



## Developing a Rural-Based English Curriculum: Lessons from an International Baccalaureate Program

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### Abstract

*The quality of English education in rural Indonesia remains significantly low. Limited teacher competence, inadequate resources, and minimal exposure to authentic language use are the major issues revealed. Building on a previous needs analysis conducted in rural schools, this study represents the second phase of a larger Research and Development (R&D) project aimed at developing a contextual and feasible English curriculum for rural settings. Using a case study design, the research examines the implementation of a combined national and International Baccalaureate (IB) curriculum at a rural school in northern Bandung. Data were collected through interviews, classroom observations, and document analysis. The findings reveal that the school employs an institutional curriculum integrating national standards with IB principles particularly multiculturalism, communicative competence, and contextual learning supported by Cummins' four-dimension framework: activating background knowledge, scaffolding, extending language, and affirming identity. The analysis further demonstrates that rural learners require curriculum models emphasizing Basic Interpersonal Communication Skills (BICS), student-centered methods, and adaptable low-cost resources. Insights gained from the exemplary IB-implemented rural school provide a benchmark for translating needs-analysis findings into practical curriculum design. This study contributes a model for English curriculum development tailored to rural Indonesian schools by aligning global frameworks with local needs.*

## **1. Introduction**

The effectiveness of English language teaching in rural schools in Indonesia is still relatively low, and it still has a lot of homework for improvement. Previous studies on this topic have provided a detailed explanation that the quality of English education in rural Indonesia remains significantly low. Several factors such as the quality of teachers, inadequate facilities, and students' low interest in learning English have been identified as the main contributors to this issue (Uyun, 2024). These findings are further supported by the annual report from Education First (EF) in 2024, which found that the average of English proficiency of Indonesians ranked 79th out of 113 countries (Nur, 2011). The test was conducted randomly by collecting a wide range of samples to ensure representative survey results. The findings indicate that schools located in rural regions consistently demonstrate lower levels of English proficiency (Febriana, Tamrin, Yanti, 2019; Harlina, Nur, 2020).

This condition has led to several assumptions on the condition of English education in rural Indonesia. The author's previous research on a similar topic found that the aforementioned issues need to be examined in detail and addressed through alternative solutions (Syaepul Uyun, 2024). It is hoped that these factors can be addressed by the government promptly through the policies that will be implemented. One of the factors highlighted by the researcher is the low quality of teachers in their limited ability to develop the learning curriculum (Andriani, et al. 2022). As a researcher who has been focusing on curriculum development in recent years, the author's prior findings also indicate that the low competence of teachers in developing English curricula has become a major contributing factor in English education in rural Indonesia (Burhamxah, et. Al (2024). Therefore, it is essential to explore alternative curriculum designs that are more applicable and feasible for implementation in rural schools (Syaepul Uyun, 2023, 2024).

Rural school in Indonesia takes a major participation in Indonesian educational system. It can be informed that most of national school is spread in the village (Astriani, 2023). As an example, in the administrative region of West Java, based on the latest data available from the West Java Provincial Open Data (2023) and the Ministry of Education and Culture (Dapodik, 2024), as well as the aggregated proportion of rural areas in relation to the total number of schools in West Java, it is found that around 68 percent of schools in West Java is located in the village. It is equal to 24400 out of 36500 schools in the region. This uneven distribution highlights the persistent educational gap between urban and rural regions (Ainantia, Hidayat, 2024).

To focus on this issue, the previous needs analysis conducted in rural schools provided a comprehensive understanding of the contextual challenges, learners' needs, teacher competencies, and environmental constraints shaping English education in the village setting. While these findings successfully identified the essential elements required for an effective rural based English curriculum. We

know that the process of developing curriculum is not enough by design, but also need to be implemented.

As Richards (2001) notes, needs analysis must be followed by systematic curriculum planning and implementation to ensure that the identified needs are translated into actionable instructional practices. The learning gaps found in the first phase of research has become a brief information for a practical curriculum model that is realistic, accessible, and context responsive (Richards, 2001; Barsturkmen, 2006; Douglas, 2003; 2007). Therefore, this second study aims to implement the results of the needs analysis by developing and implementing a prototype curriculum tailored specifically for rural schools. This phase serves as a bridge between diagnosis and pedagogical action, ensuring that the findings from the first study are not merely descriptive but lead to meaningful improvement in teaching and learning.

The second phase of this study focuses on transforming the results of the needs analysis into a contextual English curriculum for rural learners. To ensure that the curriculum design is both realistic, the researcher incorporates a comparative perspective by examining an exemplary rural school that has successfully implemented the International Baccalaureate (IB) framework. Although this school is not part of the main research site, its pedagogical practices and curriculum structure offer valuable insights into what effective English instruction can look like in a rural setting. So, this journal will show two important discussions, the first is analyzing the approach used by the school in implementing English curriculum, the second will be about the main competence should be considered for English instruction in the village school.

It is believed that by benchmarking the findings from Phase 1, the researcher aims to identify feasible adaptations, highlight contextual limitations, and formulate a curriculum model for village school. Many previous studies have described the challenges faced by rural schools in English education, but none have examined how can the implementation of developing curriculum of English in rural school. Moreover, there has never been any research on curriculum implementation in rural areas that is combined with the IB curriculum. This research fills that gap by trying to interpret students' needs and transform them into a curriculum adapted from the IB curriculum.

In order to situate the curriculum development process within a broader pedagogical landscape, this study refers to an exemplary rural school that has demonstrated stronger English outcomes through a more structured curriculum approach. Although this school is not part of the primary research site, its practices serve as a useful benchmark for interpreting the needs identified in Phase one.

In relation to this issue, the low quality of English ability in the village school, yet, it is not absolute. The previous research we conducted in particular school in Northern Bandung revealed different. There is an interesting fact about the school. Our study revealed that the majority of graduates from this school

possess a fairly good understanding of the English language. Remarkably, several students from this institution regularly participate in international student exchange selection programs each year. Although their proficiency cannot yet be considered outstanding, but when compared to other rural schools, the English competence of students from this school can be regarded as significantly better.

This school has been deliberately pushing the researcher into their interest to dig further information regarding its system of English instruction implemented in the school. From the previous research, it was found that the school adopted IB curriculum for English instruction. A general overview of this context can be found in the previous study published in the *ETERNAL Journal*, entitled *An Analysis of English Curriculum in the Village School* (Uyun, Arifin, & Syarifah, 2025). This study discussed in detail the characteristics of English curriculum implementation in rural schools. Meanwhile, the present follow-up research aims to further study on how the result of need analysis is implemented into the local curriculum of the school.

The implementation of the International Baccalaureate (IB) curriculum in rural Indonesian schools, demonstrates how globally oriented educational frameworks can contribute to improving students' English proficiency. The IB curriculum emphasizes multiculturalism and communication skills which are highly depend on English as the medium of instruction (International Baccalaureate Organization [IBO], 2011). It is strongly in line with Indonesia's national curriculum, which is the main objective of English instruction is to develop communicative competence (Kemendikbud, 2022). These dual approaches create a learning environment where students use English both as a subject of study and as a functional language for interaction and academic engagement (El Haq, and Sabariyanto, 2025).

Moreover, the IB curriculum's emphasis on multicultural education aligns with the increasing need for students in rural areas to engage in global communication (Ballantyne & Rivera (2014). According to Huckle (2021), multicultural approaches enrich students' linguistic repertoires and cognitive flexibility, allowing them to develop literacy and subject mastery through the global languages (English). When applied in rural settings, this approach not only strengthens students' command of English but also enhances their confidence and identity as global learners. The exposure to authentic English contexts through English-based administration, assessments, and international collaborations provides students with opportunities to use the language meaningfully, moving beyond textbook learning toward practical communication and critical engagement (Duncan and Paran, 2017).

In essence, adopting and integrating IB curriculum into the Indonesian national education framework offers a comprehensive model for improving English proficiency in rural schools. This combination connects global and local

educational priorities by aligning the communicative goals of Indonesia's curriculum with the multicultural approach of the IB program.

As seen in this school, where English serves as both a medium of instruction and a cultural bridge, students get not only language competence but also the intercultural awareness. Therefore, understanding how the IB curriculum operates within rural contexts particularly its adaptation and implementation become crucial for designing effective and sustainable English education programs across Indonesia. It is reasonable to assume that many questions on how this implementation will be implemented, considering that the existing issues have not yet been adequately addressed. Hence, this study seeks to explore how the curriculum is collaboratively developed and implemented. Further details of the research findings are elaborated in the discussion section

## **2. Method**

### **Research Design**

This study is part of a follow-up stage of a larger Research and Development (R&D) project, which was previously conducted and published its result in the *ETERNAL Journal entitle An Analysis of English Instruction in the Village School*. The earlier research focused on analyzing the needs and challenges of English learning in rural contexts (Syaepul Uyun, 2024). Building upon those findings, the present study aims to develop a more applicable English curriculum for rural schools. To support this development process, a *case study* approach was employed to closely examine how a combined national and (IB) curriculum has been implemented at the school X in Bandung. Thus, this research used case study design to explore all contemporary phenomena within the real-life contexts (Yin, 2009).

The study was conducted at school X, located in the mountainous area of northern Bandung, approximately 20 kilometers from the city center. The exact location is at Jl. Pondok Buah Batu, Mekarmanik Village, Cimenyan, Bandung Regency. This school was purposefully selected as the research site because it represents a rural educational institution that has successfully integrated the IB framework with Indonesia's national curriculum. By examining this institution, the researcher aimed to identify practical elements and strategies that could inform the development of an adaptive curriculum for other rural schools.

To obtain variety and meaningful data, several key informants were involved in the study, including English education experts, and stakeholders of the school. The participants were selected by purposive sampling based on their relevance and potential to provide valid information related to the research objectives. The data were collected for about six months through interviews, classroom observations, and document analysis, allowing the researcher to triangulate findings and validity.

### **3. Result**

#### **Curriculum context and institutional characteristic**

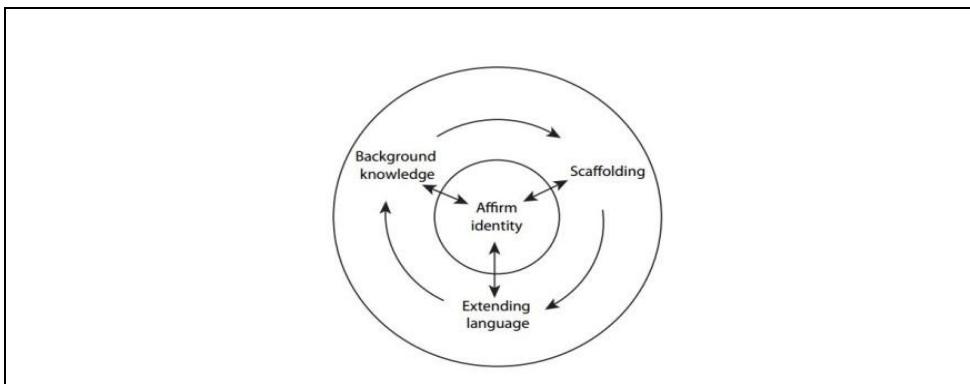
The first data we would like to share here, is regarding the characteristic of the curriculum that is used by the school. The research found that the curriculum used by the school is the combination curriculum of national and IB curriculum. The school by their capacity combine it into their own curriculum called institutional curriculum. To understand further, we can see Dubin and Olshtain (2006), about two major characters of curriculum. The first is national curriculum and the next one is local curriculum at the institution.

While at local level the authority will be the teacher. It is the process of requiring translating social needs and expectation into operational and attainable goals (Barsturkmen: 2006). The school by the teacher make all data and resources into draft document about overall educational goals would be prepared, then pass onto the syllabus committee. On the second case, the teachers would prepared both specifications of the goal and course syllabus with its more specific objectives (Syaepul Uyun, 2023).

It is very interesting to know the result, that this school use fully national curriculum and has been elaborated by adopted IB curriculum. Especially for English curriculum, the great idea of multiculturalism from the IB has taken into consideration. After reading further information, this measure is rich development of language and literacy for all learners to the concept of learning English (Hou, 2025). It is one of the fundamental goal of IB curriculum which is to create an education with multicultural atmosphere (Lubis, Hanafi, and Hidayat (2025; IBO, 2024). Consequently, this requirement is built into the standards and practices for IB programmes and utilizing that the language has really significant role in IB and also in this school (IBO Learning Language, 2008; Maryono and Sukyadi; 2021).

This idea has built strong instructional approaches to use English by integrating it into content instruction (McKeown & Kucan, 2002; Schleppegrell 2004; Anstrom, 2010; Dicerbo, Anstrom, Baker & Rivera, 2013; Schleppegrell & O'Hallaran, 2011). This action can extend to attention to the vocabulary, grammar, and discourse structures of English comprehension (Huckle, 2021).

Another important aspect should be discussed is regarding the main ideas or concept behind the implementation of this curriculum. The research found that the school uses four-dimension approaches in learning a language adapted from Cummins (2001), as illustrated in the following figure:



From the figure above, we can see that the school utilize four elements of learning strategies; activating background knowledge, scaffolding learning, extending language, and affirming identity. These four elements are interconnected and operate as a unified learning process. This theory believes that learning is begun with activating students' background knowledge (prior knowledge). It is well known that learning is the process of acquiring new concept, it is in line in learning language too. When students are given exposure to a new concept, it is important to bring them from the background knowledge that they have been had.

It is because in order to understand new concept in language, can only be constructed when it connects to existing experiences and concept (Cummins, 2001). This principle aligns with Krashen's idea (2004) of *comprehensible input* and Vygotsky's concept of the Zone of Proximal Development (ZPD), which emphasizes that effective learning occurs when students receive appropriate support within their developmental range. So, then the implication to the process of learning English, all materials used must be contextual to student's environment.

On the other hand, scaffolding is used by teacher to make sure the process of learning optimal. This concept brings teacher to understand that learning language has several prerequisites. So that is why English must be learn through step by step implementing from simple to complex concept Brown and McGowan. (2012). It is to support and to enables students to accomplish tasks that may initially be too challenging (Harmer, 2007). In this context, scaffolding may take the form of learning language figure must come first before implementing it in learning language skill. In the process, teachers then guide them toward *extending language* through challenging tasks, rich interactions, and the use of a second language in authentic contexts (Burns, 2012). Repeated exposure and meaningful practice allow students to develop stronger academic language skills (Krashen. 2004; Nation, 2010).

At the core of this process is *affirming identity*. It is a principle that recognizes the inseparable relationship between language and identity. When the school creates an environment that values students' linguistic, cultural, and experiential diversity, learners feel can produce their learning mechanism and

develop confidence. This is what it called by comprehensible input (Krashen, 2008). Acknowledging students' prior knowledge in any kind of form such as mother tongue, family, culture, and background plays a vital role in fostering emotional and social engagement in the learning process. Thus, these four elements work together cohesively to form the foundation of an inclusive and effective language curriculum (Laila et al, 2023).

This four element and concept, can be shown by the implementation of the students in the school. The school uses this concept as an approach of teaching English to students. So that the idea of comprehensible input to strengthen the prior knowledge of students become the foundation of learning process. The school built the atmosphere as an exposure to English. Then teacher in a class will use scaffolding to help them extend their knowledge.

### **How the curriculum is implemented**

In order to know how the curriculum is designed and implemented, we would like to bring you to our previous research on this topic. The research before has analyzed both situation and needs in the village schools. It is important to do so because this information can be a resource for further discussion (Barsturkment, 2006).

The first, the situational analysis was conducted. It is to identify the external and contextual factors that influence the implementation of English language teaching in rural schools (Clarke, 2005). Based on the previous research, it can be seen as follows:

Figure 2. the result of situation analysis of English instruction in the village area

Aspect	Findings / Description	Implications for Curriculum Development
Teaching Context	limited exposure and access to authentic communication opportunities.	More communicative and contextualized.
Teaching resources and access to technology	Limited teaching materials and media	The curriculum must include adaptable resources and encourage the use of low-cost digital or visual media.
Teacher Competence	limited access to professional training and development programs.	Teacher support components (guidelines, training, or collaborative practices).
Student	low achievement motivation	Emphasize BICS rather than CALF and learning activities should promote engagement

		and meaningful
School Environment and Commitment	high commitment and openness to innovation.	introduce new teaching methods such as CLIL
Socio-Cultural Context	Instruction is strongly influenced by local values	incorporate local and cultural topics to make English learning meaningful.

These result of the situational analysis was gained from identifying the environmental factors that will have a strong influence on the course design. The researcher used combination theory from Hutchinton, Waters (1987) and Richards (2001). The four major aspects were analized; the learners, the teachers, teaching conditions, and the wider situation of the environment (Nation, Macalister, 2010). The data can be shown as follows:

From the analysis, it was found that ELT in rural schools is considered with limited exposure to English and access to the real communication opportunities to technology. Students rare to use English in their daily in contrast to those in urban area. As the result, the curriculum that developed should provide more communicative and contextual activities so that students can connect the gap between classroom learning and real-life communication (Douglas, 2008). On the other hand, the limited resource of materials also becomes another challenge for English education in rural school. So, the curriculum must include adaptable resources and encourage the use of low-cost digital or visual media. This measure needs to be taken into consideration since teaching in village area will be not an ideal condition.

On the other hand, both teacher and students also need to be known. Teachers in rural schools have limited access to professional training and development programs. From the interview conducted, most teacher said that they feel left behind from an update educational development. So, this issue also will affect into the curriculum framework. Curriculum of English should include teacher support components (guidelines, training, or collaborative practices). From the side of students, they also exhibit low motivation and confidence in using English for communication.

The language is often seen as an academic subject rather than a means of interaction or personal expression. On the other hand, the limited intake quality of typical students in rural school, also become another challenge that the school found. So that is why, the curriculum needs to emphasize BICS or basic interpersonal communication strategies rather than CALF or cognitive academic language proficiency. It means, learning English for general communication is more necessary rather than preparing them to master all English academic. On the other

hand, since their motivation is also limited, learning activities should promote engagement in interactive, student-centered, and meaningful communicative instruction.

However, despite these challenges, there is a strong commitment from schools and teachers to improve the quality of English instruction. The data shows that the school's environment have a positive attitude toward innovation and collaboration. Thus, bringing a new approach, methodology and way of teaching will be welcomed by them. This is also become the ideas of proposing English curriculum adapted from IB to be implemented in rural school. By the end, the curriculum context suggests not only to addresses linguistic competence but also promotes students' communicative ability, digital literacy, and contextual understanding relevant to their social and cultural environment.

The second one, needs analysis was also conducted. It was to identify the essential competencies, learning materials, and methodologies required to develop more responsive English curriculum for rural schools. Huntington and Waters (1987) theory was used to identify the needs of the learning English in rural area. From the previous research, it was found the data as follows:

Figure 3. The result of need analysis of English instruction in the village area

Aspect	Findings / Description	Implications for Curriculum Design
Language Skills	Four main language skills: listening, speaking, reading, and writing,	Goal oriented BICS, Basic Interpersonal Communication Strategies
Methodology	A combination of <i>Communicative Language Teaching (CLT)</i> and <i>CLIL-based strategies</i> is recommended.	Learning should be student-centered, task-based, and content-oriented to improve communicative competence.
Media and Resources	Use of simple digital tools and affordable	Integrate low-cost or offline-compatible media to ensure accessibility in rural contexts.
Expected Learning Outcomes	Students are expected to reach CEFR level A2–B1	Focused on achieving functional communication skills and confidence.

#### 4. Discussion

The findings indicate that students need to develop four primary language skills, listening, speaking, reading, and writing through practical and meaningful learning experiences. This need analysis data is in line with the data from situation

analysis that that said teaching in the village school need to emphasize BICS or basic interpersonal communication strategies. So, teacher will focus on general English that might they will use for their daily life or near future job or study.

Talking about methodology, the data found that a combination of *Communicative Language Teaching (CLT)* and *CLIL-based strategies* is recommended. Learning should be student-centered, task-based, and content-oriented to improve communicative competence. This is also in line with the result of situational analysis that reveal most of village school has a good attitude and commitment for new development. So IB curriculum can be based practice for this measure. More importantly, it was also found that the teaching materials, resources and media remains limited, so it is recommended to integrate low-cost media to ensure accessibility.

. Last but not least, the expectation of teacher teaching English in rural area needs to be relevance to the situation, do not push your students too much, so achieving CEFR level A2-B1 will still be reasonable for students in rural area.

These two data of situation analysis and need analysis are necessarily to be considered for us in developing curriculum for the context of rural school. From data above it can be understood that the learning situation in rural areas will not be as ideal as it is in urban areas. So, teacher need to realize this condition. A limited access to resources, media, and teaching training become the major issue, yet it is not impossible that teacher with their ability can create learning atmosphere still interactive. So, no matter the situation is, teacher will always be the main resource. If the teacher is good, then the learning process also will be good.

So, what can be done with all those data, The researcher attempts to examine and align these two conditions with the curriculum provided by the government. The researcher also refers to additional sources from School X and seeks to combine them. The first step is to study the competency that the students must reach in the national curriculum, Then, it is adjusted based on the data obtained from the needs and situational analysis. Then the competencies were formulated. To make it readable, the competency level was devided into three level, in accordance with the grade that is being implemented. those are here:

- Grade 7: it is expected that students can focus on basic communication and vocabulary building): Students require exposure to everyday English expressions, basic vocabulary, and simple sentence structures.
- Grade 8: it is expected that students can be able to develop functional communication: Students need to practice using English in real-life situations such as using survival English, expressing opinions, and exchanging information.
- Grade 9: Students are expected to use English more independently in academic and social contexts.

Therefore, after three years of learning English, it is expected that students can achieve these particular competencies in every skill of English.

Aspect	Description of Achievement
Listening	Understands simple to intermediate spoken texts in social and academic contexts.
Speaking	Communicates effectively using appropriate vocabulary and sentence structures in various English expression.
Reading	Understands functional text and essay multimodal using effective reading strategies.
Writing	Writes structured texts with logical and coherent ideas in both functional text and essay multimodal
CEFR Level Target	A2 – B1 (Basic to Independent User)

Based on the competencies mentioned above, we will now elaborate them into a Learning Objective, in Indonesian curriculum it is called ATP (Alur Tujuan Pembelajaran) as shown below:

***Grade 7 – Basic Communication and Vocabulary Building***

No	Core Competencies	Indicators	Main Materials	Expected Outcomes
1	Understand and use daily expressions	Students can greet, introduce themselves, and respond to simple conversations	Greetings, introductions, classroom language	Able to introduce and greet others and conduct basic conversations with understandable pronunciation
2	Identify objects, people, and daily activities	Mention names of objects, family members, and daily routines	Vocabulary: daily routines, family, objects, school, class, hobbies, profession, class of words, function of word	Can describe daily life, hobbies, profession, object
3	Comprehend short functional texts	Identify specific information from the text	Greeting cards, advertisement, announcement, poetry, email, message, poster,	Able to understand the content of short texts and produce their own

			and singing	
<b>4</b>	Write simple sentences and paragraphs	Write short texts about self and daily routines	Writing about self and daily life, understanding sentence structure	Able to produce short descriptive paragraphs
<b>5</b>	Comprehend demonstrate their understanding on short functional essay	Identify main ideas and specific information in descriptive text	Descriptive text (people, animals, things) including generic structure	Able to understand and produce descriptive text
<b>6</b>	Comprehend demonstrate their understanding on short functional essay	Identify main ideas and specific information in procedural text	Procedural text (people, animals, things) including generic structure	Able to understand and produce procedural text
<b>5</b>	Demonstrate confidence in communication	Participate actively in simple conversations or role plays	Short dialogues, role play	Use English confidently in simple real-life contexts

*Grade 8 – Developing Functional Communication*

No	Core Competencies	Indicators	Main Materials	Expected Outcomes
<b>1</b>	Identify sentence structure	Identify class of words and its function	Noun, verb, adjective, adverb, pronoun	Identify and apply word classes and word function
<b>2</b>	Engage in social communication	Express feelings, opinions, and preferences	Expressing feelings opinions, and preferences	Able to interact in basic social situations
<b>3</b>	Read and understand intermediate-level texts	Identify key and detailed information	Short stories, functional texts (advertisement, announcement,	Able to comprehend main ideas and details

			poetry, email, message, poster, and singing)	
4	Comprehend demonstrate their understanding on short functional essay	Identify main ideas and specific information in narrative text	Narrative text (pabel, lagen, mith, others) including its generic structure	Able to understand and produce narrative text
5	Comprehend demonstrate their understanding on short functional essay	Identify main ideas and specific information in recount text	recount text (experience and biography) including generic structure	Able to understand and produce recount text
6	Use grammatical structures in various contexts	Apply past, present, and future tenses accurately	Grammar focus, tenses	Able to construct sentences with correct structures
7	Write well-organized paragraphs	Develop topic sentences and supporting ideas logically	Paragraph organization	Able to write coherent and cohesive short texts

***Grade 9 – Towards Independent Language Use***

No	Core Competencies	Indicators	Main Materials	Expected Outcomes
1	Express opinions and reasons clearly	Provide advice, opinions, and reasons using appropriate structures	Giving advice, expressing opinions	Able to express ideas and arguments simply and effectively
2	Identify sentence structure	Identify class of words and its function	Noun, verb, adjective, adverb, pronoun	Identify and apply word classes and word function
3	Identify sentence structure	Identify type of sentence	Tenses, if conditional, sentence	Comprehend and apply Tenses, if conditional, sentence

<b>4</b>	Write well-structured texts	Develop paragraph	Writing tasks paragraph	Able to produce basic academic writing
<b>5</b>	Comprehend demonstrate their understanding on short functional essay	Identify main ideas and specific information in report text	report text (experience and biography) including generic structure	Able to understand and produce report text
<b>6</b>	Deliver simple presentations	Present topics with appropriate pronunciation and structure	Simple presentations, short speeches	Able to speak in front of an audience with confidence
<b>7</b>	Integrate English with academic content	Use English in topics related to science, environment, and culture	CLIL-based topics	Able to connect language learning with cross-disciplinary knowledge

The competency mapping above in the tables is the result of researchers' interpretations of the need analysis and situational analysis. It translates into concrete curricular outcomes. Together, these tables illustrate a coherent process of curriculum development referring to Richards (2001) those are

- ✓ Understanding the context and identifying learners' needs (situational and need analysis)
- ✓ formulating realistic competencies, (the design of curriculum)
- ✓ translating them into actionable classroom instructions.

Competencies are divided across grades 7, 8, and 9, progressing from basic communication to more independent language use. It demonstrates how these competencies can be implemented through structured learning objectives, indicators, and materials. There is no claim that the design is ideal enough, but we also cannot neglect it, since the design above is also developed by theory and analyzing it by strong methodology. On the next phase of this research, it is hoped that this design can be tested for its effectivity.

## 5. Conclusion

This study concludes that the persistently low quality of English education in rural Indonesian schools is primarily driven by systemic issues such as limited teacher competence, inadequate learning resources, and minimal exposure to

English outside the classroom. The findings from the first phase of research—through situational and needs analysis—confirmed that rural learners require a curriculum that is contextual, communicative, feasible, and supportive of both teachers and students.

Through an in-depth case study at a rural school in Northern Bandung, this second phase demonstrates that effective curriculum improvement is possible when national curriculum standards are integrated with structured frameworks such as the International Baccalaureate (IB) program. The school's approach—emphasizing multiculturalism, communicative competence, and learning strategies such as activating background knowledge, scaffolding, extending language, and affirming identity—shows that rural students can achieve significantly higher English proficiency when provided with consistent exposure and structured pedagogical support.

The implementation of an IB-adapted curriculum has proven beneficial in creating an English-rich environment and promoting meaningful learning interactions. It bridges the gap between rural constraints and global standards by incorporating contextual materials, low-cost resources, and student-centered methodologies such as CLT and CLIL. Furthermore, the commitment of rural schools to educational innovation strengthens the feasibility of applying such a curriculum more broadly.

Overall, this research reinforces that curriculum development must move beyond theoretical design toward practical implementation. By transforming the results of needs analysis into an actionable curriculum model, this study provides a realistic and context-responsive framework for improving English education in rural schools. The adaptation of IB principles into local rural contexts demonstrates a promising direction for future curriculum innovation, positioning rural learners not only to acquire communicative English skills but also to build confidence as global citizens.

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