

PERCEPTION OF INDONESIAN EFL TEACHER ON THE IMPLEMENTATION OF 2013 ENGLISH CURRICULUM

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Abstract

2013 Curriculum in Indonesia implemented since 2014-2015, by the Ministry of Education and Culture of Republic of Indonesia. The reason is to build character education and improving student's creative thinking are the main reason of the new curriculum development. research perception on the implementation of 2013 English curriculum and identified problem faced by teachers in implementing it. through qualitative design, the study was conducted at one senior high school in Serang. This study discloses EFL Indonesian Teacher perception 2013 curriculum, through interview teachers for in-depth analysis. The finding showed curriculum 2013 implemented, the teacher used specific syllabus and 3 workbook applied. Most of the teachers claim that English curriculum 2013 not easily to implemented, Difficulties in applying learning revolution, rubric of assessment, and using scientific approach to improve students English skill. The results confirm that process of 2013 curriculum from teacher perception and problem occurred by teacher. It also recommended that the teacher should put more effort on applying by joining any training, workshop and improve their creativity adapt to the advance of knowledge and technology.

Keyword: Perception, Indonesian EFL Teacher, 2013 English curriculum

INTRODUCTION

The Indonesian Ministry of Education and Culture has made some curriculum, and implement the 2013 curriculum. The education curriculum in Indonesia has changed many times since independence. Development of curriculum 2013 in Indonesia is the newest curriculum applied in every school in Indonesia. The previous curriculum called KTSP or School Based Curriculum (SBC) and one called the 2013 Curriculum. Thus curriculum is asset of plans and rules about goal, contents, and learning material as well as the way of using it as guidance for implementation of learning activities aimed at specific goal

national education standardized institution (BNSP, 2006). Many school levels from elementary until

higher school have participated in the try out. This curriculum was officially launched on 15 July 2014 starting with first, fourth, seventh and tenth grades. The reason government has changed because the governments wants to restore character' students creative thinking.

The Ministry of Education and culture state that 2013 curriculum, a means of integrating values system, knowledge and skills, has orientation on developing the learners competencies, the changing of teaching learning methodology toward

teaching learning experience through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters. To achieve all of these, the teaching methodology involves not only exploration, elaboration, confirmation, but also observation, inquiry, analysis, reasoning, description, inference, evaluation and creation (Kemendikbud, 2012 :12). Teacher is required to be able to develop their own syllabus and assessment according to the condition of the school and region.

Different from previous, curriculum 2013 has three aspect of assessment namely aspect of knowledge, aspect of skill, and aspect of attitude and behavior. It's related to great matters of Indonesian learner with moral values degradation in school. That is way the government developed curriculum 2013 with attitude and behavior aspect in their assessment. 2013 curriculum have strengths and weaknesses such as having a clear concept of the graduated to be achieved, packaging subject become more meaningful in everyday life with integrative thematic learning models and specific approaches.

Beside that 2013 curriculum have some weaknesses, this curriculum is suitable for school that have advance and teacher's high enthusiasm for learning, educated people, learner should be able and required more facilities. Based on the matter of 2013 curriculum related to strength or weaknesses, this study described the implementation of 2013 English curriculum from Indonesian EFL Teacher perception and the problem faced. This study investigated to describe implementation 2013 English curriculum from EFL Indonesian teacher's perception and identify the problem faced by the English teacher in implementing curriculum 201

According to the Indonesian Institution of National Education Standards (2006) curriculum is "a set of plans and rules about the goals, content, teaching materials, and the methods used to guide the implementation of instructional activities on achieving certain educational goals, its certain goals include the national education goals in accordance with the local potential needs, education unit and learners" (p. 5).

Beside that Brown stated that, the curriculum is a group situation that is

available for teachers and school administrators (administrators) to create behavior that changes in the unbroken flow of children and youth through the school door. Therefore in this case it can be understood that, the curriculum is a situation and conditions that exist to change the attitude of children. This definition provides an understanding that the situation and conditions that exist in the formal education environment are directed at predetermined goals. For other Brown (1995: 19) defines curriculum as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. This series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, a framework that helps the students to learn as efficiently and effectively as possible in the given situation. Beside that according to Richard (2001) curriculum is an educational program in which it is (a) educational purposes of the program (the ends) (b) the content, teaching procedures and learning experience which will be necessary to

achieve this purposes(the means); (c) some means for assessing whether or not the educational ends have been achieved.

The Ministry of Education and Culture that 2013 curriculum a means of integrating values system, knowledge and skills, has orientation on developing the learners competencies, the changing of teaching learning methodology toward teaching learning process which give priorities on the learning experience through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters. To achieve all of these, the teaching methodology involve not only exploration, elaboration, inquiry, analysis, reasoning, description, inference, evaluation and creation (Kemendikbud, 2012;25 in Srijono, 2013;59) This understanding does not provide a broad range of space to develop the curriculum itself, because the curriculum is only understood formally, limited to textbooks and only within the scope of the learning process in the classroom. Implementation of in Indonesia school, is widely different from the expert view, although the curriculum development has process and stage to develop, better for the government

officials in PUSKUR know that the stage or method to develop the newest curriculum before replace it.

Based on the experts explained about the process of curriculum development, Indonesian Government must be aware to create new curriculum especially become national curriculum. Indonesia from Sabang Until Merauke is heterogenic, its mean that for the newest curriculum should be encourage the differences situation and condition of each school such as (facilities, Material, objectives, and so on). A needs analysis, as defined by Brown, is “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context. He prescribes three systematic steps: Making basic decisions about the needs analysis, gathering information, and using the information. Brown’s approach which the authors kept in mind was how the flexibility of the framework allows for continual data gathering and use.

METHODOLOGY

This study was conducted in qualitative design because it is investigates a phenomenon which is described by Creswell (1994) as an approach which inquires often makes knowledge claim based primarily on constructivist perspective. This research physically goes to people, setting, site or institution to interview or record in its natural setting. The research was conducted in one of Senior High School in Serang because this school implemented this curriculum. Research Process Design as follow:

Preparation Pilot interview

conduct in depth interview Reporting and Verification. Collecting the data, the research used instrument. The interview format used was open-ended questions which allow the respondents to give totally free answer. The informants were asked several questions related the implementation of 2013 English curriculum. Qualitative data allows for consistency in preserving chronological flow of event to identify predecessor as well as consequences that all arise from the observed in order to provide a complete explanation (miles and Huberman , 1994). With the depth

interview the data collected based the informant explained about the 2013 curriculum implemented in her school. The data collection has been conducted by interview. These research informants of the research is English teachers, Data were selected using the purposive sampling. The result of observation from interviewed was conducted in senior high school in Serang. In this research used those were interview. It was distributed to gain the data about teacher perception on the implementation of 2013 English curriculum. There are ten closed questions which were answered the teacher. Sets of data were collected. Interview was administered at the same times. The data of interview is then transcribed which is finally analyzed and interpreted. Most of interviews were conducted in English. Nevertheless there were a number of occasion in bahasa. Each interview took 25 minutes by recording. The data taken from interview were analyzed quantitatively. Since the topic is about 2013 English curriculum so the focus analysis involved how teacher comprehend goal or objectives, content, method, and evaluation or assessment based on 2013 English curriculum. The

writer also analyzed the problem faced by teacher in implementing it.

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conduct in depth interview Reporting and Verification. The data collected, from the observation and interview, was analyzed using triangulate by collecting, analyzing and concluding. The data analysis of this study is taken from the result of interview, the most common information about the implementation of 2013 curriculum. The data analyzed using triangulate data. Based on the interview, the data was analyzed about the basic knowledge of 2013 English curriculum in their teaching of English. Their answered to the question are closely related to the extant theories of the curriculum. Regarding definition and objectives of the curriculum from interview, reveals that teacher know about 2013 English curriculum including the objective of the curriculum. Their knowledge and skills in order to encourages and prepare the learner to play role in society positively and meaningfully. Data analyzed using triangulate data.

FINDING AND DISCUSSION

Based on the purpose of the study was to portray of implementation 2013 English curriculum in Indonesian EFL teacher perception. The following are the finding of this study:

Teacher's Background of 2013 curriculum
Based on the interview, it is found that teacher have some understanding about 2013 curriculum.

Actually, about moral degradation, every person based on their effort to be success in their future that cultivation of attitude and parenting is implemented previously. For example students who are good academically, but he did not has a creative attitude obtained only by transfer their knowledge, good attitude not instantly. It needs process. The government expect that all of students creative, innovative, productive citizen. It was the basic reason why government applied new curriculum. Nowadays not only focus on knowledge and cognitive aspect but attitude and character is basic point for our students. It can be positive effect.

It indicated that the background of 2013 curriculum is the importance of good character of students; therefore it is aimed at preparing students who a

re creative, innovative, productive, and good character. Students with good academic score not ensure that they have good attitude and excellent character. Good attitude not only by transferring knowledge but also through role model of teacher especially for professionalism teacher to have four basic competencies namely pedagogical competence, professional competence, social competence, and personality competence. Teacher should be role model for their students. As part of pedagogical competence teacher used approach and method in their EFT class. Curriculum is conducting by concerning five main learning experiences namely: observing, questioning, collecting information, associating, and communicating. What teacher opinion in interview:

“The content of new curriculum, there is no significant differences, just more emphasize on scientific approach” it is hard to adopt scientific approach in ELT class.

Assessment side Both teachers have similar understanding about assessment. “They comprehend that assessment must be authentic. It means that teacher must observe, assess the real student's ability,

not only in the end of learning but while the process, even in the pre activity.

Workbooks:

1. Workbook 1 consists of competency standards and basic competencies, syllabus, learning implementation plan, and KKM
2. Workbook 2 consists of the teacher's Code of Ethics, teacher pledge, teacher discipline, effective Learning Reflection, education calendar, analysis of effective learning days, annual programs, semester programs and daily teaching activities agenda
3. Workbook 3 consists of each teacher's agenda such as absence, grades and so on.

The other result of internal relevance, there is consequences or consistency between curriculum component such as objectives, process, and evaluation.

Teacher perception

Perception in this study is defined as teachers think and feel about the 2013 curriculum based on their experience in implementing it. Teacher thinks that although the 2013 curriculum is just modification from previous curriculum, it still confusing and hard to be implemented.

They have such perception since they rarely join a kind of training or workshop.

It is also found the teacher need more socialization as effort to implement new curriculum especially for scientific approach in ELT class, socialization is urgent need to conduct teacher familiar with 2013 curriculum. Teacher said they agree with implementation but it must be adjusted in some facilities. For available learning source like textbook, it will kill teacher creativity. For example they can download material from internet or real life situation. Mastery to use ICT is must for teacher. Curriculum is compulsory references and guidance in learning process. However 2013 curriculum cannot be used to solve any problem of education in Indonesia. This indicated that curriculum is an absolute requirement at Indonesian school. A plan is needed to guide the effort of curriculum to their lesson plan. For authentic assessment is hard to apply, student must have some product after they learn. They push to assess students' competency comprehensively. They not only assess student's knowledge but also their attitude, behavior and performance through observation and rubrics. It is hard for

teacher if preparation yet. Format rubric of assessment are provided to apply authentic assessment.

“In 2013 curriculum assessment must be authentic. Mean that teacher must observe, assess real student’s ability not only in end but while or pre activity. Student must be active and creative based on topic or material appropriate with the objective of learning, teacher method to accomplish. Teacher has similar perception that indicated that two teacher on 2013 curriculum. in general their perception indicated that most teacher face difficulties in applying authentic assessment. The new curriculum as a references and guidance in teaching learning process is appropriate in Indonesia nowadays regarding with this condition in revolution industries 4.0.

Common problem faced by the teacher is found there were three major problems:

1. It is quite hard to apply authentic assessment because teacher tend to assess final product from students competence (as we know in ELT class using alternative assessment is possibly that students has opportunity to apply not only knowledge but also attitude inside or outside the classroom. It is aim giving feedback on my student’s

language ability in the real situation. It indicated that authentic assessment oriented on product. It can push the teacher to develop their assessment rubric. Rubric is develop for every assignment and should describe every competencies that must be achieve for the students

2. Teacher need to adapt with learning activity and processes. Apply new paradigm in teaching ELT class using scientific approach. Scientific approach covers five steps observing, questioning, associating, experimenting and networking. By using this approach teacher were push to use multimedia to support their teaching and to be active teaching and to be creative in arranging question. It found that the role of teacher as facilitator, to solve the problem do not help students learning. For example teacher observe their student watch video student ask question and discuss what they listen by using English.

The problems were students especially for the first grade is to hard explain using English. How to pronounce it well and express their ideas, opinion, and finding in English because influence of their mother tongue. Another problem related to

learning approach is teacher competence. Most of Indonesian EFL teachers lack in integrated language skills competence and linguistic competence. Some teachers were not able to operate more advanced technology, as tool or media in their teaching.

3. In 2013 English curriculum, the duration of English in school is very short, only two credit hours, so it is hard for teacher to provide or improve student competence by giving them exercise.

CONCLUSION AND RECOMMENDATION

Considering the result of data analysis, some point can be concluded:

1. Teacher perception in 2013 English curriculum is not easy to be implemented
2. Teacher found several face problems in implementing it difficulties in applying new learning step, developing assessment rubric and limited time of English in school will not ensure to improve students competence.

Based on the discussion, it can be resolved that teacher and students perspective in English curriculum 2013. It proves that the efforts to apply new curriculum.

It is recommended that the teachers put more efforts on applying the 2013 curriculum in ELT class. In other word the teacher have to improve their ability and competency various methods based on scientific approach and adapt the advancement of knowledge and technology. Teacher should also improve their language competence and performance since they be role model for their student. It also important for teacher to join any training, socialization, workshop to get depth understanding how to apply this curriculum in that school, therefore 2013 curriculum in ELT class active and implement well.

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