



## Navigating Indonesian Educational Frontiers: The Hidden Curriculum Crafters of English Instructions

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### Abstract

*This research project intends to engage with the perspectives of 'shadow teachers' who perform private tutoring sessions in Indonesia, focusing on a gap in the literature concerning the construction and execution of English learning programs within informal education settings. Existing studies have explored individualized instruction within formal classroom contexts. However, scant attention has been directed towards the role of shadow teachers with regard to curriculum development beyond the conventional school system. This study hopes to address some of these gaps by drawing upon the practical wisdom of these educators to reveal the complexities, collaborations, and tailored English Language learning program designing as well as the bespoke decision-making processes which occur within non-standardized educational settings.*

**Keywords:** Collaborative, Curriculum Development, English Teaching, Informal Education, Shadow Teachers.

### 1. Introduction

The impact of private tutoring on PreK-12 teachers' awareness of students' academic needs is particularly pronounced because supplemental education is underserved in formal schools (Xiong et al., 2022). Tutors fill in gaps in the classroom with personalized instruction, helping students overcome academic challenges and develop stronger self-efficacy (Hegedűs, 2021; Robinson, 2017). In addition to teaching subject matter, they actively foster motivation, effective learning, and holistic growth. Furthermore, Private tutoring encourages individualized lesson customization, helping to achieve greater personalization and better educational outcomes (Hijriyani & Andriani, 2021; Saengboon, 2019). It overcomes traditional classroom issues such as fixed schedules, oversized classes, and lack of teacher attention. Effective tutors also consult with schoolteachers and parents to better understand how the support provided aligns with larger learning goals (Kujala et al., 2022). ensuring that instruction is delivered at the student's pace without reinforcing previously mastered material.

As noted by Soto (2015) asserts that tailoring education frameworks can shape learners' educational development, which in turn, impacts their intellectual growth. A curriculum supports development when it builds critical thinking, foundational knowledge, and adaptability alongside application skills (Darmawan et al., 2024; Richards, 1984). This is significant in shadow teaching, since flexible curricula are required for individualized assistance for students with varying capabilities. Curriculum guides shadow teachers in providing structured, yet adaptable instruction, materials, and assessments to promote

equitable access to learning (Falchikov, 2020; Rassool, 2023). Differentiated instruction strategies (Graves, 2008; Shawer, 2010). Transform the curriculum into an inclusivity resource, empowering shadow teachers to respond to diverse challenges.

This study synthesizes earlier works to address the gaps within competitive education. As discussed by Regmi (2023), shadow education supports self-directed learning; this study investigated whether digital tutoring enhances equity. Liu and Sammons (2021) study on tutor identity informed our interpretation of training narratives for neglected middle school teachers. Del Carpio (2020) study on bilingual education helped shape models of indigenous languages with scalable retention features. Under-credentialed teachers fueled the work of Suherman et al. (2021) on curriculum-studying mastery challenges. Integrating all these findings, we propose to resolve the problem of effective, equitable education through multifaceted policy frameworks that include technology and community collaboration.

English language learners (ELLs) engage in personalized language learning. However, its use in informal contexts (e.g., tutoring, after-school programs) has not been extensively studied. This study investigates how these educators, referred to as “shadow teachers,” create personalized courses while working with minimal materials. It examines their perceptions of personalized approaches and strategies, as well as the limitations and possibilities of informal contexts. This study fills a gap in the literature by documenting their perspectives to advance practical strategies for personalized ELL instruction. The findings aim to enhance creative, learner-centered non-formal education.

## 2. Method

This research employed narrative inquiry to investigate the shadow teachers' processes of curriculum adaptation and development. This approach emphasizes the importance of storytelling, which gives voice to participants and their choices (Creswell, 2006). It examines the narratives by focusing on temporality, sociality, and place to understand how shadow teachers individualize teaching and instruction within ever-changing educational landscapes (Creswell, 2006; Denzin & Lincoln, 2022).

This research explored the function of shadow teachers within Indonesia's private tutoring centers, specifically regarding the English language instruction. Four participants were selected through purposive sampling, and they held different qualifications and various teaching experiences to represent different bounded instructional contexts (Canagarajah, 2018; Diem & Abdullah, 2020). By evaluating their mastery and teaching style, the study revealed the extent to which shadow teachers modify methods to respond to students' demands.

**Table 1.** Participants' Information

Name (Code)	Gender	Modes	Learning Experiences
<b>P1</b>	Female	Online	2 Years
<b>P2</b>	Female	Offline	2 Years
<b>P3</b>	Male	Online	2 Years
<b>P4</b>	Male	Offline	2 Years

According to the table 1, The study guaranteed equal representation of participants which consisted of two females, two males, two online learners, and two offline learners. This inclusion and diversity offered distinct angles on perceptions and biases towards

curriculum planning, examining both gender and learning modality for predisposed biases regarding preferences or difficulties. The addition of offline and online learners assisted in assessing differences related to engagement, participation, as well as accessibility. Balanced samples aid in improving credibility and reduces bias which strengthens the validity of findings in different educational contexts.

The careful selection process guarantees the examination of shadow teaching's influence on English language instruction using a variety of participant viewpoints. Participants with different professional qualifications contribute to the study's richness and broadens understanding of the phenomenon (Langley & Abdallah, 2011). Such methodology allows for layered interpretation, thus, revealing intricate insights and patterns which may be lost in a more uniform sample. The diversity among participants allows for improved applicability of the findings in different educational settings, broadening their significance. The study's coverage enhances its reliability, ensuring its conclusions encapsulate a broad spectrum of experiences.

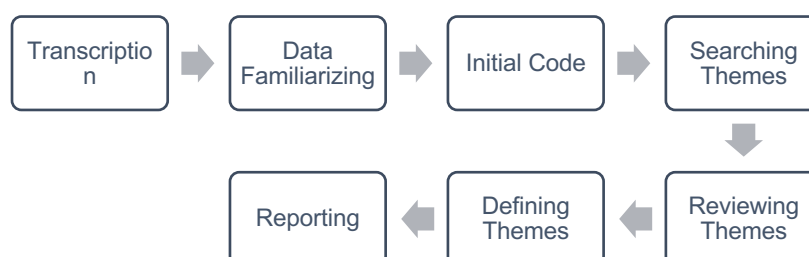
Then, the researcher utilized interviews as the main data collection method, focusing on employing a semi-structured interview technique. By using a semi-structured approach, the researcher was able to delve deeply into the information provided by participants (Kallio et al., 2016; Mashuri et al., 2022). Throughout the interview process, five carefully crafted questions were used to gain insights into how participants developed their personalized English language learning plans. The semi-structured interviews allowed for a detailed examination of the participants' perspectives, providing the researcher with extensive and meaningful data on the complexities of curriculum creation.

**Table 2.** Interview's Guideline Questions

No	Questions	Focus
1	How do you engage in the design and development of personalized English learning curricula, considering the unique educational requirements of students with diverse learning needs?	<ul style="list-style-type: none"> <li>- Understanding of different instruction</li> <li>- Teaching strategy</li> <li>- Assessment and feedback mechanism</li> </ul>
2	What specific procedures do you employ in tailoring educational materials to individualized learning plans, and how do these procedures contribute to the creation of effective and inclusive curricular frameworks?	<ul style="list-style-type: none"> <li>- Learning adaptability</li> <li>- Individualized learning plans (ILP)</li> <li>- Effectiveness of curricular framework</li> <li>- Inclusivity</li> </ul>
3	In your process of curriculum development, what challenges do you encounter, particularly in addressing the distinct needs of students requiring specialized support, and how do they navigate these challenges?	<ul style="list-style-type: none"> <li>- Identifying challenges</li> <li>- Personal strategies</li> <li>- Navigation</li> </ul>

4	How do you perceive your level of involvement in the formulation stage of curriculum development, and what factors contribute to the variation in their roles, from modification of existing materials to active participation in curriculum design?	<ul style="list-style-type: none"> <li>- Extent of participation</li> <li>- Roles of curriculum development</li> <li>- Factors affecting roles</li> </ul>
5	Based on your experiences, what strategies do you suggest for overcoming challenges encountered in the creation and advancement of personalized curricular frameworks?	<ul style="list-style-type: none"> <li>- Future strategies</li> <li>- Inclusivity and effectiveness</li> </ul>

Moreover, the current study utilizes thematic data analysis techniques to systematically recognize, extract, and classify the main themes present in the research results (Cresswell & Poth, 2013; Kiger & Varpio, 2020). The initial phase of the analytical process involves transcribing the collected data, which entails a careful conversion of the information obtained during the interview stage into written form. This particular step is crucial in ensuring the precision and reliability of the data. Following this, the researcher delves into a thorough familiarization with the data by extensively examining all the narratives obtained from the interviews.



**Figure I. Data Analysis Process**

After becoming acquainted with the data, a thorough coding process was carried out, where codes were assigned by the researcher to specific units of analysis, capturing the emerging themes. This coding stage is crucial as it converts unprocessed data into organized segments that emphasize important patterns and themes. Following this, thematic development takes place, where the codes were methodically arranged and clustered according to their similarities or broader connections. This phase included a repetitive process of fine-tuning and condensing codes into overarching themes that most accurately reflect the data.

During the concluding stage, the data was analyzed by the researcher and transformed into a narrative format. This narrative effectively captures the essence of the research findings and presents a cohesive account of the identified themes. Moreover, this narrative synthesis not only clarifies the findings but also contextualizes them within the wider scope of the study. By following this methodological approach, which is in line with the established norms of academic research, the credibility and depth of the study's conclusions

are enhanced through a rigorous and comprehensive process of data analysis. Such an approach adheres to the principles of thematic analysis and provides a structured and systematic pathway for uncovering and presenting qualitative insights.

In this qualitative study, neutrality is important since the respondents' opinions and past experiences greatly influence data analysis. This was Berger (2015). As the lead investigator, I was concerned that my prior professional exposure as a lecturer would alter the way participants engaged and the stories they recounted during the sessions. I addressed reflexivity bias by controlling and reporting my assumptions so that they guided, rather than skewed, my relevant work (Pillow, 2003).

The researcher's role is not neutral in qualitative research as one's personal experience, beliefs, and social connections with the participants affect how data is collected and analyzed (Berger, 2015). As the primary investigator for this study, I understand that my professional background as a lecturer would influence the way I engaged with the participants and interpreted their stories. To address biases, I remained reflexive throughout the study by recording monitor my assumptions alongside active reflection on how my views could impact the study (Pillow, 2003). I also engaged in peer debriefing so that the analysis and conclusions drawn would not stem from my biases, but rather from the experiences of the participants.

In this study, ethical issues were particularly salient due to the private tutors who hold mastery over the concepts and may have confidentiality and professional sensitive areas to fill. Informed consent was acquired from every participant prior to data collection which ensured all participants attended the focus groups including the principles of anonymity and withdrawal at any time (BERA, 2018). Anonymity was guaranteed by referring to everyone using pseudonyms and access to the data was safeguarded. There was also frank and forthright communication regarding the fact that there was no compulsion as to whether take part which would be determinative of their professorial prospects.

### **3. Results**

The findings highlight two major themes: (1) support that is personalized and collaborative; and (2) accessibility and resource demands. These themes capture the tension between individualized support and collective work, as well as the changing requirements for resource availability. This approach still explains the problem fully and helps developing targeted arguments to guide policy formulation. These analyses serve to prepare the framework for the rational inquiry and, as a conclusion, provide evidence-based measures which deeply underpin the academic understanding of the researched subject matter.

#### **3.1. Designing and Developing Personalized Curriculum**

The conversation emphasizes the responsibilities placed on English teachers and curriculum developers in constructing tailored learning experiences. Addressing learners' cognitive, emotional, and socio-cultural frameworks requires balanced and tailored teaching. Differentiated instruction, alongside adaptive technologies, meets needs for differing ability levels and pacing. Ongoing assessment and the provision of feedback also optimize individual learning pathways.

The main obligation entails outlining the inherent obligations linked to the positions of an English tutor or curriculum designer. This undertaking requires the implementation of comprehensive evaluations aimed at identifying the exact educational needs of each student, thus guaranteeing customized instructional approaches and individualized learning encounters.

*As an English tutor, my role includes creating and developing individualized English learning plans for students with different learning needs. To do this, I conduct thorough assessments to understand each student's unique educational requirements ... By customizing content, incorporating various teaching methods, and utilizing technology, I ensure that the curriculum meets the needs of different learning styles. Regular monitoring and adjustments are made to track student progress and make any necessary changes to the curriculum. (P1)*

Every student's objectives—be it academic, professional, or conversational—along with specific skill gaps, such as grammar or pronunciation, must be addressed in an English tutoring plan. Content, such as tech articles for IT students, must be interesting and applicable. Teaching approaches must align with learning preferences such as visual (diagrams), auditory (discussions), or kinesthetics (role playing) and all students should be engaged through a mix of task-based activities, gamification, and a flipped classroom model. Use of adaptive technology, tracking features from interactive tools, and regular evaluations fosters a proactive, flexible, results-oriented approach to learning.

Furthermore, P2 is specifically dedicated to the implementation of differentiated instructional strategies that are tailored to accommodate the diverse learning needs of students. The English educator actively engages in a collaborative partnership with fellow faculty members to identify the specific cognitive abilities and challenges encountered by students. The combined efforts of educators and effective utilization of technological tools play a crucial role in ensuring that the curriculum is finely tuned to address the unique educational needs of each learner.

*... I have been involved in creating and developing customized English learning plans for students with various learning needs. ... By working closely with English teachers, we can identify and address the specific challenges and strengths of individual students. Using this information, I am able to tailor the instructional methods, pace, and level of difficulty to provide personalized support or challenge ... I ensure that the curriculum meets the unique educational requirements of each student... (P2)*

The P3 transcription shows the application of technology in attending to specific educational requirements and needs. English educators work with curriculum developers and learning support personnel to determine appropriate resources which may include language applications, interactive platforms, as well as adaptive aids. Furthermore, modern education combines pedagogy with technology, which is illustrated by the P3 transcription. Educators cooperate with specialists to weave in interactivity and adaptivity into the instructional design to develop an inclusive educational framework.



*I am responsible for integrating technology tools and resources into personalized English learning curricula to meet the needs of a diverse range of learners ... This may involve utilizing interactive learning platforms, language learning applications, and assistive technologies. It is crucial for me to ensure that the technology used is accessible and inclusive, allowing students to engage with the curriculum in a way that aligns with their individual preferences and abilities. (P3)*

The goal is to make learning personalized, accessible, and free from the constraints of conventional education through technology. Integrating technology wisely into the classroom allows educators to meet the needs of all students, regardless of learning style, while providing equitable resources for everyone. This allows for the creation of a classroom that promotes equitable student success and fosters maximum potential for each student. Technology, when harnessed, can enhance education in the modern era, because that is what the world needs.

Then, P4 emphasizes the crucial role of parents or caregivers in the development of a customized English language curriculum. This involvement entails actively participating in discussions and collaborating with English educators, learning support coordinators, and technology integration specialists. By sharing relevant insights into their child's cognitive tendencies, abilities, and challenges, parents provide valuable perspectives on their offspring's unique educational needs. This mutually beneficial partnership and exchange of information help create a supportive educational environment that caters to the diverse learning requirements of each student.

*My engagement in the creation and development of individualized English learning curriculum is intended to give insights into my child's specific requirements ... I actively engage in meetings, give comments, and cooperate to ensure that the curriculum meets my kids' individual educational needs. Regular contact and cooperation with the team contribute to a supportive learning environment that suits my child's different learning requirements... (P4)*

Within the context of formal evaluations, the parents' understanding of their child's emotions, learning, and real-world challenges aids greatly in curriculum construction. Nonetheless, this understanding alone may not provide fully conceptualized frameworks for motivation, culture, neurodiversity, and other aspects, thus presenting a case for a need in personalized learning.

### **3.2. Collaboration and Stakeholder Involvement**

The transcription within this document captures fundamental components of collaboration and engagement of stakeholders. It illustrates the participation of educators, learners, curriculum designers, and also administrators, focusing on how their engagements facilitate learning. Analysis provides evidence of the collaboration, the distribution of tasks among the participants, and the interactions that fostered effective development and execution of the curriculum.

The P1 transcription underscores an English tutor's work as teamwork with teachers, parents, and other relevant contacts, discussing goal setting and other expectations for student achievement. This student-centered model facilitates a well-rounded approach to meeting multiple curricular aims. Feedback from all constituents can be incorporated, and progress monitoring provides data to evaluate processes and improve teaching in a more sophisticated manner. The process ensures flexibility within a responsive framework.

*In close collaboration with educators, parents, and other relevant stakeholders, I actively contribute to the development of specific and achievable educational goals. I prioritize the adaptability of the curriculum to accommodate various learning styles by modifying content and resources, implementing a range of pedagogical strategies, and incorporating cutting-edge technological tools...(P1)*

This joint effort highlights the crucial role of the tutor as an active participant in the educational environment, skillfully navigating the intersection of stakeholders to improve positive learning results. By promoting a culture of collaboration, the tutor creates a supportive educational atmosphere and promotes a teaching approach based on adaptability and openness to the varied needs of learners.

Furthermore, the transcription designated as "P2" underscores the synergistic partnership between the English tutor and educators. This cooperative endeavor entails a meticulous examination of students' distinct learning aptitudes and obstacles, thereby enabling the adaptation of pedagogical approaches, pacing strategies, and task intricacies. Such concerted collaboration serves to tailor the curriculum to suit the individualized educational needs of each student.

*... I collaborate closely with English instructors to discover students' individual learning strengths and obstacles. Based on this information, I adjust teaching approaches, tempo, and task difficulty to give tailored assistance or challenge. I collaborate with instructors and use digital tools to ensure that the curriculum meets each student's specific educational needs. (P2)*

In the educational milieu, the elucidation of P2 transcription highlights a symbiotic relationship between the English tutor and faculty members. This collaborative framework entails a comprehensive assessment of students' specific cognitive proficiencies and impediments, facilitating the customization of instructional methodologies, pacing modalities, and task complexities.

As shown in the P3 transcription, an English tutor has partnered with a curriculum designer and a learning support coordinator. Their team collaborates in the selection of the appropriate technologies that support learning. Their implantation ensures that these technologies are integrated within the system in such a manner that they can be used by all learners equitably. Then, the continual refinement selection ensures that the appropriate technologies will adequately fulfil the learners' academic needs. This collaboration focuses on achieving a balanced education for all learners while leveraging technology to provide equitable access to learning opportunities.



*... I work with the English curriculum expert and the learning support coordinator to develop appropriate technological solutions. This might include interactive learning platforms, language learning applications, and assistive technology. (P3)*

The involvement of a curriculum specialist and learning support coordinator in tandem with the English tutor signifies a comprehensive approach to pedagogical augmentation, wherein multifaceted expertise converges to orchestrate a cogent response to diverse learning proclivities. The collaborative nexus serves as a fulcrum for the identification, evaluation, and implementation of technology-driven solutions aimed at ameliorating educational efficacy and fostering an inclusive learning milieu.

The P4 transcription highlights the crucial role of parents or caregivers as vital participants within the educational framework. Parents are actively involved in meetings and establish cooperative partnerships with English teachers, learning support coordinators, and technology integration specialists. Moreover, this collaborative effort facilitates the creation of a conducive learning environment and ensures that the curriculum aligns with the diverse learning requirements of the students, like P4 excerpt:

*... I collaborate frequently with my child's English teachers, learning support coordinator, and technology integration specialist to exchange information on their learning styles, skills, and issues. I actively engage in meetings, give comments, and cooperate to ensure that the curriculum meets my kids' individual educational needs... (P4)*

In the realm of pedagogical discourse, the P4 transcription emphasizes the essential nature of parental engagement in the educational process. Specifically, parents are depicted as active contributors who engage in meaningful dialogue with various educational stakeholders, including English educators, learning support facilitators, and technology integration experts. By offering insights into their child's cognitive tendencies, abilities, and challenges, parents provide relevant information that enhances the understanding of the child's unique learning needs.

### **3.3. Discussion**

This study examines the views and experiences of shadow teachers with personalized curriculum for teaching English as a foreign language. From four initial transcripts, the most prominent ideas formed the following themes: English tutoring lesson plans, use of instructional technology, and parental involvement related to participation in personalized teaching methods. The discussion demonstrates Alam and Zhu (2023) theoretical and practical rationale for personalized English language acquisition, with a focus on academic improvement in the discussion. From this analysis, the study offers conclusions about the design and implementation of curriculum that is responsive to students' educational needs. It adds to the literature on personalized education and provides a supported argument that informs educational stakeholders.

As suggested by academics, for effective English language teaching, proper assessment is essential in understanding students' unique cases regarding their strengths, challenges, preferred learning styles, and even intellectual profiles (Del Carpio, 2020; Hamid et al., 2020). Instructors and educational technologists need to create specific adaptive

teaching strategies, customized materials, and appropriate use of technology to meet the lesson objectives (Hijriyani & Andriani, 2021; Xiong et al., 2022). Using this approach ensures minimal barriers faced by students in learning a second language because the best strategies that suit the students are used. This paper discusses the pedagogical theories and practices of individualized instruction to enrich the scientific debate on education (Setiawan & Rahman, 2023).

To create accurate, appropriate, and student-friendly learning objectives, input from teachers, parents, and other relevant parties is needed for curriculum construction. This collaboration provides room for modification in different teaching scopes, individual adjustments, and decreasing the level of task complexity (Akomaning, 2019; Rosari, 2021). Stakeholders contribute to curriculum development with their unique knowledge through designs for support or enrichment. This discussion addresses collaboration in personalized English language acquisition to explain theoretical and practical aspects (de Jong et al., 2019; Regmi, 2023). This collaborative approach added to the academic conversation, claiming significance in the scope of personalized outcomes.

As mentioned by Şenturk et al. (2023) and Widiaty et al. (2020), technology is crucial to ensure that English language learning is personalized, as it facilitates the use of interactive tools, applications, and platforms. Such resources allow learners to interact with content that suits their preferences, which benefits their language acquisition process (Adipat, 2021; Hockly, 2019). This analysis focuses on the theoretical and practical aspects of technology integration with a focus on its implications for personalized experiences. This analysis aims to expand the academic discussion on improving language education through innovation and learner focus by examining such tools.

Through active collaboration with educators, parents have an opportunity to provide important information about how their children learn, their skills, and the obstacles they face. They also become more aware of their children's needs. (Madayani & Lilik, 2019; Wahyuningsih & Afandi, 2020; Yohaningsih, 2021). The synergistic approach between teachers and parents allows for the creation of a supportive and flexible teaching environment that meets all educational needs. As a result, appropriate steps can be designed to facilitate quick and efficient problem solving (Şenturk et al., 2023; Soraya & Widiastuty, 2023). Moreover, this justification focuses on the theoretical and practical implications for parental engagement with modern educational technologies in the context of individualized educational plans aimed at deepening the curriculum.

#### **4. Conclusion**

This study reveals divergent perspectives among shadow teachers regarding personalized curriculum models. It highlights the potential of collaboration and technology while acknowledging the challenges faced in under-resourced contexts. P3 noted technological constraints, whereas P2 criticized rigid teaching styles, illustrating the tension between regulatory control and creative freedom in curriculum change. To support shadow teachers effectively, institutions must provide adequate resources, such as funding, grants, flexible policy guidance, and accountability mechanisms based on student-outcome evaluations. They also require training that genuinely fosters collaboration in curriculum development so that evaluation and instructional strategies align rather than feel imposed. When these conditions are met, educators are empowered to make informed decisions and motivated to innovate. Teacher-training programs should cultivate a culture of knowledge exchange by emphasizing peer collaboration, mentoring, and problem-solving. Schools can facilitate this by allocating dedicated planning time, establishing online forums for resource

sharing, and leveraging leadership roles to inspire interdisciplinary teamwork. Addressing systemic barriers, such as excessive workload and limited planning time—will reduce teacher dissatisfaction and, in turn, enhance overall curriculum quality. Although this study offers valuable insights from only four participants in Indonesian private tutoring institutions, further research with a larger and more culturally diverse sample is necessary to develop universally applicable understandings of how shadow teachers engage in curriculum development.

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