

Teacher's Perception of Curriculum 2013 and Its Implication to the Teaching of English

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Abstract—The study aimed to describe teacher perception of the 2013 curriculum and its implementation of scientific approach used by English teachers in implementing the 2013 curriculum. The study employed a qualitative method and the data were mainly drawn from semi-structured interviews and observation with four English teachers at one of the senior high school in Mataram. The findings of the study identify that teacher's perception about the 2013 curriculum is negative, as it happened only at the conceptual level as teacher obligation and duties. Teachers have applied scientific approach even it was not done overall and there is combination in learning method of using previous curriculum and new curriculum 2013. The study also reveals that teachers have tendency to change and modify the policy is according to their ability because of several barriers to learning practice.

Keywords—curriculum 2013; perception; scientific approach; teaching English

I. INTRODUCTION

Education has undergone several changes in the curriculum. This curriculum change over time is perceived as a response to the global changes and the development of science and technology. Rapid expansion, changing paradigms of teaching and learning, and limited resources have led to declining quality of education in many countries [1]. In Indonesia, the Regulation of the Minister of National Education Number 16 Year 2007 regarding Academic Qualification and Teacher Competence Standards was released by the Government of Indonesia (GOI) in order to carry out the development and improvement of teachers' competence, professionalism, and academic qualifications in Indonesia. As an effort to improve the educational quality a new curriculum was launched called curriculum 2013 with emphasizes on the improvement and the balance of soft skills and hard skills. It is believed that this curriculum can be the golden bridge than the previous curriculum that develops learners' attitudes, skills and knowledge through the application of scientific approach, which becomes reference in curriculum 2013. The teacher must stimulate students to observe, make question, associate, experiment, and then communicate. All those steps are called as Scientific Approach or a science-based approach [2]. The scientific method is generally based on the exposure data obtained through observation or experiment to build students' critical thinking. The Regulation issued by the Minister of

Education and Culture (*Permendikbud*) No. 81a/2013 stated that in the curriculum 2013 learning process is a process of education that provides opportunities for students to be able to develop learning that occurs in two-way interaction between teacher and student, and teachers do not have to always be the more dominant.

However, in the implementation of curriculum 2013, it has the pro and contra that arise from various parties, such as in the world of education and in the society, who questioned the importance of the implementation of the curriculum. The curriculum change is often perceived that every change of Minister of Education and Culture is always followed by a change of curriculum policy. Thus, the effectiveness of using scientific approach has not been widely known.

As regards the issue of the effectiveness of teacher implement scientific approach in curriculum 2013, a number of publications have widely discussed various research results. A number of relevant studies have reported that implementation of scientific approach brings about little significant adaptation on teacher implementation in the classroom of curriculum 2013 [3]. It is reported that not all of school ready with such a change. Teacher's perception towards implementation of curriculum 2013 is various based on the situation and condition they teach. Implementation of curriculum 2013 often times brings about little significant effects on student's achievement and government expectation. The failure in teaching and learning English often happens because teachers lack commitment to implement scientific approach systematically and the readiness from teachers, students and schools to implement new curriculum. For example, a study on the teacher's implementation of curriculum 2013 conducted by Murdadi reported that many teachers return of training in Pelita Vocational High School Salatiga were found to struggle implementing the new teaching approaches they gained from training [4]. They tended to go back to their old pedagogical practices because of the lack of opportunity to develop the pedagogical knowledge and skills they received. Besides that, another study aimed at investigating Lab School senior high school level English teacher's implementation of curriculum 2013 result shows that teachers do not implement the steps of scientific approach and the basic concept of 2013 curriculum [5]. Since there arises students' problem are too passive in class.

Thus, the implementation of curriculum 2013 makes the English teachers difficult in applying the scientific approaches and they need more time to adapt to the new approach. In addition to that, curriculum changes to improve education systems and components do not necessarily make teachers change their teaching practices. It does not guarantee that the teacher will implement curriculum policy according to government expectations. The teacher has tendency to change and modify the policy according to their ability because of several barriers to learning practice such as different background, experience, time allocation, facilities and others. [6].

Teachers' perceptions have an enormous effect on the successful implementation of quality education in schools, quality of teaching and quality of learning. Perception and teacher's interpretation of the curriculum is rooted on the teacher's knowledge and experience [7]. It is predicted that curriculum 2013 will only succeed when there is a paradigm shift or a change of teachers' mindset regarding the teaching and learning process. The term perception in this study refers to the result of observation by the teacher so that it can provide an understanding of the implementation of curriculum 2013. In this study, the perception is defined as a process of thinking or the way of teachers thinking and then affects teachers' attitude towards curriculum 2013. Perception theory based on the Stephen Robbins includes positive and negative perception and factor influencing perception [8]. Teachers who have a positive perception would tend to appreciate and have the passion to follow the change so that its implementation can run effectively. Furthermore, each teacher also has a different perception about the implementation of curriculum 2013, thus making the researcher wants to investigate perception of the teachers. This uniqueness is due to the difference of situation they are dealing with. Hence, this study questions how teachers conceptualize and understand quality of education, quality of teaching and quality of learning in their school. Understanding teachers' perspectives on quality is particularly important because they are the professionals primarily responsible for interpreting and implementing the new policy.

For such a situation in many schools in Mataram, the success of the implementation of curriculum 2013 is still in question. Through this study, the researchers wanted to see teachers' perception about curriculum 2013 and existing practice on implementation scientific approach of curriculum 2013. Based on above literature works, the aims of the present study are to reveal English teachers' perceptions about the curriculum 2013 and to investigate teachers' practice using scientific approach of the curriculum 2013 in teaching and learning process.

II. METHOD

The present study employed a descriptive qualitative research method. The population of this study are four English teachers in one of the school in Mataram. Out of the total population, two certified and two honored teachers were taken purposively as samples of the study. The researchers employed semi-structured interviews to capture the intended data with criteria and aims relevant to problem studied [9]. Besides that, conducting observation to investigate teachers' practice using

scientific approach of the curriculum 2013 in teaching and learning process. All interviews with study participants were conducted informally for 20 to 30 minutes and the confidentiality of their identity was guaranteed not to be disclosed publicly. After the data were collected, they were transcribed. The resulted transcripts were reread, coded and grouped according to the category or theme that appeared from the data. The subsequent data analysis involved data reduction, data presentation, conclusion drawing and verification. The results were then further summarized and labelled according to the emerging themes.

III. RESULTS AND DISCUSSION

A. Results

The result relates to two topics namely English teacher's perception about the curriculum 2013 and the implementation of scientific approach of curriculum 2013 in teaching and learning process.

1) *English teacher's perception about the curriculum 2013*: Data from the interview shows that majority of teachers stated that the application of the 2013 curriculum was not effective according to teachers. For example, T1 said *"In my opinion, while using curriculum 2013, there are some approaches which sometimes those are appropriate and those are not effective, for example, if we can get the final results is appropriate. Curriculum 2013 is very suitable applied in looking for something such as in engineering, chemistry or science, but for producing texts or paragraphs is very difficult and the ability of students here to only write the sentences is still stuttered"*. Similarly, T3 said *"In theory, the concept that is carried out is very good but when we bring it to class, we have to see the input, what kind of students are. The students here when they enter classroom, they have no choice only sit down and enter the class, and from second grade with their ability, it made when we apply curriculum 2013 in the classroom it doesn't work optimally"*. The data above revealed that some of teacher said that curriculum 2013 is not suitable to be applied in English, and can be concluded the English learning does not run as what government expect before.

There was opinion that the curriculum 2013 does not have significant effect to build students' character. T4 thought that in the reality changing the students' attitudes is not easy as people thought; even teacher has followed the rules and policy from the government. For example, she said, *"students' character only conceptual framework that cover curriculum 2013, but in the field students' character has not been implemented well. It is difficult to change someone's behavior and attitudes"*.

From the interview, it was obtained that all of teacher responded that Curriculum 2013 should not be implemented to every school in teaching and learning process. This is responded by the teacher who has pessimistic if curriculum is implemented to all of the school. For example, T1 expressed her idea through an interview as follows: *"Curriculum 2013 is only for certain schools, it cannot be generalized. We see that the readiness of students is still low. However, for some*

schools that are well organized in which the intake and input are good, it is very good to apply curriculum 2013". In the same vein, T4 said, "Institutionally, the educators are ready but the interaction is not only with the teachers but also with the students. No matter how good the teacher, it still requires the students as object so that it creates a good learning process, but if the input is not good, it doesn't work optimally". It means that every school could not be generalized because many factors influenced it. One of the factors is the level of students. The ability and level of students who become the input in order to make curriculum 2013 run optimally are different from the school one and the others.

In assessing students' attitudes is perceived so complicated by teachers. T4 said, *"Assessing attitude is so complicated because we have to assess many things and have a lot to consider. Sometimes, assessing the students' attitude has not been done in detail because if we have known which the students have good attitudes or not, then we can give assessment which is an estimate judgment. Conversely, T3 perceived "I think assessing attitude is not the biggest challenge for the teacher. The level of student is the most challenging to implement new curriculum. Evaluating attitudes through the most basic one is observation, because from that observation arises a sense of responsibility whether doing or not doing an assignment given, and if they do not do the tasks it represents the students do not have responsibility. It can be seen whether they enter on time or not. It can be observed from the aspect of the discipline, so the teacher judges from the observations make her own notes for the students".* From the data interview above, it indicated that the data even though the majority of teachers responded the students' attitudes in the 2013 curriculum is very difficult and complicated made they tend to be negative. However, a teacher has a positive perception that authentic assessment in the curriculum 2013 is not difficult as thought especially in assessing attitude. She believed that to evaluate and assess students' attitudes from observations in daily teaching and learning process in the classroom by making her own notes to each of the students.

Furthermore, majority of teachers perceived that the application of the scientific approach in the implementation of the 2013 curriculum is not easy to be applied in class especially in teaching English. For example, T3 asserted, *"When we apply 5 stages in scientific approach, and ask the students to observe the text and giving comments, well.... they observe and see the text, but they do not observe it critically. They only look and when the teacher asks them to comment what they have observed; they comment something that is not relevant to the material. Even though observing is the initial and most innovative stage, but if done to the students, who doesn't have good ability, teaching and learning does not work optimally. In the same vein, T1 expressed her thought as follows "I think, we as a teacher were struggling a lot in applying this curriculum, in the beginning. Applying curriculum 2013 doesn't have really a significant development in teaching and learning process". It can be concluded that many teachers are still has negative perception about curriculum 2013. It was obtained from interview with all of teachers who perceived that curriculum 2013 is not effective to be implemented. Teachers emphasized that the development between each student in their class is a bit*

different from their intelligence and ability, and it is difficult to control them by implementing scientific approach that time allocation is not much cover the material. However, curriculum 2013 is a good curriculum, because it demands students more active and teacher as a facilitator and guide the students to be independence, but to achieve that, it is not easy as people expected and sometimes it is not suitable with the expectation of the government.

There is perception that most of teachers believed and agreed that training especially Professional development (PLPG) and the facilities are adequate and effective to implement the curriculum 2013. For example, T4 said *"From the teachers is ready with all of the material and training. The facilities and training is maximal I think. For example, I joined PLPG, it gave the positive impact for teacher to transform the knowledge from the training they joined of the curriculum 2013. However, PLPG it does not cover the whole of the problem in the field. Sometimes the material and practice that we get in PLPG is different when we apply in the classroom because many factors involved such as from the students and environment".* T4 thought that during she has joined trainings, the material is too general and limited to the concept of theory taught. It is not adapted to reality on the ground due to the field.

2) *Implementation of scientific approach of curriculum 2013 in english teaching and learning process:* To find out the implementation used by teachers in applying Scientific Approach of curriculum 2013, it was done observation. The observation was done to link the teacher's perception and their implementation in the classroom by relating the interview before. The result of observation is summarized in the following table below.

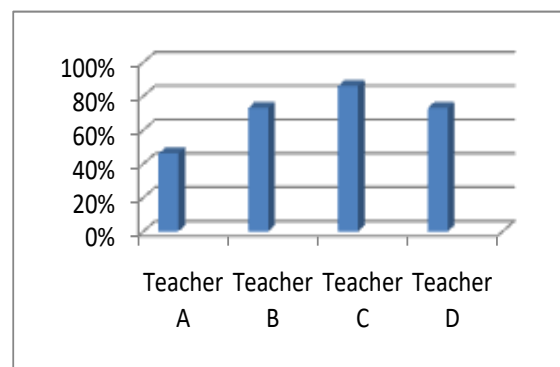


Fig. 1. The result of observation is summarized.

The figure above shows that T1 only 46% implement scientific approach whereas the rest still practices the old practices. It is lower than T3 who has the highest score was 86%. T2 and T4 have same score was 74%. The result of T1 is congruent from the interview; whereas T3 who has negative perception before but in the implementation she followed the scientific approach even it does not cover the whole. One major point to be discussed in this part was the main finding on the implementation of the curriculum 2013 in English teaching practices. In implementing the curriculum

2013, the teachers were found to be entangled in some old practice. Based on the statements from the teacher, most of teacher said that they are still use previous curriculum (KTSP) and combine in with scientific approach. For example, T1 said *“It is more often combined with KTSP. So it's not easy to use the scientific approach in the curriculum 2013. For example, I was teaching grammar before I introduced the verb, stressed words, and just entered the topic. Therefore, we are more often lecturing. Similarly, T4 said, “We can combine with KTSP and curriculum 2013 in one meeting, as in the example of science students we can combine KTSP and curriculum 2013, but for social students it cannot be combined only using KTSP sometimes. From the observation was done, T3 is more dominant than the others to implement scientific approach even at the beginning she disagrees about the new curriculum policy, but she is still carry out her duties and obligations as a teacher.*

The teaching learning process by using scientific approach was done by T3 orderly, even it did not cover the whole of lesson. In the stage of **observing**, firstly T3 wrote the example of type 2 of conditional sentence in Indonesian language on the whiteboard without writing the pattern. Then, she asked the students to translate in English together. After that she asked the students to observe and identify the sentence by asking the students mentioned the language features and how the sentence is formed like the change of verb and the placement of subject, verb, object and etc. The second stage is **questioning**. T3 in this stage developed students' curiosity and critical thinking about the pattern of conditional sentence by challenging the students to ask about the function of each type of conditional sentences. Then, the students answered and asked again some questions that they did not understood in order to get additional information about what is observed. The third stage is **collecting**. She asked the students to read and opened the textbook, and took notes from the previous elaboration. The students were given tasks from the book. In this stage, students made each one example based on the situation and answered questions from textbook. The teachers asked the students to do the task done collaboratively in the group. To reinforce the students' understanding, in this stage the teacher asked the students who have understood to come forward the class explaining the material to their friends like as a teacher. However, this class situation was not conducive and noisy because the number of students is 40-45 students.

The fourth stage is **associating**. In this stage, T3 facilitated and presented activities for the students to associate information collected. She asked the students to answer the questions by pointing one by one and corrected together if their answers are wrong. The students asked to analyze the examples from the textbook, and connect the examples with the elaboration they have been explained before and then challenge the students to ask if they have not understood yet. The fifth stage is **communicating**. T3 facilitated and presented activities for the students to communicate the knowledge and skill gained. The teacher asked the students to conclude the material they have learned and submit the task they have done before in group. To close the meeting, the teacher gave the short conclusion based on material and information about the material that will be learned next meeting.

This is different with T1, who implemented using a little bit scientific approach. When teacher A came to the class and taught tenses, she used often lecturing method. She wrote the pattern, gave the notes to students, explaining the using of simple present perfect and learning process and gave the examples. Data observations were in line with the results of interview was not only from T1, but also from T2 and T4. The data show that the steps of scientific approach was done by T2 and T4 even it was not conducted maximally and not covered the whole of lesson because the limitation of time. In addition, for the learning model that are believed relevant to scientific approach was done by teachers. From the observation, there are teachers followed some steps that identify as the learning model of project based learning, discovery learning, problem based learning and used traditional learning.

B. Discussion

Based on the statements from the four teachers the majority of teachers were more inclined to believe that the 2013 curriculum did not work effectively according to what the government expected. From the description above, it can be seen that the teacher has a negative perception of the implementation of the 2013 curriculum. As stated the definition of negative perceptions, namely the individual's assessment of certain objects or information with negative views, contrary to what is expected from the object perceived or from the existing rules [7]. The negative perception assumes that the change happened only at the conceptual level and will have the same effects as in the previous curriculum, it made teachers implement scientific approach not orderly as their duties without having optimistic to apply it.

Furthermore, a number of teachers stated that they have difficulties to implement scientific approach is not merely because they have not ready yet, but it more on the characteristic of students which is still low and not ready with such a change. The study identified that a large number of students in one class and their different characteristic that is still low are related to the success or not in implementing a new curriculum. This statement is in line according to Richards students as recipients of various transfers from knowledge, attitudes, and skills become determinants from the things that affect the learning process itself [9]. The result of this study related to the scientific approach done by teachers even it was not overall applied. The scientific approach of the curriculum 2013 was conducted are (1) observing (2) questioning (3) collecting (4) associating and (5) communicating.

In reference to the result of study, the teachers revealed that the low level of the students become the first big problem to implement the curriculum 2013. It is supported with the research was conducted by Demir [10]. The results show that the teachers that work in primary school are faced with various problematic behaviors of students in the process of learning teaching activities. Among these behaviors are students' coming unprepared to the lessons and lack of motivation and attention to the lesson. Those behaviors influence teacher's perception of new policy in curriculum. In addition, the second one of big problem to implement the curriculum 2013 is authentic assessment especially in assessing students' attitudes. The majority of teachers responded the students' attitudes in

the 2013 curriculum is very difficult and complicated made they tend to be negative. The large number of teachers have difficulties and felt burdensome and daunted with assessing students' attitudes as they did not have sufficient skills to do so [11].

The next discussion here is about the dualism using curriculum 2013 and KTSP. In implementing the curriculum 2013, some teachers were found to be entangled in some old practices. Furthermore, when the curriculum formulated, developed, and implemented in the school system, mechanism implementation affects practice subsequent learning has an effect towards student learning outcomes. Unfortunately, according to Elmore and Sykes [5], it does not guarantee that the teacher will implement curriculum policy according to government expectations. It is supported with the research convey that the quick development and change of policy in curriculum does not straightly influence the teacher's attitudes and teacher's understanding [10]. To respond to such incongruence of pedagogical practices, most teachers did not respond the new curriculum enthusiastically. Thus, they implemented the new curriculum on the perfunctory basis [11]. In reference to those result of study, the teachers revealed that the related issues which professional development (PLPG) give positive impacts to the teaching and learning using scientific approach in the curriculum 2013. That perspective will help them to implement scientific approach of the curriculum 2013, this is line to the research conducted by Waluyo in his journal. The findings of his research identified that the most beneficial aspects of PLPG were the inclusions of new instructional approaches, procedural strategies and student-focused teaching techniques [12].

IV. CONCLUSION

The present study reports the negative perception from teachers about the curriculum 2013. The implementation of scientific approach in this study correlates to teachers' negative perception about curriculum 2013. The teachers believed that the curriculum 2013 is not effective to be implemented in every school because the students' need and characteristic of students from the school one to the others is different. This study concluded that the teachers have used scientific approach even it was not done overall. However, the new curriculum implemented, but the teacher has tendency to change and modify the policy is according to their ability because of teachers' knowledge, experience, background, environment and etc. to learning practice.

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