**Comprehension and Implementation of the 2013 Curriculum by English Teachers of Junior High School in Takalar Regency**

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**ABSTRACT**

The objectives of the research were (1)to know the extent of English teachers of Junior High School’ comprehension in implementing the 2013 curriculum in Takalar Regency; (2) to know the extent of the 2013 curriculum implemented by English teachers of Junior High School in Takalar Regency; and (3) Some constraints of English teachers of Junior High School in Takalar Regencyencounter during implementingthe 2013 curriculum.This research applied descriptive qualitative research. By using purposive sampling technique, 11 English teachers of junior high schools in Takalar Regency were chosen as the research subjects. The data were obtained through questionnaire, observation, and interview.The findings showed that (1) some English teachers did not comprehend the 2013 curriculum well, (2) the implementataion of the 2013 curriculum was not optimal and (3)the constraints encountered by the teachersthose are, the format of lesson plan always change, the assesment system was complicated, untrained teacher, the teacher was difficult in finding and using of supporting materials from internet, formulating the indicators to be achieved was difficult,the time allocation was limited for each meeting, and insuficient facilities and the availibilty of textbooks.

*Keywords: Teachers comprehension, curriculum implementation.*

**INTRODUCTION**

The government attempted to develop the curriculum time by time in order to fulfill the needs of the learners and find the method that suitable with the needs of the society. A curriculum change usually has more effects than were first planned for. It may involve the retraining of teachers through in-service course work, and the adjustment of a curriculum to changes that are caused by the change (Nation and Macalister 2010, p.179). As Nation and Macalister stated, by transforming the curriculum, the government hope the education system in this country will be better. The transformation of curriculum is a common thing in some country and caused the development of era and the need of the society.

In Indonesia the transformation of curriculum from KTSP into 2013 curriculum has become one of the debated issues since 2014. The government has changed the curriculum for elementary until high school students. The newest curriculum in Indonesia is called 2013 curriculum. The change of the curriculum by the government after considering many aspects, such us the content of the previous curriculum is already not suitable with the needs of the learners and development era but various problems arise due to this transformation. Based on this phenomenon, the reserach conducted this research which was intended to answer the following questions:

1. To what extent doEnglish teachers ofJunior High School comprehendthe implementation ofthe 2013 curriculum in Takalar Regency?
2. To what extent isthe 2013 curriculum implemented by English teachers of Junior High School in Takalar Regency?
3. What are theconstraints that the English teachers of Junior High School encounter inimplementing the 2013 curriculum in Takalar Regency?

**LITERATURE REVIEW**

**Curriculum**

Curriculum as an essential item in educational system, because it is the foundation of teaching and learning process covers subject matters and students’ learning experience from inside and outside of school. According to Oxford Advanced Learner’s Dictionary of Current English, curriculum is a course of study in school, college, etc. Generally, the definitions of curriculum has the same concept, involve the goals and planning of teaching and learning. Tyler (1957) stated that the curriculum is all the learning experiences planned and directed by the school to attain its educational goals (p.79).community through classroom instruction and related program.Moreover the definition of curriculum based on *Republic of Indonesia law, no.20 year 2003* refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objective.

**The development of curriculum in Indonesia**

Since Indonesian was established to be independent country, it has experienced eleven times of changing or transforming the curriculum. The transformation of the curriculum starting from Curriculum 1947 (the study plans were explained clearly on the study descriptions), Curriculum 1964 (the study plans for Elementary Schools), Curriculum 1968 for Elementary Schools, Curriculum 1973 (a project on school of development pioneer), Curriculum 1975 Elementary Schools, Curriculum 1984, Curriculum 1994, Curriculum 1997 (a revision upon Curriculum 1994), Curriculum 2004 pioneering *KurikulumBerbasisKompetensi (KBK)* or Competence-based Curriculum, *Kurikulum Tingkat SatuanPendidikan (KTSP)* 2006, and 2013 curriculum.The changing of Curriculum KTSP with 2013 curriculum is a recent policy of the Ministry of Education in its effort to improve the quality of education in Indonesiacontinuously.

**The Implementation of the 2013 curriculum.**

In the implementation the 2013 curriculum, there are three stages of important part that determines the level of success of the implementation that curriculum. As well as stated in *Permendikbud No. 65, 2013* about Process Standards for Primary and Secondary Education, it is stated that: each educational unit performs lesson plan, implementation of the learning process, as well as assessment of learning process with the purpose to improve the efficiency and effectiveness of the achievement of the graduates’ competence. So, in implementing the 2013curriculum teachers required to give attention to the learning plan, learning process, and the assessment of the learning process to achieve the competences which have been set.

Teaching and learning process in the Curriculum 2013 use: a scientific approach with a model of problem-based learning, discovery-based learning, and project-based learning. In 2013 Training Curriculum Guidelines (*Pedoman Diklat Kurikulum*, 2013) it is elaborated that learning material focused on language competence as a communication tool to convey ideas and knowledge. Students are taught to read and understand the meaning of the text and to summarize and present again by their own language.

**METHOD**

This research employed a descriptive research design in qualitative approach. It described the teacher comprehensin and the implementation of the 2013 curriculumin Takalar regency. In line with this, Gay *et al*. (2006:159) argue that descriptive research is useful for investigating a variety of educational problems and issues. In addition, Gay *et al*. (2006:9) define a qualitative research as the collection, analysis, and interpretation of comprehensive narrative and visual (non-numerical) data in order to gain insights into a particular phenomenon of the interest.

**PARTICIPANTS**

The subjects of this research were English teachers of junior high schools in Takalar Regency. The total number o subject were 11 teachers, and were taken by using purposive sampling technique. According to Gay *et al.* (2006: 113) it is the process of selecting a sample that is believed to be representative of a given population. It means that the researcher purposively selected the participants. The English teachers were chosen because they teach in piloting schools which have implemented the 2013curriculum.

**DATA COLLECTION**

The data of the research were obtained from the result of questionnaire, observation checklist and interview. A questionnaire consisted of 17 items of cuestions and was administered to all the subjects. This was to gain the data about their perceptions in comprehending the 2103curriculum. After distributed the questionnaires, the research conducted observation checklist. All the subjects were observed in teaching and learning process for obtaining the data about the implementation of the 2103 curriculum. The last step is interview, the researcher has interviewed all the subjects through 10 questions to gain the data about some constraints that they have encountered in implementing the 2013 curriculum.

**FINDINGS AND DISCUSSION**

This presents the findings of the data analysis of the data collected from questionnaire, observation checklist and interviews to answer the research questions put forward in introduction.

Based on the data analysis the researcher obtained the data as follow:

1. Some English teachers of Junior high school in Takalar Regency admitted that they did not understand how to arrange the lesson plan that appropriate with the rules of the 2013 curriculum, and the teacher training that they have followed was not succesful to help them in comprehending the 2013 curriculum well, even there were teachers who never trained before.
2. After observed the implementation of the 2013 curriculum by English teachers in the teaching and learning process, it showed that some teachers did not employ some steps and activity which should included in the teaching and leraning process as revealed i*n Permendikbud No. 81A, 201.*
3. There were some constraints encountered by the teachers in arranging lesson plan and implementing the 2013 curriculum.Those are, the format of lesson plan always change, the assesment system was complicated, untrained teacher, the teacher was difficult in finding and using of supporting materials from internet, formulating the indicators to be achieved was difficult,the time allocation was limited for each meeting, and insuficient facilities and the availibilty of textbooks.

A number of competencies and a set of learning objectives stated in such a way was involved in the implementation of 2013 curriculum, so that achievements can be observed in the form of behavior or skills of students as a criterion of success. 2013 curriculum also offer some models of teaching that can be applied by the teacher in teaching and learning process in the classroom because they are intended to be more creative. In this case, the teacher will not only teach but also facilitate students.

Based on data result, the researcher gained information that some teachers did not comprehend the 2013 curriculum well due to the changing of curriculum rules, especially in arranging lesson plan, the time allocation for training them was very limited, even some teachers never followed the teacher training. All the teachers should comprehend in arranging the lesson plan, and the time allocation for training the teachers should longer in order to help them mastering about how to implement the curriculum, besides that the teachers who never participated in teachers training should not apply the curriculum in teaching. Another way that they can do is they must learn and ask the other teachers to gain more information and the ways to implement the curriculum.

Regarding to the teachers’ competence in arranging lesson plan and how to implement that lesson plan based on the 2013 curriculum, the government has explained in *Permendikbud No. 103, 2014 about learning in Elementary and Secondary Education*, it stated that learning prosess cannot be separated from lesson plan, included preliminary activity, core, assesment, and closing activity. Each activity consisted of some activities or points that the teacher should do However referring to the observation checklist, it showed that the implementation the 2013 curriculum in teaching and learning process by english teacher did not run well. Some teachers did not employ and perform some points from each phase. A good implementation means that the teacher carried out activities in each phase so that the teaching and learning process will be maximum for both teacher and students.

Since the teachers did not comprehend and implemented the 2013 curriculum well, it is caused by some constraints that teachers encountered during the implementation of the curriculum for more than 3 years. The constraints encountered is divided into two, in arranging lesson plan and in the teaching and learning process. Some constraints found in arranging the lesson plan consisted of the format of lesson plan always change each time, the assesment system was complicated, untrained teacher, the teacher was difficult in using of additional material from internet, and formulating the indicators to be achieved was difficult. While in the teaching and learning process, the constraints found by the researcher commonly still the same in arranging the lesson plan, they are: the time allocation was limited for each meeting, the assesment system was complicated, students condition, untrained teacher, insuficient facilities and the availibilty of textbooks.

Referring to those constraints, the teachers should keep trying to gain more information and learn how to arrange a good lesson plan, perform the assesment, and also implement the curriculum well in the teaching and learning process. For the teachers who never followed the teacher training and have to implement the 2013 curriculum, they should try to increase their understanding about the 2013 curriculum. The teachers should understand several things that needed to be considered in preparing and arranging lesson plan and the implementation of the curriculum, the explanation has mentioned in *Permendikbud No. 65, 2013* about Process Standard of Elementary and Secondary Education*Permendikbud No. 103, 2014* about Learning in Elementary and Secondary Education and *Permendikbud No. 81A, 2013* about Curriculum Implementation.

**CONCLUSION**

1. Based on the discussion above, the researcher concludes that (1) Some English teachers of Junior high school in kabupaten Takalar did not comprehend the 2013 curriculum well. It caused by the time allocation for training the teacher about how to implement the 2013 curriculum was limited, only four days and even some teachers never followed the teacher training.
2. The implementation of the 2013 curriculum by English teachers of junior high school in Kabupaten Takalar did not run well. Some teachers could not apply and perform the overall activities that the teachers should do in each phase, preliminary avtivity, core activity, assesment and closing activity.
3. In implementing the 2013 curriculum, the teachers often encountered some constraints. In arranging the lesson plan, some constraints encountered by the teachers, it consits of the format of lesson plan always change, the assesment system was complicated, untrained teacher, the teacher was difficult in finding and using of supporting materials from internet, and formulating the indicators to be achieved was difficult. While in the teaching and learning process, the constraints found by the researcher commonly still the same in arranging the lesson plan, they are: the time allocation was limited for each meeting, the assesment system was complicated, students condition, untrained teacher, insuficient facilities and the availibilty of textbooks. However, the implementation 2013 curriculum also has the strengtheness based on the teachers, they are the students become more active to participate in the classroom and this curriculum always emphasize to the students characters.

**SUGGESTION**

Referring to the findings and conclusions presented, the researcher suggests the following items:

1. Teachers are suggested to up grade their knowledge regularly and continously by asking, reading many sources and finding some informations related to their role and their function in implementing the curriculum. Hopefully the implementation of the 2013 curriculum in the teaching and learning process can be done well and optimally, and also in preparaing the lesson plan and perform the assesment.
2. The piloting schools in Kabupaten Takalar are suggested to provide the facilities and teaching media to support the implementation of 2013 curriculum. Beside that the schools also suggested to increase the teachers competence especially in using technology such us the using of LCD and finding supporting materials from internet, by training and workshop. The last suggestion for piloting school is the untrained teachers are not allowed to teach in the class.
3. The government is suggested to conduct guidance, training, workshop and evaluation on the implementation of the 2013 curriculum regularly and continuosly in each province. Furthermore the government also should consider the assesment system, it is complicated and time allocation is limited. So that the government should simplify the assesment system and increase the time allocation for each meeting of subject lesson. The last, the government should distribute the text books to whole province and revise the content of textbooks to meet the students needs.
4. The other researchers are suggested to conduct the same research in other regency and involved more participants beside the teachers, such as the principal and the students. Hopefully the result of the research can be useful and give information to the the society and govermnent about the implementation of the 2013 curriculum.

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