Comparison Curriculum Analysis between Indonesian KTSP 2006 and 2013 Curriculums

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Abstract
Education has become a part of human life. It is given to individuals differently depending on where the educational activities take place. In order to maintain the consistency of education in certain areas, there is a need for a curriculum that defines the materials and learning standards that must be taught and achieved in educational institutions based on the customs of each area around the world. One method of curriculum implementation is through textbooks. They are tools in which curriculum materials and standards are implemented to support teaching and learning activities. Textbooks always have problems with the content related to the implemented curriculum. There is a need for evaluation to assess the effectiveness and efficiency of textbooks. This study examines the existing implemented curriculum with the textbook contents. Two textbooks, "Bahasa Inggris" based on Indonesian Curriculum 2013 and "Developing English Competences" based on Indonesian KTSP 2006 curriculum, are used for assessment and evaluation. Qualitative method called document analysis is used by implementing McGrath's theory to evaluate textbooks. The results are the difference and validity between the textbooks contents and both the 2013 and 2006 KTSP curriculum. Both are considered suitable, but with some difficulties in certain degrees in teaching and learning activities.

Keywords: Textbook, curriculum 2013, KTSP 2006, analysis, comparison

1 INTRODUCTION

The textbook is the most common medium for teaching and learning, and it can be one of the factors that determine whether or not a teaching-learning process is successful (Surtikanti, 2020). The instructor requires materials from various instructional resources, such as textbooks, the internet, the mass media, and so on, to meet the teaching and learning objectives. The textbook is one of the most typical instructional resources used by the teacher. One of the things that determines the success of teaching and learning is a good textbook. It’s because the textbook serves as a basis for classroom learning and a guide for teachers to ensure that teaching-learning activities run smoothly, effectively, and efficiently, as well as for students to ensure that they can participate fully in teaching-learning activities. According to Tomlinson (2012), as mentioned in Mulyaningish (2019), a good textbook should provide students with useful information about the subject and help them practice what they have learned. This means that the book should be easy to understand and helpful in learning the language. A good textbook not only provides information, but also helps students learn by doing. The book gives them the opportunity to practice what they are learning in real situations. It also encourages students to ask questions and explore new ideas on their own.

There are several textbook issues from various publishers, including inappropriate content (Susiati, S., & Mufidati, 2020). Many textbooks in Indonesia have recently become debatable. They bring up themes like pornography, LGBT problems, and divorce, which have recently received a lot of attention in the mainstream media. This raises concern in society, particularly among parents. Unfortunately, teachers are occasionally aware of such elements in a textbook while teaching in the classroom. As a result, a textbook should be appropriate for the curriculum and address the needs of the students. The government issued standardized
textbooks to combat and control textbook distribution (Susanto, 2014).

A curriculum is a set of plans and rules related to the goals, content, teaching materials, and methods which are used to implement instructional activities to achieve specific educational purposes, according to the Indonesian Institution of National Education Standards (2006). Its specific goals include national education based on potential local needs, education units, and learners. Besides that, there have been several curricula changes in Indonesia since 1947; the least was the change of 2006 KTSP into Curriculum 2013 (Theodora, Berta Dian, Haryanto, & Marti’ah, 2017). Besides that, curriculum currently applied in Indonesia is Kurikulum-13, often known as kurtilas. The K-13 curriculum is an adaptation of the previous curriculum, the School-Based Curriculum (KTSP).

Some criteria in evaluating an EFL textbook include layout, design, language level, methodological aspects, and other aspects (Ayu & Indrawati, 2019). However, some factors linked to the physical attributes of textbooks, such as layout, design, size, and visuals, should be included in the evaluation checklists. Other essential factors to consider are assessing textbook technique, material availability based on curriculum, language skills, themes, language appropriateness, and cultural element. From this, the textbook assessor should establish their priorities and create a checklist by applying some of the criteria above and adding others depending on personal preferences.

This research aim is to compare the EFL textbooks evaluation based on KTSP and Curriculum 2013 published by the government. Using document analysis to attempt to determine the usefulness and efficiency of the textbooks Developing English Competencies and Bahasa Ingris, as well as the differences between them. Document analysis can provide some hypotheses for further research and serve as a reference for comparing the two textbooks.

2 LITERATURE REVIEW

2.1 Evaluating ELT Material

Textbook evaluation is essential to filter and choose the proper materials for the benefit of learning and learning objectives (Ponnusamy et al., 2021). Both predictive and retrospective evaluations aim to make the teaching and learning environment more effective, according to the aforementioned definitions. Both types of evaluation assist teachers in making appropriate measurement regarding the effectiveness of their teaching, including the materials they use (Alsulami, 2021). There are three basic methods of analysis and evaluation, which are impressionistic method, the checklist method, and in-depth method (McGrath, 2005).

2.2 The Use of Textbook

Textbooks are described as tools that are used as learning media in most educational institutes mainly in schools, which are provided by the government to support teaching and learning activities (Ilahi, 2019). In the case of language learning, textbooks become the primary component or key to the success of language learning (Munir et al., 2021). The main function of textbooks is to focus and emphasize the new instructions and structure of knowledge to give a better understanding of the main topic or core of the content structure in language learning (Mithans & Ivanuš Grmek, 2020).

2.3 Curriculums that Used in Indonesian Schools

Concerning the existing implemented curriculums in Indonesia, the curriculum of KTSP 2006 and the curriculum of 2013, the curriculum of KTSP 2006 is implemented in a manner where each educational institute determines its preparation and activities based on the competence standards and basic competencies set by National Education Standard Agency. It is more suitable and adaptable to the environment of each educational institute (Hakim, 2017). While the 2013 curriculum is more integrated to provide a better learning experience and skill simulation such as observation, communicating, asking, and reasoning (Hakim, 2017). This is why textbook evaluation must be objective to bring more perspective toward the accuracy of materials evaluation within the textbook (Alsulami, 2021).

3 METHODOLOGY

To analyze the textbooks, this study employed a descriptive research model. The information was gathered from two EFL textbooks: "Bahasa Ingris" based on the 2013 Curriculum and "Developing English Competencies" based on the KTSP for the IX Grade. To compare the two textbooks, the checklist approach was used. The four strengths of the checklist technique are that it is explicit, convenient, cost-effective, and methodical. Both were evaluated, compared, and explained using McGrath's (2005) criteria for a successful textbook: (1) practical consideration, (2) support for teaching and learning, (3) context relevance, and (4) attractiveness.

4 FINDINGS AND DISCUSSION

This article will discuss the results of checklist evaluations that have been developed from different research papers. The discussion will be based on some criteria in McGrath’s theory. There are four advantages of using the checklist method in making the evaluation. Those advantages are systematic, effective, and explicit, and information is recorded thoroughly for easier comparison. There are some
findings found within the criteria of a good textbook based on the McGrath textbook criteria (McGrath, 2015).

### 4.1 Findings

In the finding section, the researchers discussed the results of both textbooks. The evaluation checklist can be seen in the table below.

<table>
<thead>
<tr>
<th>Checklist Evaluation</th>
<th>Developing English Competencies textbook based on KTSP 2006</th>
<th>Bahasa Inggris Textbook based on 2013 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical consideration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Accessibility</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>b. Support availability</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Support teaching and learning activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Learning instruction</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>b. Teacher’s guide</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Context relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Daily practice implementation</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>b. Learning topic</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Attractiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Task variety</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>b. Teaching flexibility (instructor or facilitator)</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>c. Attractive to students</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

**Table 1. The Results of Evaluation Checklist**

First, it explains the results of the “Developing English Competencies” book that is based on the KTSP 2006 Curriculum. For practical consideration, the book has accessibility to all learners and is also easy to learn based on the materials included within it. However, the textbook comes with no additional support or anything such as a teacher’s guide as a supporting tool to assist teaching and learning activities. Second, in the aspect of supporting teaching and learning activities, in each chapter, there is a column that indicates the learning objectives for each chapter. However, there are no specific guidelines regarding what materials should be taught and learned. Only questions and exercises are available with no further and clear instructions which correspond to the learning objectives. Third, the context is relevant to daily practices and learning topics. Last, the attractiveness of the textbook does not truly attract readers as it mostly only contains tasks and questions. This prompts the teacher to act as an instructor to guide the learning and teaching activity based on the learning materials within the textbooks.

The other textbook that is based on curriculum 2013 is the “Bahasa Inggris” textbook. First, in the practical consideration, the textbook is easily accessed by many regular learners and for public consumption in form of both online textbooks and printed textbooks. Judging by the materials within the textbook, the materials are somehow difficult to implement in real-life occasions and practices. Second, the support teaching and learning activities, the textbook comes with a teacher’s guide book which is useful for teachers to determine and choose which materials should be taught in order, how materials should be taught effectively, and what materials are taught in the textbook. The textbook also has many instructions and guidelines for the textbook itself which enables or allows students to learn materials within the textbook by themselves due to clear instructions and information. Third, the context is relevant to daily practices and learning topics. Last, the activities within the textbook have more varieties which give.

### 4.2 Discussion

Based on the findings which have been made or listed in form of a checklist, some points can be explained. The practical consideration in terms of accessibility of both textbooks is quite high due to being able to access without needing any kind of tools or certain requirements toward the materials. Both are available offline or in printed material to be read and used for teaching and learning, but with the addition of “Bahasa Inggris” based on the 2013 curriculum being available online with some supporting tools or media which is a teacher’s guide. Materials are open to the public for individual
learning without any limit toward knowledge development. Materials can be implemented for individual learning and are open to being developed for certain necessities of learning by every individual.

The characteristic of KTSP 2006 which is more limited to the individual implementation of learning and teaching activities, is reflected in the “Developing English Competencies” textbook as the textbook contains mostly tasks and questions with only learning objectives written for the chapter. This kind of trait has teachers guide the materials for teaching and learning activities where each teacher has their own opinion in bringing materials. This gives the comprehension that students are exposed to only theories and practices being guided and led by the teacher’s teaching and guidance. This is in contrast to the 2013 curriculum which is more flexible in the learning materials. The Bahasa Inggris textbook based on the 2013 curriculum shows that students are allowed to make their learning by the availability of clearer instructions and learning goals, in which students can implement the knowledge in the textbook without needing many guides from teachers. The design of content and materials within the textbooks in 2013 based textbook are more creative with flexible or non-monotone activities with some instructions which makes it interesting for students. However, due to the difficulty of 2013-based textbook, the teacher serves as a facilitator to facilitate the learning materials. While the KTSP 2006-based textbook may have easier materials to learn due to being based on the predecessor of the 2013 curriculum, but requires the teacher’s guidance to understand how to implement the materials or knowledge gained from the textbook in real-life practices.

5 CONCLUSIONS

Based on the findings and discussion, the Developing English Competencies and Bahasa Inggris textbooks are considered as suitable for learning according to the corresponding implemented curriculums. There are also gaps in both textbooks such as the textbook entitled “Developing English Competencies” based on KTSP 2006 lacks explanations. Besides that, the textbook entitled “Bahasa Inggris” based on the 2013 curriculum is considered as good and it can encourage students' participation effectively during the English lesson. Makes the textbook lacks explanations in the “Developing English Competencies” book makes it inefficient due to the need for more teacher and student interactions, which wastes more time. From this, the” Bahasa Inggris” book on the 2013 curriculum is considered more efficient for teaching and learning activities, but the KTSP book is more teacher-oriented whilst the 2013 curriculum-based textbook is more student-centered.

6 REFERENCES


### 7 ACKNOWLEDGEMENT

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