

THE ENGLISH TEACHERS' PERCEPTIONS AND PROBLEMS IN IMPLEMENTING CURRICULUM 2013 IN SENIOR HIGH SCHOOL

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Abstract

Teachers' perception toward the implementation of the new curriculum is one of the fascinating topics to discuss. This research explored the teachers' perception and problems in the implementing of curriculum 2013 in two senior high schools. It was conducted in qualitative research and the technique of collecting the data by was the interview. The participants of this study were two English teachers who taught at different senior high schools in Sambas. The data analysis was from teachers' statements and answer. This research focused on the teachers' perception and problem based on some indicators, namely teachers' knowledge, teachers' emotion, teachers' behavior, and teacher's motivation. The result of this research showed that teachers had good perception toward implementing curriculum from their understanding on curriculum 2013. Furthermore, this study showed some problems such as applying the scientific approach, the students' capability, and time allocation.

Keywords : teachers' perception, teachers' problem, curriculum 2013, senior high school

1 INTRODUCTION

The curriculum is one of the essential elements in education since its role is as a guideline in educational practices. According to Act number 20, 2003 about the national educational system, the curriculum is a set of plans and arrangements covering education goals, contents, learning materials, and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set (Presiden, 2013). Based on that definition, there are two dimensions of the curriculum, the first is setting the plan, content, and material, while the second is preparing the means used for learning activities.

In 2013, the Indonesian government starts to implement the new curriculum named curriculum 2013. The change of curriculum in Indonesia has gone through a long history since post-independence, Starting from the curriculum that was first called *Rencana Pelajaran 1947* to the newest one till Curriculum 2013. Muhammad Nuh, the previous Minister of Education says "Renewing and developing curriculum needs to be done because a curriculum should be able to go along with the era development"(Mulyasa, 2013).The previous curriculum did not emphasize the development of human resources character. For that reason, Curriculum 2013 focuses on building students' characters and competences. The goal of applying this curriculum is to facilitate Indonesian people to be productive, creative, innovative, and effective through integrated attitude, skills, and knowledge emphasis. Mulyasa (2013) stated Curriculum

2013 also proposes an idea to integrate attitude in education.

There were some differences between curriculum 2013 and curriculum before relating the elements of the curriculum like changing competency standards, process standards, content standards, and assessment standards. Standards of graduates' competence divided into attitudes, skills, and knowledge (Permendikbud, 2013). Another change is the reduction of the subject, the addition of classes, textbooks, and guidelines prepared by the government. Moreover, the implementing of curriculum 2013 has become a big challenge for teachers to implement in their schools.

Furthermore, teachers should understand the purpose of curriculum 2013, as the curriculum has been made on the basis of students' need. In other words, teachers are a key factor in the successful implementation of a curriculum as Hamalik (2009) stated that one of the important elements in the implementation of the new curriculum is a teacher. Then, according to Richard (2001) has stated that the government needs teachers' active participation in the implementation of the curriculum. Therefore, teachers have to understand what is the goal of curriculum 2013 and know what they are going to carry out in the classroom.

As the newest curriculum, curriculum 2013 is more emphasize in character of education, especially to improve students' competencies and character building (Kementrian dan Kebudayaan, 2013). There are four aspects of competencies expected to be achieved such as spiritual, attitude, knowledge and skills which are then

stated in the Core Competencies (Kompetensi Inti/KI). Those aspects are stated in the purpose of national education (Pasal 3 UU No 20 Sisdiknas 2003) stating that "To develop students' potential to become a faithful and pious man, noble, healthy, knowledgeable, skilled, creative, independent, and also to become a democratic and responsible citizen."

Dealing with the above idea and particular purposes, it comes several issues in implementing the 2013 curriculum that is related to teachers' perception and teachers' problem in English Language Teaching (ELT) practices. Teachers' perception and problem in implementing curriculum 2013 gave big effect to reach the goals and to improve the curriculum documents. First issues, the perception of the teachers toward a new curriculum is important since the teacher is the one who implements the curriculum in the classroom.

Perception can be defined as a process that involves people to organize and interpret their sensory impressions with the aim of giving meaning to their environment (Robbins, 2005). Srakang (2013) defines teachers' perceptions influence what teachers do both inside and outside the classroom. According to Jia (2004) states that recognizing teachers' perceptions and belief gains a deeper understanding of teachers' behaviors in the classrooms and provide guidance for enhancing teachers' practice. It means that teachers' perceptions play a significant role in the teaching and learning process since they do not only influence teachers' decision making and teachers' actions, but also provide significant insights into many aspects of education.

Second issues that teachers' problem in implementing curriculum 2013, Sahiruddin (2013) moreover investigates the common problems faced by the implementation of 2013 curriculum. They are students' lack of motivation, poor attitude toward language learning, big class size, unqualified teachers, and cultural barriers for teachers to adopt a new role of facilitators. In the context of ELT, the reduction of allocating time for English subject at school as well becomes the problem. These issues then make several consequences for language teaching and learning process in Indonesia.

Based on the explanation above, the researcher is interested to investigate The English Teachers' Perceptions and problems of the implementation Curriculum 2013 in senior high school. This research focuses on two English teacher from different senior high school. The first teacher is from SMA Negeri 1 Sambas and the second teacher is from MA Negeri 1 Sambas. The researcher is interested to investigate these schools because these schools are as referral school in implementing curriculum 2013 from different ministry department site, SMA Negeri 1 Sambas is as a favorite school from Kemendikbud site and MA Negeri 1 Sambas as the best school from Kemenag site. To accomplish the

research, the researcher has some formulates as the research question, such as:

- a) What are the teachers' perceptions of the implementation curriculum 2013 in their high senior school?
- b) What are problems when teachers implemented the 2013 curriculum in their high senior high school? Relating to the research question, the objectives of this research are:
 - a) To find out and analysis the teachers' perception in implementing curriculum 2013 in senior high school.
 - b) To find out and analysis the teacher's problem in implementing curriculum 2013 in senior high school.

2 LITERATURE REVIEW

2.1 Teachers' Perception in Implementing Curriculum 2013

Perception is the process of interpreting what happens in a certain surrounding area which is seen from someone's point of view. People have the ability to think and perceive things that happen around them based on their understanding. William (2005) defines perception is our recognition of information that we get around us and how we respond to it and use it to interact with other people in our society. It means, although the information is received in the same way, but there is the interpretation of the person varies based on the capacity of the way toward interpreting it. Everyone has different capacities to understand information in accordance with their level of intelligence. Therefore, it can be said that perception is the ability to interpret information relating to the intelligence having received and processed that information (Majid, 2009).

In this research refers to the English teachers' perception of the implementing of curriculum 2013 in senior high school. The curriculum designers, teachers, students could interpret the same curriculum quite differently due to their individual and collective experiences and value systems. It means that teachers may have their own views about the curriculum. Different perceptions in implementing curriculum 2013 between each other are affected experiences and knowledge in the teaching learning process, Nurhayati (2018) explains the indicators of teachers' perception in implementing 2013 are as follow:

- a) Teachers Knowledge
Teachers get knowledge relating curriculum 2013 from the training of curriculum 2013 and teachers' education background. The training can help them to apply curriculum 2013 and enrich the method in the learning process. Teachers' educational background relates to the degree that teachers have completed and the knowledge that they have learnt. It can give

impact to their practice of teaching method and implement curriculum 2013 in their class.

b) Teachers Emotion

Teachers emotion affect their perception, teacher emotion involve their feeling while they apply curriculum 2013. If they feel enjoy in learning, they will have a good perception of curriculum 2013. While they do not enjoy, they will have a negative perception. However, their knowledge can help them to manage their negative feeling.

c) Teachers Behavior

It explores teachers apply scientific approach, teaching order and teaching interaction between teachers and students.

d) Teachers Motivation

It relates to teachers' readiness in implementing curriculum 2013 and teachers willing to improve their personality and knowledge.

These indicators are at the base of interview questions for two teachers s the object in this research.

2.2 The Curriculum 2013

Particularly in Indonesia, the school curriculum has been modified and improved in many times to create a sterling education and better learning opportunities. Nowadays the government has considered the curriculum 2013 as the new curriculum that should be followed and taught in Indonesian schools. The government has succeeded in producing curriculum documents that served as frameworks and syllabus in all subjects from primary level to senior high level.

Curriculum 2013 is a continuation and development of Competency-based curriculum that has been started in 2004 which covers competency attitudes, knowledge, and skills (Hidayat, 2013, p.1). According to Nuh (2013) there are four components change in curriculum 2013: objective, content, process and evaluation. Further, the component change in curriculum 2013 covers the graduate standard, a standard of process, a standard of content and a standard evaluation. The main purpose of curriculum 2013 is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). Curriculum 2013 is created to complement the previous curriculum. Every curriculum has a different purpose based on the Era. Especially curriculum 2013 is emphasized on attitude, skill, and knowledge.

To reach the goals of curriculum 2013, the government provides a suitable approach in implementing curriculum 2013 that is the scientific approach. The Scientific approach is defined as the process of finding out information in science which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). It means that the

scientific approach is a body of technique for investigating phenomena, acquiring new knowledge, correcting and integrating previous knowledge. Tang et al. (2009) states that scientific approach has the characteristic of "doing science".

3 METHOD

This research was conducted by using a qualitative research. Qualitative research is done to discover and understand a phenomenon, a process or a perspective and/or worldviews of the people involved (Merriam, 1998). Furthermore, qualitative research studies are aimed at describing and analyzing phenomena, events, social activities, behavior, truths, perceptions and individual or group opinions (Sukmadinata, 2010). The data can be gathered through interviews and document analysis which will be described and analyzed by the researcher.

In completing this study, the researcher collected the data by using the interview. The interview was expected to get information on teachers' knowledge, idea, and perception about the curriculum 2013, and its problem in their school. The questions of the interview such as:

- a) What do you think about implementing curriculum 2013 at senior high school?
- b) What is your opinion about implementing curriculum for senior high school, is it a suitable curriculum for senior high school?
- c) Have you done all the steps of the scientific approach in your class?
- d) Are you arrange lesson plan or prepare material before coming to the class? is it important and why?

After collecting the data from the interview, the researcher analyzed the data by grouping the answers of teachers, reducing the data and the next step was to display the data.

4 RESULT AND DISCUSSION

4.1 Result

This section shows the finding of the data from teachers' interviewed with two teachers from different senior high school. From the answer of the questions, the research showed that two English teachers' perceptions and some problem in implementing the 2013 curriculum that teachers' perception and problems were influenced by the teachers themselves, students, and conditions of the school. After analyzing the answers from the interview, the researcher classified perception in some categorize like teachers' knowledge, teachers' behavior, and teachers motivation. Then, teachers' problem is classified into four aspects namely applying scientific approach, the students' capability regarding material, and limited time.

The following explanation describes the result of this research regarding those teachers' perception and teachers' problems.

To evaluate teachers' perception and teachers' problem in implementing curriculum 2013, the researcher asked some questions relating teachers' understanding about the basic concept of curriculum 2013 involving the goals of curriculum 2013, applying scientific approach, and teachers' problem in their class, the questions as follow:

a) Teachers' knowledge relates their understanding on curriculum 2013.

The first teacher had followed the training, he said that the goal of curriculum 2013 created active students because students did not only memorize the concept but also they should find their own concept about particular material which relating with their life. Then, the second teacher also had followed the training. He stated that changing curriculum is in the approach and the goals. Curriculum 2013 applied the scientific approach and the goals of curriculum 2013 are to complete the previous curriculum. The previous curriculum was the only emphasis on knowledge, but curriculum 2013 improved more than knowledge like improved character building, social value, and a religious value. So, the goal of curriculum 2013 was not only being knowledgeable in academic but also being intelligent from the emotional quotient (EQ) side. Not just IQ but also EQ, so it was balanced.

b) Teachers' emotion relate teachers feeling on implementing curriculum 2013 for senior high school.

The first teacher said he was enjoyed in the implementation of curriculum 2013 because he could encourage his students to be active in the classroom. Curriculum 2013 was really good for senior high school because it could develop the students' skill, knowledge and attitude. Curriculum 2013 creates students to study in a group. It can help students to explore their idea and their thinking. This activity will need much time., so he prepared lesson plane before coming in the class. Then, the second teacher shows his anxiety toward implementing curriculum 2013 because ineffective the time allocation in teaching learning process. Time allocation does not cover all steps of the learning process and also his students still have low knowledge about English and he got difficulties to encourage students to participate in the class.

c) Teachers behavior relate applying curriculum 2013.

The first teacher said he always applied the five steps of scientific approach in sequence but form his experiences that he could not finish it in one meeting then it was continued the five steps in the next meeting. He got good response from some students while he applied it and combined it with interesting media like pictures, PPT, video, etc.

Then, the second teacher did not apply the five steps of scientific approach in sequenced because of limited time and characteristic of his students. If he forced to apply the scientific approach, he was worried whether his students understood or not.

d) Teachers' motivations relate their readiness and willingness.

To know about teacher motivation, the researcher asked about their preparation on the lesson plan and material of lesson. The first teacher said that he arranged one lesson plan for two meetings and he prepared material based on objectives of lesson from government book and some other references from other book or internet. The problem in addition, when he combined the method of teaching to the scientific approach, some students were quite passive because they needed much time to express their idea and he also needed time to help his students in conveying their thinking. It made ineffective teaching learning process although he had prepared lesson plan and material. However, he always prepared suitable strategies to apply in his class. According to him, teachers must make preparation before teaching.

While, the second teacher stated that preparing lesson plan before teaching and learning is important, but he did not prepare it as he needed time to prepare it and he considered that through the guidance of book was good to explain the material. In some cases, he made a note or draft of teaching which mentioned the goals that should be achieved by students, the method of teaching, and the material. He said that he had problem his students that the students were most passive and got difficulties in understanding material

4.2 Discussion

the teachers' understanding and practicing the teaching and learning process is the key to success in implementing curriculum 2013, although the curriculum is designed by the government. There were some indicators in implementing curriculum 2013 at a senior high, namely:

a) Teachers knowledge

Based on the answer, the teachers followed the training of curriculum for several time. They got information relating curriculum 2013 as basic knowledge for implementing curriculum 2013. The training was 2 till 3 days but it was not effective for the teacher who followed only once. All teachers in this research had good understanding toward curriculum 2013. Their knowledge about curriculum 2013 was quite close to the basic principles of curriculum 2013. They agreed that understanding the goal of the curriculum was

essential for the teacher before they implemented the curriculum in the teaching process.

First teacher and second teacher recognized that the goal of curriculum 2013 was to refine the previous curriculum and to design intelligent student with a good attitude. Both of them thought that curriculum 2013 had the goal to create active students and build a good character of the students as well as knowledge and skill. Thus, the students were not only clever but also have a good attitude. They agree that curriculum 2013 is suitable for senior high school and the teachers reported that the changing of curriculum is in the approach and the process of assessment. The data from interviews revealed the teachers' understanding about the implementation of the curriculum 2013

b) Teachers emotion

Teacher emotion in implementing curriculum 2013 is very crucial because it effects in interaction with students. From the teachers explanation, first teacher could manage their students because he felt enjoy. While, the second teacher felt anxiety in teaching learning that showed effect his low effort in encouraging students to be active. From teacher answer can be concluded that the problem faced by the teacher relates the feeling of teacher, allocation of time and students knowledge in English. The Government decreases the time in English subject from 4 hours to 2 hours in a week. It just will make the teachers difficult to increase the students' skill in English.

c) Teachers behavior

Teacher behavior relates with applying curriculum 2013 in the class. Based on the result above, it can be concluded that teachers understand the principles of scientific approach and the basic concept of 2013 curriculum (i.e. inquiry-based learning, project-based learning, discovery-learning, problem-based learning, and task-based learning) but in terms of applying this concept, they did not apply it effectively since the students were quite passive in the classroom. They were shy, afraid, and not confidence. They also regarded that English is difficult. Another problem in applying this approach was teachers could not apply students-centered learning since students still depend on their teacher a lot. This is, of course, becoming the challenges for teachers making students be active. Therefore, teachers and government need to take consideration for the schools which have low input of competences in order to apply not only limited on scientific approach but also other approaches in order there are various methods of teaching.

d) Teachers motivation

Teachers motivation relate with teachers readiness in teaching learning and teachers willingness to develop their knowledge. It can be known from their preparation in making a lesson plan and material lesson effectively. Through lesson plan, the teachers can arrange the learning activities systematically based on the scientific approach in the 2013 curriculum. Based on the result above, it can be concluded a preparing lesson plan and material of lesson is very important because it showed the teacher's readiness. Although two teachers agreed that making lesson plane and lesson material is crucial but there was still a teacher who did not prepare it in detail since it is very complicated. One of them got difficulty in identifying and arranging the learning objective, indicators, material, method of teaching, learning activities and evaluation. However, without a detail lesson plan, those teachers used government book as guidance in their teaching and sometimes they made a draft or outline about their teaching planning in general.

5 CONCLUSION

Based on the discussion above, this study explored the teachers' perception and the problem of implementing curriculum 2013 in senior high school. From the interview of two teachers and some data, the researcher drew a conclusion. Teachers have a good perception in implementing curriculum 2013 because they could explain the basic concept of it. There are some factors as an indicator of teachers' perception in implementing curriculum 2013 like teachers' knowledge, teachers' emotion, teachers' behavior and teachers' motivation. The findings of the research revealed that there are some problems found in implementing curriculum 2013; applying the scientific approach, the students' capability, and allocation of time.

Based on the finding problem in implementing curriculum 2013, there are some suggestions that teachers should improve their competences and keep up with the advance of knowledge and technology by participating any training, workshop and socialization of curriculum 2013. Besides, the teachers have to improve their various teaching, methods, and increase their creativity in making interesting material for the students. Furthermore, teachers should prepare a lesson plan and material before coming to the class in order for the teaching and learning process will be run smoothly and students will be more motivated in the learning process.

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