



Curriculum Issues in Indonesia: Teacher' Implementation and Students' Perception Toward K13 In ELT

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ABSTRACT

One of the most controversial curriculums implemented in Indonesia is 2013 curriculum. After the government assigned that in 2023 all of schools are expected to use the 2013 curriculum, yet in December 2014 the Ministry of Education changed the obligation with stated that the school that implemented the 2013 curriculum for about one semester should go back to KTSP curriculum. Frequently curriculum change in Indonesia give impact for teaching and learning process and to education stockholder. This study aimed to investigate the implementation of the 2013 curriculum in English teaching practice, to know the problems that teacher and student faces in the implementation of the 2013 Curriculum in ELT practice, and also to analysis the students' perception toward ELT practice related to the implementation of the 2013 curriculum. Descriptive qualitative research is the design of this research. Subjects of this research are English teacher and student of one vocational school in Indonesia. The data were collected by using triangulation method namely interview, observation and documentation. Semi-structured interview used to get the data about the English teacher's understanding toward the implementation of the 2013. Classroom observation use to observed the English teacher's teaching practice in implementing the 2013 curriculum.

Keywords: Elementary, Learning, Schools Implementation

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INTRODUCTION

The role Curriculum has a very important role as a factor to determine the success of educational system (Law & So, 2010). According to Baet (2012) curriculum is one of the important components of the education system which is used as a reference by each unit of education, especially teachers and principals to synchronize all schools from Sabang to

Merauke. Indonesia curriculum from 1945 until now was nine times changing and revising means that there are ten curriculum has been applied, those are 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and now the 2013 curriculum. The 2013 curriculum is competency-based curriculum that emphasized on the developing of students' characters.

Based on the government policy, those schools become models in academic years 2013/2014 and in 2015 all of schools are expected to use the 2013 curriculum. Yet in December 2014 the Ministry of Education changed the obligation through Ministerial decree No.160 that consists of three points; (1) the school that implemented the 2013 curriculum for about one semester should go back to KTSP curriculum, (2) the schools that have implemented the 2013 curriculum over three semesters are allowed to continue using it, and (3) they are also permitted to go back to KTSP if their want to (Pachler, 2010). These policies indicate that there are problems in the 2013 curriculum. As in (Brindley and Hood, 1990; Fullan and Stiegelbauer, 1991) noted in Ahmad (2014) problems of various kinds arising from curriculum implementation have been recognized as inevitable, and therefore the implementation is inherently more complex than what people can anticipate. Ahmad (2014) also added that "this complexity can be perceived from several aspects, with stakeholders at different levels interpreting the curriculum policies differently than as originally conceived. The policymakers produce policies with good intentions, but unforeseen and often unwanted results may occur as the policies are interpreted by the local implementing institutions" (Kukulka-Hulme, A., & Traxler, 2005). It highlighted that the intent of this curriculum deals with globalization era demand, but in fact, in its implementation there are many problems found as to pro and contra. Ahmad (2014) in her research at senior secondary schools at Makassar found that the teachers' implementation from the planning to the assessing process indicate a strong point that in some part of the K-13, the teachers tend to change the policy based on their classroom realities. She also found that some teachers are pessimistic due to their own capacity to deal with the change.

The researcher also found the problems of the 2013 curriculum when conducts the preliminary study at SMA Athira Makassar on 19 November 2015. The teacher stated that the 2013 curriculum is a very good curriculum but he still found the difficulties in implementing it, because it is hard to change the students' learning habit into the new way of learning as in the 2013 curriculum (Soman et al., 2013). Moreover, students' perception toward ELT practices in their class is considered as an important factor in this research referred to Chang (2010) stated that the important of students' perception is "since student achievement is influenced by factors other than the teacher's actions, it is also important to understand students' perceptions" (Iyamu, 2015). Those statements emphasized the importance of investigated students' perception toward their learning process.

Based on the explanation above this research analyzed the English teachers' teaching practices in implementing the 2013 curriculum in terms of the teaching process in the standard process of the 2013 curriculum and the students' perception toward ELT practices in their class (Denso, 2010). The researcher conducted a research in SMA Athira Makassar entitled: "An Analysis on English Teacher's Teaching Practice and Students' perception toward Implementation of the 2013 Curriculum".

Referring to the explanation above, the researcher formulates the research question as follows: 1) How does the English teacher at SMA Athira Makassar implement the 2013 curriculum in terms of the teaching process on Standard Process of the 2013 curriculum in ELT practices, 2) What problems does the teacher face in implementing the 2013

Curriculum in ELT practice at SMA Athira Makassar?, 3) What is the students' perception toward ELT practice in their class at SMA Athira Makassar? And 4) What problems do the students face in ELT practice at SMA Athira Makassar?

LITERATURE REVIEW

The 2013 curriculum was preparing Indonesian people to be faithful, productive, creative, innovative, and able to give contributions to the society, and the world civilization. The 2013 curriculum itself is developed based on several factors, such as, internal deviances, external deviances, mindset improvement, strengthening the curriculum regulation and strengthening the material (CISR, 2023). The internal deviances are mostly concern on this country's learning standard and al soon the development of Indonesian people. The external deviances concerns on the globalization, technology and information, creative industry and culture, and the development of our education internationally.

According to the Competency Standards and Standard Content of the 2013 curriculum and elaborated by Latief (2013) the 14 (fourteen) learning principles that are inserted in the standard process on Ministerial decree No.65B (2013) as follows (Benkamoun, N., ElMaraghy, W., Huyet & Kouiss, 2014): 1) from students to be given out to students to find out, 2) from teacher as the only source of learning to a variety of learning sources, 3) from textual approach to scientific approach, 4) from content-based learning to competency-based learning, 5) from partial learning to the integrated learning, 6) from learning emphasizing a single truth answer to the multi-dimensional true answer, 7) from verbal learning to applicative skills, 8) the Improvement and balance of physical skills (hard skills) and mental skills (soft skills), 9) Learning that promotes cultivation and empowerment of students as lifelong learners, 10) Learning to apply the values by giving exemplary (ing ngarso sung tulodo), build willingness (ing madyo Mangun Karso), and develop creativity in the learning process (tut wuri Handayani), 11) lessons take place at home, at school and in the community, 12) Anyone is a teacher, is a student, and everywhere is the classroom, 13) the use of information and communication technology (ICT) and 14) to recognize the individual differences and culture diverse.

Yoshida (2004) described the English classes in Asian countries by stating that students are passive and the teacher is active. It same in Indonesia the model of the classroom is teacher centered with a native accent model. English is not practiced in real life situations outside the classroom, while students' main focus is on passing the exam (Minoli, 2008). Yoshida also stated that English is an international language used by different people in different contexts and that students need much exposure to a variety of English models in order to achieve communicative intelligibility.

perception according to Page & Thomas (1978:26) they stated that perception is a process by which the individual organizes and makes sense of his/her sensory (seeing and hearing) experience. Williams & Burden (1997) claim that "learners' perceptions and interpretations....have been found to have the greatest influence on achievement".

METHOD

The design of this study is Descriptive Qualitative study. The subject of the research is the teachers and students of SMA Athira Makassar in academic years 2022/2023. English teacher was interview and observe concerned to the 2013 curriculum implementation and four students was interview to get more explanation about their perception toward the ELT practice related to the implementation of the 2013 curriculum. In order to collect the data,

the researcher used triangulation method namely interview, observation and documentation. Semi-structured interview used to get the data about the English teacher's understanding toward the implementation of the 2013 in term of teaching process on the Standard process of the 2013 curriculum and to know problems face by teacher in implementing the 2013 curriculum. The researcher also observed the English teacher's teaching practice in implementing the 2013 curriculum. The indicators use is based on the teaching process in the standard process of the 2013 curriculum. The researcher also conducted the interview to four students at XI MIA 1 of SMA Athira Makassar to know how the students' perception toward the ELT practices in their class and the problems face by students in ELT practice. The researcher investigated the official document that is the 2013 curriculum document and the teacher' lesson plan. The researcher chosen four students to interview by searching the information about students' capability from students' document such as students' report card. To analyze the interview and classroom observation data, the researcher used interactive model analysis. Miles and Huberman (1994) defined Analysis as consisting of tree con-current flows of activity, the techniques of this analysis are; reducing the data, displaying the data and verification and conclusion drawing. At least all of the data was classified or coded and categorized into pieces of data and group them into themes. Then, the researcher presented and interpreted descriptively.

RESULTS AND DISCUSSIONS

The implementation of the 2013 curriculum in ELT practice. The teaching process in standard processes of the 2013 curriculum divided into three phase; opening activities, main activities and closing activities. Thus, the finding elaborated into those three phase.

Based on the 2013 curriculum, the opening activities in teaching process consisted of five main aspects that should be done by the teacher. The teacher stated that he always asked about his students' condition first to make sure they were ready to take a lesson physically and also gave the students motivation and humor to make them ready mentally. The researcher also observed the teaching practice in Mr. R class and found that he asked the students to clean off their classroom, he also checked the attendant list and he asking about students condition but the researcher did not find him giving motivation and humor to the students. He stated that he set the sit position depending on the learning activities. If the learning activities should be done by group he set the sit in grouping. In the classroom observation the researcher found that Mr. R set the group by dividing the students into some group according to their hobby but he did not set the chair position into group shape. According to Mr. R giving motivation was a very important part in teaching English that because the time allotted for English subject in the 2013 curriculum was less than in the KTSP curriculum. He also noticed that the learning time for English subject in MIA X 1 was in the last learning hour so students need motivation in order they did not feel asleep. Therefore he stated that giving students some games could make them active and focused toward the learning subject. In classroom observation the teacher not applied this aspect. It indicates that the researcher did not found any games activities or motivation given by the teacher.

The teacher noted that he connected the prior knowledge with the new materials if needed. In the classroom observation 1 he asked the students about the last materials that they had learnt, and then, he told students about the new material that would be learnt that

was procedure text. In the classroom observation 2, he asked students about the last material, and then he divided students into some group according to their hobby by pointing them one by one. In both of those classrooms observation teacher asked about the last material and the students' prior knowledge but not connected it with the new material, as he explained in the interview session that he only connected the last material with the new material if there is a relation between those materials. The teacher rarely elaborated about the learning objective and the basic competence in RPP because it seemed boring activities for students. He just told the students the main objective that should be reached. In the classroom observation 1 and classroom observation 2, the teacher never explaining about the learning objectives and the basic competence in the classroom observation 1 and 2 The teacher noted that he did it through non-formal conversation with students. He just explained the main point of learning phase. In the classroom observation 1 and classroom observation 2, the researcher initiated that the teacher also did not applied this aspect.

In the main activities, the twelve aspects that inserted in teaching process of standard process of 2013 curriculum become the indicators of this study. The first aspect was about creating orderliness and discipline in learning. The teacher noted that when he gave a command he supposed all students must be obedient. He also controlled the learning activities by monitoring the group work. In the classroom observation 1 and 2 the researcher saw the teacher never sit down in his chair. He always controlled the group working by asking their progress and by monitoring the group. The teacher also reprimanded the student who ate during the learning process to stop doing it and also asked the noisy students to keep silent. The teacher gave the students material but not whole of it, the materials just as a basic knowledge in guiding them to find out more other information during the learning process. In the classroom observation, the researcher saw Mr. R encouraging students to find out more knowledge by serving Nasi Briyani to the students and asked them to try it. After that he asked student to find out more information about how to make Nasi briyani. He also explained about the descriptive text by showing Albert Einstein and Bill Gates photo and asked students about those figure. He also gave the group task to choose one idol then write her or his biography. By those learning activities students seemed enthusiastic to find the information by searching on internet.

Mr. R stated that he always using variety learning resource. Moreover, he had created a learning website to make students more excited in learning English. In the classroom practice, the teacher not just focused on the materials in text book only. Moreover he used many interesting learning resources like internet, it seen in the classroom observation 1 when he brought Nasi Briyani and asked students to find out the information by searching it in the internet. He also gave students group task which made them using many resources to find the information. Similarly in the classroom observation 2, the teacher rolled out the biography of many popular men that did not exist in the text book. He also assigned them to discuss and write the biography of their idol that they should search from many resources.

The teacher noted that he applied the scientific method depended to the materials taught, but he confessed that he often applied it in his teaching process. In the classroom observation 1 and 2, teacher divided students into some groups and commanded them to discuss, write and present the task given to them. Through those learning activities the researcher found the five steps of scientific process in the students group activities that was observing, asking, collecting the information, processing the information and communicating.

The teacher stated that giving examples from himself was the one way to apply the attitude competence. In the classroom observation 2, the researcher saw the teacher gave reprimand to the student who said a coarse word to his friend. Moreover, he stated that by taking materials that consider a good example of good attitude also the effective way to implant the good attitude in student' selves. In the classroom observation 1 and 2, the researcher seen that the materials taught by the teacher was consisted of moral aspects, such as when the teacher told that by learning to cook Nasi Briyani they could help their mother to cook it. In the classroom observation 2 the teacher showed the Albert Einstein quote to the students that was 'a person who never made a mistake never tried anything new', then he interpreting the meaning of the quote and the philosophy of the quote. He also told students the success history of Albert Einstein and Bill Gates life.

Mr. R stated that by giving students interesting learning activities was engaged their knowledge competence. He also noted that by giving new examples that the students did not know before was enrichment their knowledge competence. Teacher applied the knowledge competence in classroom observation 1 by bringing Nasi Briyani and invited students to try it, after that he asked students to find out any information about Nasi Briyani. In classroom observation 2, he showed the Albert Einstein and Bill Gates photo and asked students about them. Students seemed enthusiastic in search the information because that learning materials was new for them and interested them.

The teacher stated that giving topic that was connected with their self made them excited to learn. Hence, they were doing their task or project by their own creativities. In the classroom observation 1, the teacher asked students to present their group chosen topic by practicing it. Teacher also asked students to make a video about doing something with their parents in home and they should make the video interesting by their own creativity. In classroom observation 2, teacher giving students group task where they should discuss, write, and present the biography of their Idol. Teacher also had given a group project where they should choose one of inspiring person and presenting it using the interesting power point.

The teacher noted that students at SMA Athira were habituated to asking and giving opinion because of the closeness between teacher and students inside and outside the classroom. Beside that teacher also encouraged them to ask and giving opinion by setting the asking and giving opinion session in learning activities. In the classroom observation, the teacher allowed students to ask and clarify any misunderstanding about the materials. He also allowed students to ask question and gave comment about the procedure text that presenting by the other group and giving students opportunity to comment and judge the inspiring figure biography the presented by the other group.

The teacher used the authentic material only if it necessary because there was an imaginative material such as narrative text that did not necessary with it. Using picture was the authentic material that he always used. He asked students to bring the authentic thing when needed such as when they learnt procedure text. In classroom observation 1, teacher serving Nasi Briyani to the students and allowed them to taste it. He used LCD to show the video of how to make Nasi Briyani. In classroom observation 2, he showed the Albert Einstein and Bill gates photo in LCD and told them their biography.

Then the researcher asked about using technology information and communication in teaching. The teacher stated that he had a website where students could search out the

learning materials. He also always used LCD in presenting the materials and it easily because every class at SMA Athira equipped with LCD. In classroom observation 1 and 2, teacher used LCD in presenting the materials. He also had opened the material taught from his blog and presenting the materials from that blog.

The teacher stated that connecting the material taught with the learners' real life made them easy to understand the learning material. He linked the material with learners' life by giving examples which were related to their local culture. In spite of that, he also always told the benefit of learning material to the learners' life. In the classroom observation 1, teacher gave the group discussion opportunity to choose the topic of procedure text that they was known and ever did it. In group observation 2, the teacher asked students about the inspiring people around them that amazed them.

Teachers noted that by applying the learning activities that exploring their own self and relating to their hobby was made them enthusiast to do their task creatively. He also gave students task and project that enhancing their creativity such as asking them to create their own narrative text then told the story in front of the classroom by acting creatively. In the classroom observation 1, teacher asked the group to present their procedure text topic by their creativities. He also gave students task to make a video of how to make something by their creativities. In the classroom observation 2, he gave them project to present the inspiring figure biography in a slide with their creativities.

In the closing activities, there are four aspects that were consisted in the teaching process of the standard process of the 2013 curriculum. Teacher stated that he asked the students to make their own conclusion about the benefit of the learning materials in the end of the learning process. In classroom observation 1, teacher asked about what the benefit of procedure text that students got after learnt it, but in classroom observation 2, teacher did not ask about the benefit of learning descriptive text.

Teacher noted that if the students did all phase in learning activities correctly he did not giving feedback anymore, but if there was a mistake or misunderstood in learning process he gave the feedback by adding the correct one without blamed them. The researcher did not find any feedback from the teacher in the closing activities at classroom observation 1 and 2. It indicated that teacher skip this phase.

Teacher noted that he always gave them task. If he gave the group task, he did not give the individual task anymore and so conversely. In the classroom observation 1, teacher gave students the individual task that was about making video related to the procedure text (the topic chosen by students). In the classroom observation 2, teacher gave the group task that was about writing the biography of inspiring figure (the figure chosen by students). Students presented it by using power point in the next meeting.

The last aspect in closing activities was gave information about the next lesson planning. Teacher answered that if it necessary, he told them what would be learn in the next meeting, but sometimes he made students curious by only told them to prepare something for the next class without explained what would be learn. The teacher skipped this activity in classroom observation 1. In the classroom observation 2, teacher told the students to present their project result in the next meeting, and prepared their self to give commend and judgment toward the other group presentation.

The problems that the teacher faces in the implementation of 2013 Curriculum in ELT practices.

To identify the problems that the teacher faced in the implementation of the 2013

curriculum in ELT practices the researcher asked about the problems that the teacher found in teaching English by implementing the 2013 curriculum. The teacher stated that because of the limited time allotted for English subject the students exploration toward English was also limited, consequently it hard to motivate students to learn English.

The students' perception toward ELT practice in their class

There are 24 students in XI MIA 1. Four of them were interviewed in this research and all of them were told that their names would not be revealed in the research report so that they felt free to reveal their feelings and thought. The students thought that the English learning in their class was interested because there were many exciting learning activities.

The students stated that discussion is the most interesting learning activities in their class, because they could work together with their friend and made them enjoyable in learning.

All of the students thought that the time allotted for English subject was limited and should be added because learning English need more time to learn and to practice.

Discussion

The implementation of the 2013 curriculum in ELT practice

The data from interview showed that the teacher's understanding toward the aspects in teaching process on Standard Process of the 2013 Curriculum was good. The teacher's statement was appropriate with the teaching process of standard process of the 2013 curriculum, but it is irrelevant with the data from classroom observation, where teacher ignored some aspects in opening and closing activities

The finding from classroom observation data showed that teacher doing all aspects of the teaching process on Standard process in main activities, but there were some aspects in opening activities and closing activities were neglected by the teacher. Accordingly, this means that the teacher did not implement all aspects of teaching process on Standard process well in his teaching practice.

In the main activities the data from classroom observation is relevant with the teacher interpretation in interview. However teacher stated that in some situation he did not applied some aspects because of their classroom realities and the material appropriateness. The teacher's teaching practice appropriate with the teaching process of the standard process of the 2013 curriculum in main activities because the supported of the completeness teaching facilities at SMA Athira. Every class is equipped with LCD and speaker and also completed by internet connection.

Regarding to the findings in closing activities, showed that the teacher inconsistence in doing the closing stage.

Thus, the result of this study show similarities with the study conducted by Ahmad (2014) that was in structuring the lesson, the teachers gave very few attentions to the opening and closing stage. Nonetheless, the result also show differences where in Ahmad's (2014) research findings the teachers seemed to be dominant and controlling, the topics and tasks were determined by the teachers, the in-conducive learning and teaching facilities at schools.

The problems that the teacher faces in the implementation of 2013 Curriculum in ELT practice

Concerning to the problems that found by the teacher, it showed that the time allotted for English subject was the main problems in teaching English by implementing the 2013 curriculum. Based on the teacher statement, the limited time allotted for English subject caused the limited time for students to explore and practice their ability in English subject.

This finding relevant with Dardjowidjojo (2000) who assumes that the numbers of hours of learning English at class in the new 2013 curriculum are less than that of previous curriculum. This brings a big challenge for both teacher and students to work harder in achieving the learning goal in a limited time.

The students' perception of ELT practices in their class

Regarding to the interviewed with the students, the researcher concluded that the English class was interested because all of them thought that the English class was enjoyable.

The most interesting learning activities chosen by students were group discussion means the application of collaborative learning inserted in the 2013 curriculum was precise.

The problems that the students faces in ELT practices

The most of the problems the students found in learning English were the difficulty in speaking English. Based on the students' statement the researcher assumed that the limited time to practice English because of the limited time allocated for English subject was caused the difficulty in speaking English.

Similarly Dardjowidjojo (2000) found that the number of hours a student spends in secondary school and the optional hours in elementary school should at least have resulted in a high ability in English by the time she/ he graduate from senior high school. The outcome, however, is far from the expectation. It seems that a high school graduate is unable to communicate intelligibly in English.

CONCLUSION AND SUGGESTION

The implementation of the 2013 curriculum in SMA Athira Makassar is mostly accordance with the teaching process mentioned in the Standard process in the 2013 curriculum. In the main activities, teacher's do all aspects on the teaching process in Standard process. However, some aspects in opening activities and closing activities neglected by the teacher. This indicated that the teacher gave a few attentions to the opening and closing activities. The limited time allotted for English subject that is only two hours a week was the main problems in teaching English by implementing the 2013 curriculum. The students' perception toward the ELT process in their class was positive because all of them stated that the English class was enjoyable. The most problem that the students found in learning English is speaking. Based on the students' statement in interview, the researcher assumed, the limited time to practice English cause the difficulty in speaking English.

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