed in the interview: *"I like learning English through role plays and group discussion, where I get to practice my speaking skills without any fear or hesitation."* Another student added: *"It becomes easy for me to understand the concepts by watching English videos."* This preference is corroborated by the statistical analysis, where P10 (M=3.45), P11 (M=3.55), and P13 (M=3.55) supported the students' preference for collaborative, autonomous, and product-oriented activities.

Such interest are consistent with the tenets of active learning, which form an essential part of the *Merdeka Curriculum* and *8 Dimensi Profil Lulusan* (Ministry of Education, 2025). Students were also reported by their teachers to show significant levels of engagement and motivation in the context of discussions, role play, and projects based on real-life situations. As pointed out by (Braun & Clarke, 2006), the consistent presence of a particular theme amongst interviews subjects qualifies as good qualitative evidence for incorporating such interests in curricula and course material development.

In theory, the high inclination of the participants towards activities that emphasize communication and projects aligns with CLT and TBLT methodologies. Specifically, students' strong preference for role-play (P10) directly mirrors the communicative task types advocated in CLT (Ellis, 2003). Both approaches have been proven to be highly effective in creating intrinsic motivation and promoting communicative competence among EFL learners (Lestari & Margana, 2024). In addition to that, Nunan asserts that the TBLT approach works well for needs-based curriculum design due to its emphasis on communicative tasks as opposed to linguistic elements of communication (Nunan, 2004). This implies that, from the results obtained in the current study, there is a need to have an English curriculum which incorporates learning through interactive, real-life, cooperative, and project-based activities. This will facilitate the development of core competencies including Communication, Collaboration, Creativity, and Critical Thinking.

Mapping Students' Needs to the 8 Dimensi Profil Lulusan

The triangulation in the present study involved comparing and cross-validating the quantitative findings obtained using the questionnaire, particularly the mean scores and responses, with the qualitative themes derived from interviews conducted with teachers and students. When the same need appeared in both data sources, the result was validated and was placed in the corresponding dimension of the *8 Dimensi Profil Lulusan*, which can be seen in Table 4 below. Triangulation helps improve the validity of the results by providing a richer and more believable description of students' needs through the convergence of different sources of information (Cohen et al., 2018; Creswell & Creswell, 2018).

Table 4.
Summary of Target Needs and Learning Needs Findings

<i>Dimensi Profil Lulusan</i>	Target Needs Findings	Learning Needs Findings
Communication	Students need more intensive practice in speaking, pronunciation, and listening. The main obstacles are pronunciation and speaking fluency.	Role-play activities, discussions, hands-on practice, and interactive educational videos.
Critical Thinking	Critical thinking needs were not directly captured by the valid questionnaire items; however, teacher interviews indicated that students demonstrate difficulty in analyzing texts and constructing arguments in English.	Analysis-based activities, open-ended tasks, and problem-solving projects.
Creativity	P02 (70% SS) indicates a high need for expressive and creative activities in English learning.	Content creation activities, creative projects, and product-based tasks.
Collaboration	P11 (r = 0.900) and teacher interviews confirm the need for structured group work.	Group projects, team discussions, and collaborative problem-solving.
Independence	P08 (70% SS) indicates a need for independent learning strategies and self-directed learning.	Tasks that encourage independent inquiry, portfolios, and self-reflection.
Citizenship	Students demonstrate global aspirations (multilingualism and international orientation).	Materials based on global issues, cross-cultural projects, and digital literacy.
Health	Not explicitly identified in the data, but relevant in planning students' learning load.	Learning activities that are not cognitively overwhelming; varied classroom activities.
Faith & Piety	The madrasah (MTs) school context reinforces the relevance of integrating religious values.	Thematic materials based on character values and local wisdom.

Based on Table 4, it can be observed that the needs of the students for learning English are not merely isolated learning needs but are integrally related to the competency profile outlined in the Graduate Profile. This is in line with the perspective shared by Ornstein & Hunkins, who suggest that a good curriculum must take into account not just the immediate learning needs of the learners but also the overall goals of society and the institution within which education occurs (Ornstein & Hunkins, 2018). Richards also states that needs-based curriculums are more successful when there is an integration of both target and learning needs (Richards, 2001)

CONCLUSION

The research examined the English language learning requirements of eighth graders at MTs Muhammadiyah Alamanda by employing a combined qualitative and quantitative method. From the statistical analysis conducted, it was found that eighth graders had a consistently high need for English learning for all valid questions, and among these, the most significant needs include constructive criticism from teachers, learning in a conducive classroom setting, and



improving their speaking skills for real-life conversations. All of these needs correspond to the dimensions of Communication and Collaboration in the 8 *Dimensi Profil Lulusan* model. Thus, it becomes evident that students have a good idea about their language learning objectives and requirements.

The qualitative results obtained from interviewing the teachers and the students added to and elaborated upon the findings obtained from the quantitative results. It was clear that the students preferred active learning tasks, whereas they did not like passive learning and instruction. For their part, the teachers realized the difficulties they faced because of the fast-paced changes in the curriculum and the large numbers of students, which meant that implementing a student-centered approach was difficult. Through triangulation of the two sources of data, **these findings suggest the** learning requirements of the students needed to be addressed through the lens of the 8 *Dimensi Profil Lulusan*.

The implications of this study can prove vital for developing the English language curriculum for madrasahs. Materials to be produced would: (1) use role play and group discussion tasks to develop speaking skills; (2) use project work such as making videos, posters, and wall magazines to encourage creativity and autonomy; (3) contain themes of Islamic values and world citizenship in the context of madrasahs; and (4) create a low anxiety environment by providing constructive feedback in the classroom. Further research should focus on: (1) replicating this need analysis using a larger sample size and geographical location for different madrasahs; (2) developing and validating ELT teaching materials based on the needs discovered; and (3) evaluating the effectiveness of these materials in achieving the outcomes of 8 *Dimensi Profil Lulusan* through an experimental or quasi-experimental design.

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