



English Teacher Obstacle on Implementing the 2013 Curriculum

Martina Napratilora¹, Nova Adi Kurniawan², Seri Yanti Siagian³

¹English Lecturer at STAI Auliaurrasyidin Tembilahan, Riau.

Email: Napratiloramartina@gmail.com

² English Lecturer at STAI Auliaurrasyidin Tembilahan, Riau

Email: anova2611@gmail.com

³Islamic Contemporary Education Lecturer at STAI Auliaurrasyidin Tembilahan, Riau

Email: Serisiagian19@gmail.com

Artikel info

Artikel history:

Received; November-2018

Revised; November-2018

Accepted; Desember-2018

Publish; Maret-2019

DOI:

Abstract. *This study aim is to explain how to implement the 2013 curriculum to teach English and describe English teacher obstacle on the curriculum implementation. The research method is a library study. The research finding shows that the English teachers are not able to apply 2013 curriculum well in the class. They get confused to use it in teaching and learning process, they are not able to apply the scientific approach in teaching and learning process well too. It because the teacher has a lack of knowledge about the 2013 curriculum itself and the scientific approach is a new approach in teaching and learning English. So, the implementation of the 2013 curriculum is not maximum especially in applying the scientific approach to the class. In analyzing the data, the writer uses content analyzes technique. Therefore, the English teacher has to learn and work hard to handle the obstacle in implementing the 2013 curriculum well like the following more socializations, more workshops of 2013 curriculum and also need support from the stakeholders like government, the Ministry of Education and Culture, Headmaster, and so on in realizing 2013 curriculum.*

Keywords:

*Implementing;
2013 curriculum;
English teacher;*

Corresponden author:

Jalan: Tembilahan Hulu, Kabupaten Indragiri Hilir, Riau 29211

Email: napratiloramartina@gmail.com

artikel dengan akses terbuka dibawah licenci CC BY-NC-4.0



INTRODUCTION

Education filed cannot be separated from the curriculum because the curriculum is a guide for all educators in doing teaching and learning process. So, the curriculum is an important issue to be discussed because a good nation is started with a good education. Besides that, it should be suitable for knowledge and technology development. Based on that reason, the government changes the KTSP curriculum to 2013

Curriculum. 2013 curriculum is based curriculum and character building. So, 2013 curriculum is a result of completing KTSP curriculum. The Ministry of Education and Culture explain that education field needs competence students to confront the globalization era to compete in job field and environment, believe in God, good attitude, health, knowledgeable, creative, innovative, independent, be a democratic and responsible citizen (Kemendikbud, 2014).

2013 curriculum is the newest curriculum in Indonesia and it is implemented

in the middle of the 2013 year. This curriculum has four competences aspects to be achieved. They are spiritual, attitude, knowledge, and skill. It is stated in the core competencies of the 2013 curriculum. On other hands, the 2013 curriculum emphasizes the competence and character building. Besides that education field needs the nation's character to be a successful nation. Getting nation's character, education field have to teach characters value itself. Samani and Hariyanto in Hendriani said that character refers to the way of individual thinking and doing something for life, teamwork in family, environment, nation, and city (Hendriani, 2015).

2013 curriculum introduces a new approach to teach and learn English. The approach is known as a scientific approach. The scientific approach uses some principles in teaching process like observing, questioning, associating, experimenting, and communicating. It becomes one of 2013 curriculum characteristics. The Ministry of Education and Culture states that teaching and learning steps based on 2013 curriculum have to use the scientific approach that consist of observing, questioning, associating, experimenting, and communicating (Kemendikbud, 2014). Implementing new thing in education will make the educators face some obstacles like the English teacher confused how to implement 2013 curriculum in teaching at the class and also get difficulties in applying the scientific approach in the process of teaching and learning.

In other sides, some teachers have followed the workshop about the 2013 curriculum. That means the teacher has knowledge about the curriculum and knows how to implement it. Dealing with this opinion, English teachers have to capable of implementing the 2013 curriculum well. In reality, teaching and learning activities still use lecture method which focuses on the teacher, not students. Munif state that teaching process at school still uses lecturer method (Munif, 2013). The teacher apply lecture method because the students are not active in the class, the teachers do not have enough knowledge and information about the scientific approach. However, the teacher has followed workshop about 2013 curriculum including applying scientific approach but teachers understanding about 2013

curriculum still unsatisfied (Winingsih, 2016). Afrianto also states that different comprehending about this new curriculum because all teachers do not have enough training about the curriculum (Afrianto, 2017).

English teachers are able to implement the 2013 curriculum well by having enough knowledge and information about the curriculum itself. It should be supported by all stakeholders like central government, local government to organize workshop, socialization, and coaching that relates to 2013 curriculum implementation and applying scientific approach. Besides that, English teacher are able to share their experiences and knowledge about the 2013 curriculum, especially about the scientific approach. Nuroidah and Ansor explain that implementation solution of teaching process activities (scientific approach application) need government role to organize workshop and socialization of 2013 curriculum implementation completely (Nuroidah & Anwar, 2015).

The aims of this study are to describe and explain how the implementation of the 2013 curriculum in teaching English and how to apply the scientific approach in teaching and learning process of English.

METHOD

This study is a literature study to find out relevant theory references with the problems finding. Literature study is a way to collect the data or sources which relevant to the research topic. Literature studies are able to get from some sources like journal, book, documentation, internet, library and so on. This research focus on review and answer the question relate to the variable (Sugiyono, 2015). This paper is written in Library and STAI Auliaurrasyidin Tembilahan. The writer conducts this study within two months starting on July 2nd up to Augustus 27th 2018.

The research instrument use secondary data. Secondary data is gotten of journals, books, documentation, and internet. Documentation is a method to find important data or document trough article, newspaper, magazine, journal, library, browser, book documentation and electronic media like internet which is related to this study. In

analysing the data, the writer uses content analysing technique.

Literature Review

Ekawati said that The English teacher is still confused about the 2013 curriculum. The teachers do not know the real implementation 2013 curriculum in making a lesson plan, teaching method and also arranging the evaluation. In the teaching process the teachers do not apply scientific approach and inquiry-based learning like observing, questioning, experimenting, associating, and communicating which is required in the 2013 curriculum. The teachers only apply some steps of scientific approach such as questioning and experimenting. They use cooperative learning, direct method, and Grammar Translation Grammar as a teaching method. On other hands, in teaching and learning process the students are not active. They need teachers 'guidance and explanation in a discussion to solve the problems (Ekawati, 2016).

According to Afrianto, the implementation of the 2013 curriculum does not give significance result in improving the quality of English teaching. The implementation of the scientific approach is having some obstacles like lacking clarity and complexity of teaching procedures, the teachers believe that they do not apply all scientific approach stages in the classroom. The teachers suggest to the government to provide more and continuous training and workshop to support teachers in comprehending and implementing the curriculum well. Besides that, the government should give flexibility to the teachers in the implementation of the 2013 curriculum such as using different approaches in teaching. It is because the important thing in teaching is not about what approach name which is used by teachers is but whether the approach works in their class (Afrianto, 2017).

Ahmad states that based on the research result by the United Federation of Indonesian Teacher (FSGI) about workshop and preparation of 2013 curriculum implementation show that there are some crucial problems and systematic preparation fail of teachers 'workshop. The workshop does not change teachers mindset like using a traditional approach, the tutor is speech and

the teachers listen to the tutors 'speech. There is no emphasize points of using a scientific approach such as observing, questioning, experimenting, associating, and communicating. Changing teacher mindset from the traditional approach to scientific approach is not an easy job. It needs time to learn and be routines (Ahmad, 2014).

Winingsih explains that local government has a role in realizing the workshop about the 2013 curriculum for the teachers, headmasters, and supervisors. Some Regencies allocates specific much money for a workshop. Other stakeholders are same such as private education foundation has a role in doing the workshop to change the teachers' mindset and teaching strategy based on the 2013 curriculum. In other sides, the local government especially education authorities have to improve their role in monitoring and evaluating to all schools to empower teachers, supervisors, and headmasters. The performing of monitoring and evaluating should be based on the monitoring and evaluating standards of 2013 curriculum like the official, monitoring and evaluating instrument. In achieving this aims, the government needs to register the official candidates of monitoring and evaluating into 2013 workshop. Therefore, teaching and learning activities are able to increase their quality continually (Winingsih, 2016).

While, Maisyaroh et,al state that teachers have low capability in understanding the basic framework and curriculum structures, limited time with complicated materials, difficult to develop lesson plan, difficult to apply scientific approach, low capability in applying electronic media like laptop and projectors, low capability on integrating education character into teaching and learning process. That means they need helping from the headmaster, supervisor in construct teachers ability through group and individual supervision (Maisyaroh, Zulkarnain, Setyowati, & Mahanal, 2014).

Based on the previous finding above, the writer concludes that the implementation of the 2013 curriculum and applying the scientific approach to teach English does not run well. Therefore the writer interested in studying English Teacher Obstacle on implementing the 2013 Curriculum.

RESULT AND DISCUSSION

1. The educators had a low capability in implementing the 2013 curriculum however they have followed the training and workshop about 2013 curriculum implementation but the result was still not maximal. Some English teachers still confused about how is the real implementation of the 2013 curriculum in teaching and learning process.
2. The English teacher did not comprehend completely about applying the scientific approach in teaching and learning process because limited teachers which get a chance to follow the training and workshop about implementing the 2013 curriculum and applying scientific approach.

Curriculum as material and ways that used to get the learning aims. In other words, Curriculum refers to a planning set and management of purpose, content, material, and way which is used for achieving education goals (Kemendikbud, Dirjendiksar, & Dirjenseksar, 2013). Curriculum implementation refers to the effort among government, the provincial government, and local government (Kemendikbud, 2012). 2013 curriculum is a new curriculum in teaching and learning process as a guide for the teachers to create a teaching plan program. In teaching and learning process English based on 2013 curriculum, there are some principles to be considered as follows: (1) The 2013 curriculum want to catch the English teaching aim which is meaningfulness and communicative functions; (2) Taking focus on the teacher (teacher center); (3) Learning English by observing, questioning, experimenting, associating, and communicating; (4) Students have to learn about attitude, knowledge, and skills; (5) Students learn English through activities, real text.

The government arranges this new curriculum for giving chance to the students to develop about differentiate in ability and skill. The curriculum gives chance for students to master attitude, skill, and knowledge based on their ability. It also focuses on potency, development, necessary, and environment. So, teaching and learning activities are not teacher center but students center. Because of that teaching process needs teaching

model/method to make students be active in the process of teaching and learning.

2013 curriculum is competence curriculum and characters building. In the implementation of the 2013 curriculum the students are able to increase and apply their knowledge and skill, assess the value of good character morality and use it for daily life. This new curriculum has four core competencies. KI 1 explains about spiritual aspects. KI 2 as social aspects (behavior). KI 3 for knowledge aspects. KI 4 is created for knowledge aspects. Kemendikbud explains that the 2013 curriculum should achieve four core competencies in teaching and learning process such religious, social, knowledge, and skill competencies which integrated with each other. Besides that, It also requires to apply the scientific approach in teaching activity which covers some steps like observing, questioning, experimenting, associating, and communicating and collaborating with inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning (Kemendikbud, 2014).

In reality, the English teacher cannot implement the curriculum well. The educators do not get maximum training about 2013 curriculum and feel difficult to apply scientific approach. It is related to Munif statements 2013 curriculum implementation in English subject is not maximum yet. The teacher does not make some components in teaching plan completely. It makes the teaching performing does not run well too. So, the educators need efforts to handle this problem to achieve teaching and learning competencies (Munif, 2013). In other words, the teachers understand about scientific approach principles and the basic concept of 2013 curriculum but in applying the concept the teacher does not apply it because the students are not active at the class (Ekawati, 2016).

According to Nuroidah and Ansor explain that implementation solution of teaching process activities (scientific approach application) need government role to organize workshop and socialization of 2013 curriculum implementation completely (Nuroidah & Anwar, 2015). It means that teachers need more socialization, training, and workshop to improve their understanding of the curriculum itself continually.

CONCLUSION AND SUGGEST

The implementation of the 2013 curriculum in teaching English is not run well. There are several obstacles faced by English teacher in applying 2013 curriculum like English teacher implements this new curriculum with their lack of in-depth comprehending that make them confused to use the curriculum in the class. Teaching activities do in general. The English teacher does not apply five steps of the scientific approach (observing, questioning, experimenting, associating, and communicating) because the students are passive in the class. More workshops and trainings about 2013 curriculum are needed by the English teacher to complete the teachers understanding of curriculum concept and gives more experiences about the 2013 curriculum implementation.

REFERENSI

- Afrianto. (2017). The Implementation of Scientific Approach for Teaching English in Senior High School: Voices from the Field. In *Advances in Social Science, Education and Humanities Research (ASSEHR), Volume 110 Fifth International Seminar on English Language and Teaching (ISELT 2017)* (pp. 183–191). <https://doi.org/10.2991/iselt-17.2017.33>
- Ahmad, S. (2014). Problematika Kurikulum 2013 Dan Kepemimpinan Instruksional Kepala Sekolah. *Jurnal Pencerahan*, 8(2), 98–108. <https://doi.org/10.13170/JP.8.2.2158>
- Ekawati, Y. N. (2016). The Implementation of Curriculum 2013: A Case Study of English Teachers' Experience at SMA Lab School in Indonesia. *ELLD*, 7(1), 84–90.
- Hendriani, S. (2015). Permasalahan Guru Bahasa Inggris dalam Mengimplementasikan Kurikulum 2013 di SLTA Kabupaten Tanah Datar, 18(1), 67–76.
- Kemendikbud. (2012). *Dokumen kurikulum 2013. Kementerian Pendidikan Dan Kebudayaan*. Yogyakarta: Kemenag.
- Kemendikbud. (2014). *Implementasi Kurikulum 2013 Konsep dan Penerapan: Paparan Wakil Menteri Pendidikan dan Kebudayaan R.I Bidang Pendidikan*. Jakarta: Kemendikbud.
- Kemendikbud, Dirjendiksar, & Dirjenseksar. (2013). *Panduan Teknis Penilaian di Sekolah Dasar*.
- Maisyaroh, Zulkarnain, W., Setyowati, A. J., & Mahanal, S. (2014). Masalah Guru dalam Implementasi Kurikulum 2013 dan Kerangka Model Supervisi Pengajaran. *Manajemen Pendidikan*, 24(3), 213–220.
- Munif, D. N. (2013). Implementasi Kurikulum 2013 Mata Pelajaran Bahasa Inggris di SMP Negeri 9 Madiun. *An-Nuha*, 2(2), 283–297.
- Nuroidah, I., & Anwar, M. A. (2015). Implementasi dan Problematika Kurikulum 2013 pada Mata Pelajaran Pendidikan Agama Islam Jurusan Ilmu Keagamaan di MAN Rejoso Jombang. *Jurnal Manajemen & Pendidikan Islam*, 1(1), 1–28.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta, cv.
- Winingsih, L. H. (2016). The Local Government's Role in the Implementation of Curriculum 2013. *Jurnal Pendidikan Dan Kebudayaan*, 1(1), 37–58.