

English Teachers' Competences in Implementing the 2013 Curriculum

Annisa Dinata^{1(*)}, Hermawati Syarif²

¹Dept. of English Education, Faculty of Language and Arts, Universitas Negeri Padang, Padang, Indonesia

(*)✉ (e-mail) dinata.icha@gmail.com

Abstract

Competent teachers are needed to achieve aim of curriculum. One of aspect in implementing curriculum is teacher's teaching performance. This research is descriptive research since the purpose of this study was to find out the problem that teacher faced in implementing the 2013 curriculum. To get the data, the researcher interviewed two English teachers. Based on the interview, the problem in the implementation of 2013 curriculum is that some of teachers are confused about how to create creative teaching method or how to choose appropriate method in language teaching. Based on the result, the researcher suggested that to maximize the function of MGMP, a forum discussion for teacher, to find out a creative teaching method.

Keywords: Implementation, 2013 Curriculum, teaching methods

Introduction

Curriculum is like a compass which guides a 'ship' to sail the world of education. Like a compass, curriculum has an important role in organizing, directing, and guiding the learning activities. Hubball and Burt (2004) mention that the reformation of curriculum is a complex, diverse, and repetitious process, in which ideas are made into policies, transformed into behaviour, and expressed as social actions. Related to reformation and importance of the curriculum, education practitioners in Indonesia are continuously looking for ways to improve the quality of education. This is in line with the bases of the 2013 curriculum which is developed from two philosophical theories, namely reconstructivism and Gestalt theories (Farisi, 2013).

In its early issuance, the idea of 2013 curriculum received many attentions and responses from a number of groups. It can be seen that the 2013 curriculum is a competency-based curriculum design, in which its development remains focused on achieving the competences formulated from the standard competences (SKL). The implementation of 2013 curriculum starts from a number of views including: 1) challenges of the future; 2) competences of the future; 3) negative phenomena; and 4) perceptions of the public, in which the four views cover several dominant aspects namely; the convergence of science and technology, quality, investment and transformation in the education sector and the ability to think clearly and critically, the ability to consider the moral aspect of a problem, plagiarism and social unrest, and less characters (Kemendikbud, 2012, 2013).

Teachers' competence is the main important point in the successful implementation of the 2013 curriculum. Ummah (2013) argued that competence is a set of knowledge, skills, and behaviors that teachers should have in carrying out their professional duties shown from their work. Thus, teachers' competence can be defined as the whole knowledge, skills and attitudes that are illustrated in intelligent and responsible action in performing the duties as the learning agents.

Related to English teachers' competences in Indonesia, the data in 2015 show that it is quite alarming. Retrieved from webpage *detik.com*, it was told that average of teacher competence in Indonesia was only 44.5 point which is far away from standard. Other phenomena happened in Padang. The average of English teacher competence examination (2017) that was held by The Unit of Training and Teacher Development which is under Indonesian Education Ministry, is 59.91 point.

Meanwhile, data from Solok Selatan showed that English teacher competence of Solok Selatan is 55.14 point. . It means that teachers in Padang and Solok Selatan have not achieved the minimum score of teacher competence which is 70 point Based on these data, this will greatly impact the implementation of the curriculum in 2013. The teacher with low level of competence will have difficulties in delivering the learning materials and cannot innovate in using models, approaches, strategies, and learning methods well.

Since teachers' competences are needed in implementing 2013 curriculum, teachers have to develop their competences of knowledge, skills and attitudes. In fact, the 2013 curriculum challenges teachers' skills exclusively in the use of appropriate method in teaching. The use of appropriate method becomes challenging if teachers lack teaching method knowledge. Because of insufficient teaching method knowledge, teachers are not be able to be creative which means the strategy that teachers use does not develop. In short, the problem in the implementation of 2013 curriculum is teacher's less creative teaching method.

Based on the elaboration above, the implementation of the 2013 curriculum in view of teacher competences of teaching method in West Sumatra, especially Padang and Solok Selatan, is needed to be analyzed. It is about to see and describe teacher's competences in implementing the 2013 curriculum since teacher's competences is crucial aspect of implementation of curriculum. To collect the data, writers did several interviews to some English teacher in West Sumatra and the writer got the other research data from another article related to this paper. Based on the result of interviewing, the successful implementation of 2013 curriculum in teaching English is based on teacher's competency in applying appropriate creative teaching methods.

Method

As this research described the current condition of how English teachers' competence in implementing 2013 curriculum, descriptive research is considered as the appropriate design to be applied. It is supported by Anderson (1998:107) who states that any approach that attempts to describe data might be referred to a descriptive method. Moreover, Gay and Airasian (2000:11) state descriptive study is conducted to obtain information about the preferences, attitudes, and practices of some group of people in order to answer a range of questions about the current status of the subject of the study.

The data were gained by interviewing 2 English teachers; one is in Padang and the other one is in Solok Selatan. The interview is in order to know the problem in in implementing 2013 curriculum. I also asked the teachers about the difficulties in implementing 2013 curriculum. Other questions are teacher challenges in preparing lesson plan, teaching and learning process. To support interview data, I also remark another findings from others research.

Results and Discussion

In order that the 2013 curriculum can be implemented properly, it requires the maximum and well-planned preparation. McDermott (2011) suggests that the curriculum is a series of steps that have been determined and organized to adjust the *output* at a specific objective. In relation to the dimension of teaching planning, teachers do not put their best efforts in planning the lesson. The first interviewer, one of the English teachers in SMAN 7 Padang and the former leader of English Teacher Association, stated that teachers still assume that lesson plan is a part of administration. Most of teachers do not realize the function of lesson planning generally; as teaching activity guiding (teaching) and to determine how to assess the students by using that particular method. Based on 2013 curriculum, some teachers did complain about the framework of 2013 curriculum lesson planning. But, the first interviewer said that there is no difficulty in planning teaching activity. Even 2013 curriculum provides clear direction to teachers how to create lesson planning. The problem is that teachers is difficult to determine what appropriate method or approaches which has communicative outcomes. The difficulty appears because of the teacher's lack of motivation to enrich

themselves in creative teaching. Some of them do not like to attend some seminar of education or actively participating in teacher's community. But even before the issuance of the 2013 curriculum, the problem of lesson planning was found. Therefore, at the end of teaching process, teachers who did not have lesson plan are not able to prepare students for teaching activity well. Lessons must be planned thoroughly and include all components of an essential curriculum.

The main point of the implementation of 2013 curriculum also comes from the dimension of teaching process. The dimension of teaching process should be done with creative teaching to assemble students become communicative which is the expected result of 2013 curriculum. To create communicative classroom, absolutely teacher should think creatively of what method that they want to use. Teaching method is believed help students to achieve purpose of learning effectively. To create creative teaching method, creative teacher is needed. Creative teachers' pedagogic practice is seen to be most effective when they help children find relevance in their work either through practical application or by making emotional and personal connections (Abbs, 2002; Woods & Jeffrey, 1996).

The problem found in the field is that some teachers are difficult to adopt or adapt some teaching approaches. The first interviewer mentions that one of the solutions to enrich teacher's knowledge of teaching approaches is by attending discussion of English Teachers Association to solve problem in teaching process. MGMP facilitate teachers to solve teaching problem by discussing in that forum. "but teachers do not use utilize this forum properly. For example, around 200 English teachers in Padang, but only 40 teachers who attend MGMP every meeting", she said. It is in line with the second interviewer's point of view, one of English teacher in SMP 22 Muaro Labuah. He said that teacher needs a creative teaching method in learning process. In his opinion, the main problem in implementing 2013 curriculum is teacher's competences in particular pedagogic and professional competences. He said:

"It seems as if that being a teacher means we just do teaching activity...not for more in other words, as we become a teacher no longer need to wide our knowledge. We should keep on updating/upgrading/looking for both best method (pedagogic) and knowledge (professional) every time. As the result, no matter how many times curriculum changed they keep on going their own 'teaching style'...teacher dominant... talk more and writing teaching materials along teachers process to make a quiet classroom as indicative of learning taking place and finally doing exercises...nearly no space to practice either in spoken or written."

Therefore, the successful learning process depends on the creativity of teachers by choosing appropriate method.

Discussion of methodology is currently further complicated by the frequently heard claim that language teaching has moved into a 'post-method' era (e.g. Brown, 2002). However, it is claimed, we are freeing ourselves from the constraints of one or other methods, and are able to adopt a more open and promising approach to language teaching which can take into account all of the factors.

To support my data about the important of teacher competencies especially in the need of teaching method, I remark the condition of teachers in Maluku. Based on the research that was done by Rumahlatu, Huliselan, and Takaria, the results showed that the mental readiness of teachers as many as 45 respondents (90%) are ready to implement the 2013 curriculum. The crucial changes that need to be considered is the teachers' method of teaching that needs to be improved. It showed that 40 respondents (80%) are ready to increase their method of delivering learning materials. Related to the readiness of the teachers, 25 respondents (50%) are ready to add to their workload in implementing the 2013 curriculum by 84%. Related to that, for the innovative learning model, it is showed that 90% or 45 respondents are ready to use the appropriate learning models in conveying the learning materials. In relation to the readiness of the teachers' competence, it is showed that 45 respondents (90%) are ready to develop their professional competence, and 100% or 50 respondents reveal that they are ready to develop their personal competence can basically form the students' character. Based on these findings, we can conclude that the implementation of 2013 curriculum will get success if

teachers are ready with their competences and has motivation to upgrade themselves in using a proper teaching method.

The researcher also found another studies about the importance of teaching method who did by Macaro. Macaro (2001:146) describes a study in which English-speaking secondary school learners of French were being trained in strategy use. It was found that there is pupil who has been learning French for over three years does not know the synonym of "he had". There is something with that and strategy use is incidental to the problem. It is impossible to know the main difficulty of children exactly. But a reasonable hypothesis is that the girl's class had done a good deal of work on chunk-learning and 'scripts' (writing descriptive text, writing a letter, etc.). That is to say, the teaching is likely to have used one and the same kind of activity both for fostering fluent use of what was known, and for building up basic knowledge. Not surprisingly, the method works better for one than other.

Discussion of methods can only be really constructive if given a tighter focus, looking at separate aspects of language and asking for each 'how can this best be taught?' Just as one can talk about good and bad ways of putting a hinge on a door, organizing a tennis tournament or training a sheepdog, one can talk about good and bad ways of teaching German technical vocabulary, demonstrating Chinese tones, introducing English question formation to beginners, organizing role play in groups, planning a three-week intensive Spanish course for tourist guides, or indeed teaching the French of he had".

In line with teaching method, based on the interview with Madeni, English teacher of SMAN 7 Padang, she said that creative teaching method helps her in achieving the purpose of 2013 curriculum. In teaching English, she applied best practice method which she called as 'SEJIWA'. This method stands for Semantic, Jigsaw and Wanted Posters. She believed that this strategy is able to improve students' reading skill. How is SEJIWA able to improve students' reading skill? Madeni explained that in Semantic Mapping, students are introduced topic by teacher, then teacher do brainstorming and do categorization to the students. The students divided into two group. First is origin group and second is expert group. In Jigsaw, teacher distribute the text, after text has already in students' hand, teacher ask students in origin group to go to expert text. In expert group, they should to discuss about several material. For example, teacher may ask students to find out characteristic of poster. After that, students draw poster and create a poster creatively. In the result, by using "SEJIWA" strategy, student's ability in reading has improved, while they become creative.

Based on the data above, it is concluded that teaching method is needed to achieve purpose of learning language and learning outcomes in implementation of 2013 curriculum. As stated with Bourner and Flowers (1997) "Teaching methods" are not an end in themselves, they are a means to an end. They are the vehicle(s) we use to lead our students towards particular learning outcomes.

Conclusion

In general, the 2013 curriculum has a good expected outcome for students. in 2013 curriculum, students are expected to have communicative aspect. In order to get the expected result of 2013 curriculum, teachers have the important role. One of the important role of teacher is planning the lesson based on 2013 curriculum and doing the process of teaching well.in planning the lesson, teacher before should think about what appropriate teaching method that they want to use. Because of 2013 curriculum expected communicative students, teachers have to use creative teaching in order to fulfil the need of 2013 curriculum. The problem of using creative teaching is lack of teachers' motivation to upgrade themselves become creative teacher. They like to use the old method, therefore implementation of 2013 curriculum in West Sumatra not running smoothly. Thus, I suggest to government to find the ways how to increase teachers' motivation in upgrading themselves.

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