

ANALYSIS OF ENGLISH HIGH SCHOOL TEACHER MANAGEMENT AS THE IMPLEMENTATION OF CURRICULUM 2013

Sri Supiah Cahyati , Cynantia Rachmijati, Nai Supartini
STKIP Siliwangi Bandung

ABSTRACT

Curriculum 2013, implemented on the academic year of 2013-2014, is one of the efforts of the curriculum developer to response to challenge of today and tomorrow, the demands from the society, the development of knowledge and pedagogy, future skills, and the uprising of the negative phenomenon. In curriculum 2013 there exist several built-in aspects in the curriculum management. They are: teachers, books, students, and supervising. The objective of this study is to analyze the teachers' role in terms of their effort and readiness towards curriculum 2013. English subject in curriculum 2013 clearly showing that the teachers' authority is smaller, their competence is sufficient, the workload is heavier, while the teaching-learning process is not really effective. This shows that the teachers and the implementation still needs time and supports from the stakeholders.

Keywords: curriculum 2013, teachers' management, English teacher, high school

A. Introduction

Curriculum plays a very important role in education system (Nasution, 2000). Therefore, a curriculum change in periodical time is necessary to response to the challenge epoch. Therefore, an active change and response in national scale are needed from the curriculum developers to anticipate and response to the challenges that keep changing.

Teacher as the curriculum executor in the field obviously has an important roles in managing the success of a curriculum design. Richard (2001) believes that in implementing the change of curriculum, teacher is the key factor. Moreover in a situation where there exist the limited facilities, the cultural differences, the impact on the environment, and the diversity of the students, a good teacher should able to be the agents of curriculum change.

As a key factor to the success in the curriculum and the agent of change, a teacher support the teaching-learning, and schooling and even participate in the making of curriculum in the current policy Campbel (2012). The teachers' role is the one who interacts directly with the students in the classroom.

Curriculum 2013, recently has become the burning issue especially in the educational society, contain many standards. The most important thing is that the basic competence (*standar kompetensi*), such as subjects, the subjects position, the subjects distribution in a semester and their credits for each class (*Kementerian Pendidikan dan Kebudayaan, 2013*). From that curriculum structure itself, it is also applied with a certain skills along with the certain competent that needs to be fulfilled for each subject, called *kompetensi inti* (core competences) and *kompetensi dasar* (basic competences). By that new regulation and policy, it is hopeful that the Indonesian people gain the same level of education and competent as it is regulated in curriculum 2013.

In the curriculum 2013, there are a number of built-in elements in the curriculum management, they are: teachers, books, students and supervising which will be explored in terms of the teachers' effort and readiness towards curriculum 2013.

This study was conducted to explore and answer the following research questions:

- 1) How is the English high school teachers' response to the Curriculum 2013 in terms of a practical learning methodology?
- 2) How far is the readiness of the English high school teacher in understanding and implementing the curriculum 2013?

B. Literature Review

1. Curriculum

Curriculum means a planning for a learning program (Richards and Schmidt, 2002). Therefore it is a learning program – a chain of educating events. But seen from curriculum field of knowledge - historical and philosophical, its meaning is wide and complex. Furthermore, Marsh (2004) defines curriculum as (1) a permanent lesson that contains essential knowledge, (2) a life lesson, (3) an organized lesson that needs the responsibility from the school, (4) the whole learning experience where the students get their skills and knowledge, (5) what the students build and do with computer and different networks.

2. Curriculum 2013

Nuh (2013: 72), Minister of Education *and Culture*, explains that the theme of curriculum 2013 is “a curriculum that can produce Indonesian people who are productive, creative, innovative, and affective through attitude, skills, and integrative knowledge. He also adds that Curriculum 2013 is the answer to improve human resources in facing the changes of the world. He explains that the implementation of this curriculum will be starting in the academic year of 2013-2014 starting in July for the first and fourth grader of Elementary School, 7th grade in junior high school and 10th grade for high school and vocational high school. It will be partial in 2013 but for in 2014 it will be held throughout every school in Indonesia.

3. Management of Curriculum 2013

In Curriculum 2013, there are a few elements in their managements such asc: teachers, books, students and supervising which can be seen from the table below:

Table 1. The Elements in Curriculum 2013

Elements	The management size	Curriculum 2013
Teacher	Authority	Limited
	Competence	It should be high, but for those who are still low, there are guidance books
	Workload	Light
	The effectiveness of learning activity	High
Books	Publisher's role	Small
	Content and process	Low
	Prices	Low
Students	The learning results	Not entirely based on the teachers, but also on the books that are available from the governments
Supervising	Deviation point	Small
	Scale of deviation	Low
	Supervising	Easy

4. The implementation of Curriculum 2013

The implementation of Curriculum 2013 is an actualization of the curriculum into learning activity and the molding of the students' competences and character. These require that the teachers should create and develop many activities that fit into the program. The teachers should be able to make decisions, make good judgments, master learning methodology, employ teaching aid, and understand how to assess their students' works.

The learning activity in curriculum 2013 is competence-based one by using a scientific approach that encourages students to see, ask, try, collect the data, associate, and communicate. This method is adapted from the scientific steps in growing the knowledge through a scientific perspective, and therefore it will have a "sense of inquiry" and boost "creative thinking".

The acts of seeing, asking, trying/collecting the data, associating, and communicating in English subjects are:

1. To see: to associate the learning subjects with daily life situation. It consists of listening, reading the text, social functions, the language, and the writing.
2. To ask: to improve student's ability in forms of concepts, principle, procedures, and theory to have them thinking creatively, logically, and systematically. It consists of questioning activity, such as comparing the structure of language pattern in Bahasa and English.
3. To explore: to improve student's ability in English, such as role play, simulation, etc.
4. To associate: to help and improve students to think and act academically. It consists of any group activities, such as analyzing the text, categorizing, etc.
5. To communicate: to help students deliver their results in writing or speaking forms. It consists of writing, presenting, blogging, in journal, in school boards, etc.

C. Research Methodology

1. Research Methodology

This research used a descriptive qualitative method by analyzing the English High School teacher's readiness in implementing Curriculum 2013. The data were described in matrix.

2. Subjects of the Research

The subjects of the research were the English High School teachers in Cianjur, Cimahi, and Karawang regions. The samples were taken using purposive sampling technique.

3. Instrument of the research

The instruments that used in this research were questioner and interview. The questioner was aimed to ask the respondents about their readiness and responses towards Curriculum 2013 and interview was used to clarify the answers. The data used in this research is primary (main) and secondary data.

The main data were from the English teachers as the subject of the research. The secondary data were taken from *Dinas Pendidikan* as the source data of the High Schools that implement the Curriculum 2013 in their schools.

The readiness variables were collected from 4 criteria which are suited with the Teachers' Management of Curriculum 2013:

- a. Teacher's authority.
- b. Teacher's competence.
- c. Teacher's workload.
- d. The effectiveness of the teaching-learning activity.

The answers from the questioner, hence, will be analyzed.

D. Research Findings

1. Data

a. High School which implementing the Curriculum 2013

The implementation of Curriculum 2013 is ongoing progress. Based on the data there are several schools that have been appointed as the Pilot Project of the Implementation of Curriculum 2013. The regions that studied were Cimahi, Cianjur and Karawang regions. The three regions chosen to represent the West Java province. Based on their geographical area, they are seen as the southern, central, and northern parts of West Java.

In this research, schools that were chosen based on the easy access to the school. The data of the school are as follows:

Table 2. High School who implements Curriculum 2013

No	Area	Schools that implements Curriculum 2013	Samples of the research
1	Cianjur	7 High Schools and 9 Vocational schools	3 High Schools
2	Cimahi	3 High schools and 7 vocational schools	3 High schools
3	Karawang	6 high schools and 11 vocational schools	2 High Schools

The appointment of the high school that implements the Curriculum 2013 is done by *Departemen Pendidikan Nasional Direktorat Pendidikan Dasar dan Menengah* based on their schools judgement.

b. Teachers

Teacher is the key point in teaching – learning activity. The teacher’s role, as variables in teaching-learning activity in class, is regarded as the successful of the curriculum itself.

The followings are the data of English High School teachers as the subject of the research:

Table 3. English High School Teachers

No	School	Educational Background	Having the curriculum 2013 training
1	Respondent 1	S2 degree	Yes
2	Respondent 2	S1 degree	Yes
3	Respondent 3	S1 degree	Yes
4	Respondent 4	S1 degree	No
5	Respondent 5	S2 degree (ongoing)	Yes
6	Respondent 6	S1 degree	Yes
7	Respondent 7	S1 degree	Yes
8	Respondent 8	S1 degree	Yes

c. Teachers' Management Factor

The data from the respondents can be seen as follow:

1) Teachers' authority

The English teacher's authorities:	The teachers gave many varied answers, but most of the respondents declared the teachers' authorities were less, due to the reasons of : <ul style="list-style-type: none"> a. The lesson is already chosen (by the government) b. The syllabus is already chosen c. The textbook is already chosen
------------------------------------	---

2) Teacher's competence :

The data from the respondents	<ul style="list-style-type: none"> a. Almost all the respondents have an English Bachelor degree b. Almost all the respondents had their training in Curriculum 2013 c. Almost all the respondents had been working for more than 5 years
The training and supervising of Curriculum 2013	<ul style="list-style-type: none"> a. Good in implementing and supervising b. There's reward and punishment to achieve its effectiveness c. Teachers more understand and know what to do in the class

3) Teacher's workload:

The main factor in curriculum	Most of the respondents declared that their workload is heavier, due to several reasons : <ul style="list-style-type: none"> a. The teacher should pay more attention to the students b. The learning material isn't only from books c. The English text book from government isn't available yet
The students competencies	Most respondents agree that their workload is heavier, due to several reasons : <ul style="list-style-type: none"> a. The grading of the students has become more comprehensive b. The grading method is totally different from the usual c. To differentiate of one student to another is more difficult because the grading standard is using index factor

d. The effectiveness of teaching-learning activity :

Learning method	The teachers gave many varied answers, but most of the respondents declared: <ul style="list-style-type: none"> a. No special method, but make sure that all students participates in teaching-learning process b. Use technology c. Scientific approach and genre based approach depends on the teacher's creativity
-----------------	---

Teaching-learning activity	<ul style="list-style-type: none"> a. Focusing on “students”, therefore students will be more active b. Use “scientific”, therefore knowledge and science will improve c. The studying time in English is actually more less than other subjects, teachers afraid in their fall back of the ability d. This curriculum more focus on student’s attitude and characteristic – while in English the important point such as speaking and grammar have been quite neglected e. The grading process has become more detailed – not only judged the student’s ability but also their attitude f. The English subject textbook based on the Curriculum 2013 is not available
Allocated time	<p>Mostly disagree, because :</p> <ul style="list-style-type: none"> a. Heavier workload, both for the teachers and students b. The classroom isn’t available c. No added hour, but in fact lesser than usual

2. Findings

a. The English high school teacher’s response to the Curriculum 2013 in terms of a practical learning, methodology

1) Teacher’s authority

Based on the respondents’ opinions, teacher’s authority is smaller (lesser) due to syllabus, learning materials, and the textbook have been decided by the government and not from the teacher. But then, the materials demanded to be analyzed and comprehended by the teachers to be associated with the daily life needs. Teachers should have more competence. While the assessment of the students, which are not based solely from their paper tests, is the teacher’s authority.

Looking at the syllabus, learning materials and the text books, the teacher’s authority seems smaller (lesser). On the other hand, from the teaching-learning process and the grading process, the teacher’s authority are bigger.

2) Teacher’s competences

Based on the data, it is obvious that all of the teachers already have their degree. Almost all had their Curriculum 2013 training and have experiences of more than 5 years in teaching. Theoretically, their competence is more than enough.

But apparently, the changing from KTSP to Curriculum 2013 philosophically is very basic. The differences are in the teaching-learning activity and the grading process. The teaching-learning process consists of teacher, students and teaching method. Those three factors make or ruin the implementation of Curriculum 2013.

Therefore, the teacher’s competences can’t be seen solely based on their degree and experience, but also the readiness to face a challenge and thus need other training, such as technology, computer, curriculum 2013 training and others.

3) Teacher's workload

Conceptually, in Curriculum 2013 the teacher's workload supposed to be lighter. But in reality it's heavier. Starting from the preparation of the syllabus and the learning materials, yet the teacher does not need to prepare anymore since it is available. But in teaching-learning activity, it needs extra energy and extra competences to deal with the time changes, other knowledge, and attention to the students – which are heavier workload. Therefore, it needs teachers with comprehensive competencies.

4) The effectiveness of teaching-learning activity

The high school characteristic and the teacher that became the subject of the research described the situation in the West Java province. Obviously, the Curriculum 2013 has not been implemented to every school due to the lack of the human resources: teachers, students, and facilities. At this moment, the effectiveness of teaching and learning activity has not been achieved successfully. The reasons are:

- The teachers have not been fully competence.
- The difference of teaching-learning method, that hasn't been successfully applied by the students, they are still using their "conventional method" of teaching and learning
- The facilities that has not been completed and supported yet, even the textbook in English Subject of the Curriculum 2013 still not available
- The allocated time still does not meet the expectations of the learning materials.

b. The readiness of the English high school teacher in understanding and implementing the Curriculum 2013

Based on the collected data, the implementation of the Curriculum 2013 is ongoing progress by appointing some schools as the pilot project. This policy shows that the government still not fully ready to support the implementation of the Curriculum 2013. The changes from the previous curriculum (KTSP/School Based Curriculum) to Curriculum 2013 have a very basic difference. These differences are shown in the teaching-learning activity and the grading process. This readiness should be supported by the teacher's competence as the key point of the success and effectiveness of the curriculum implementation.

E. Conclusions

Based on the analysis of the data above, it can be concluded:

- 1) The teachers' responses toward the Curriculum 2013 shows the teacher's workload is decreasing, the competence is sufficient, the workload is heavier and yet the effectiveness is not fully achieved. The implementation of the Curriculum 2013 is not effective yet due to some problems such as: the teachers' competences, changing the teacher & students' teaching-learning habit, and even the teaching-learning facility. It is assumed that the implementation of Curriculum 2013 works effectively in a big city with better facilities and the students with a better learning culture.
- 2) The teachers in applying the Curriculum 2013 are not fully ready. It takes time and changing the behavior is not an easy task. An ideal cultural study will be created but takes time and requires adequate support from the stakeholders, such as: teachers, students, as well as conducive educational climate, such as teaching-learning method, and its environment.

References

- Campbel, Reece.(2012).”Introduction to Law”. San Fransisco: Benjamin Cummings Publishing Company
- Creswell, J. W. (2013). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Edition). USA: Pearson Education.
- De Vito, Alfred. (1989). *Creative Wellsprings for Science Teacher*. London: Creative Ventures.
- Kementerian Pendidikan dan Kebudayaan. (2012). *Dokumen Kurikulum 2013*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. (2012). *Kurikulum 2013: Kompetensi Dasar Sekolah Menengah Atas (SMA)/Madrasah Aliyah (MA)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Paparan Mendikbud dalam Sosialisasi Kurikulum 2013* di Bandung 16 Maret 2013.
- Marsh, Colin.J. (2004). *Key Concepts for Understanding Curriculum*. London UK: Falmer Press
- McMillan, J. H. and Schumacher, S. (2001). *Research in Education: A Conceptual Introduction*. 5th Edition. United States: Addison Wesley Longman.
- Richards, Jack C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. dan Schmidt, Richard. (2002). *Dictionary of Language Teaching and Applied Linguistics*. 3rd Edition. Edinburg: Pierson Education Ltd.
- Tim Pengembang Kurikulum. (2013). *Kurikulum 2013*. Jakarta: Kementerian Pendidikan Nasional.
- Tim Pengembang Kurikulum. (2013). *Pembelajaran Berbasis Kompetensi Mata Pelajaran Bahasa Inggris dengan Pendekatan Saintifik* .Jakarta : Kementrian Pendidikan dan Kebudayaan