



Pre-Service Teachers' View towards 2013 Curriculum and School-based Curriculum

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Abstract

This study aims to discuss the views and the problems faced by the pre-service teachers on the 2013 curriculum. The implementation of the 2013 curriculum is very different from the previous curriculum. Many obstacles significantly affect learning outcomes. In terms of the media used the assessment of the 2013 curriculum is more complicated than the previous curriculum. Then the methods used to convey the learning material has not been effective or not even following the learning material to communicate. This study used a qualitative descriptive method by giving two questions related to the 2013 curriculum. The participants were two pre-service teachers who had the best GPA. In this study, the researchers found that the 2013 curriculum was a new curriculum that followed the current technological era and also under the demands of the students' needs. Teacher candidates do not only learn how to understand teaching materials, but also how to apply these teaching materials in the teaching and learning process. In this study, researchers found that prospective teacher students faced obstacles in their application, for example in terms of classroom management and teaching preparation. Based on these findings, the pre-service teachers should be given the consecutive training on the 2013 curriculum implication.

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INTRODUCTION

A curriculum is one of the factors that affect the learning and teaching process. In Indonesia, the curriculum has been changing many times by several considerations. The curriculum is set to the improvement of the learning and teaching quality in Indonesia.

The implementation of national education based on Pancasila (Five Principles) and the 1945 Constitution of the Republic of Indonesia serves to develop

the skills and development of the character and civilization of the dignity of the nation in the context of the intellectual life of the country. It aims to increase the potential of students to become human beings who believe and fear God Almighty, noble, knowledgeable, skilled, creative, independent, and become a democratic and responsible citizen. Curriculum content and education as religious values continue to be refined and developed following the demands of development, development of science and technology.

Recently the government made the curriculum in 2013 a reference to improve the quality of education in Indonesia. But the implementation is still not perfect, so the government must be wise again. This case is almost always proven. Although the Minister of Education, issued a circular No. 179 342 / MPK / KR / 2014 dated December 5, 2014, regarding the implementation of the 2013 Curriculum, the debate has not ended. The Minister of National Education's policy is considered to cause a psychological burden for schools. Imagine, almost all schools in big cities have implemented a new curriculum. However, with the Minister of Education and Culture's policy, some schools felt cornered. Not participating in the education authority (Dispendik) policy in the K-13 is afraid of being wrong. It was also continued to be worried to force them while there was no support from the center.

Based on the preliminary study conducted by the researchers at several schools in Pasir Pengaraian starting from the elementary and secondary levels, they found that every school currently uses the KTSP curriculum; they said that teachers prefer to the 2013 curriculum. They thought the 2013 curriculum is more accessible than the previous curriculum. Students can also be more active in learning activities. But some schools lack adequate facilities and infrastructure so that the implementation of K-13 itself becomes inefficient. Also from educators, there are still many who do not get training up to K-13, so the majority of teachers are still confused in using K-13, and many educators do not master information and communication technology. Therefore, this study was made to provide an overview and reference for pre-service teachers in considering the application and implementation of the curriculum.

THEORETICAL FRAMEWORK

Many experts define the word "curriculum," but in general, they have the same meaning. Some of these definitions as quoted by Hartoyo (2011) are from several sources. The term curriculum includes all arrangements made by schools for student learning and development. This curriculum consists of the content of activities, student activities, teaching approaches, and how the teacher and class are organized. This thing also concerns decisions about the need for the use of facilities (Murdoch and Hornsby, 1997) at the Australian Ministry of Education, 1998). Howell and Nolet (2000) refer the term curriculum to various things. For example, courses taught in schools, or programs, documents that contain a list of courses taught, a set of teaching materials arranged in several sequences of frameworks, or a framework for selecting and managing learning experiences. Then, Richards (2001) states that the curriculum is an educational program in which there are: (a) program education goals; (B) content, teaching procedures and learning experiences that will be needed to achieve this goal (means); (c) several ways to assess whether the educational purposes have been completed or not. While Brown (1995) defines the curriculum as a series of activities that contribute to the growth of consensus between staff, faculty, administration, and students, this series of curriculum activities will provide a framework that helps teachers to achieve any combination of teaching activities. This framework is most suitable in their professional assessment of certain situations, namely a structure that allows students to learn as efficiently and effectively as possible in school given case. The National Education System Law (No 20/2003) provides a legal framework for the curriculum applied in Indonesia. The law defines the curriculum as a set of plans for the purpose, content, and learning material as well as the methods used as guidelines in conducting learning activities to achieve specific educational goals (Dharma, 2008: 2).

Based on the curriculum definition above, the researcher concludes that the curriculum is a guideline for teachers in implicating their methods or strategies to carry out the teaching and learning process and also is a guideline for students in achieving what they expect to do in their learning process.

The following is the explanation about the school-based curriculum and 2013 curriculum.

KTSP (School-based Curriculum)

The development of curricula at the elementary and secondary education unit level is based on guidelines compiled by the National Education Standards. This guide contains at least:

- a. School-based curriculum for elementary and secondary levels in the formal education standard category;
- b. school-based curriculum for the class of independent primary and secondary education;

Development of curricula at the level of religious primary and secondary school education units is based on guidelines compiled by the National Education Standards. The level curriculum for primary education or other equivalent forms is developed following educational groups, inherent regional/local characteristics, and local socio-cultural, and student learners. Schools and school committees, or Madrasah committees, develop curriculum and syllabus level education units based on the primary curriculum and competency standards, under the supervision of district/city offices responsible for education for elementary, junior high, high school and school vocational, and the department responsible for government affairs in the field of religion.

2013 curriculum

Regarding the curriculum, consolidation program, and budget through the Ministry of Education and Culture, it is known that the government will gradually implement the curriculum in 2013. 2013 curriculum is the speed of the competency-based curriculum that was pioneered in 2004 with an integrated attitude of competence, knowledge, and skills. Besides that, the curriculum arrangement with the 2013 curriculum was carried out as mandated by Law Number 20 of 2003 concerning the National Education System and Presidential Decree Number 5 of 2010 concerning the National Medium Term Development Plan.

The curriculum was developed in 2013 to improve educational attainment with two main strategies: increasing the effectiveness of learning in the education unit and additional study time at school. The efficiency of learning is achieved through three stages.

Curriculum development in 2013 was part of a strategy to improve educational attainment. In addition to the curriculum, there are several factors,

including students, length of time students stay in school, active competency-based learning of students, handbooks and the role of teachers as the spearhead of the implementation of education.

There are some strengths and weaknesses of the curriculum in 2013. The strengths are (a) students are required to be more active, creative and innovative in solving problems they get at school, (b) assessment of students from all aspects. Determination of values for students not only comes from the test scores but also comes from the amount of humility, religion, practice, attitudes, and others, (c) the emergence of character education and value education has been integrated into all activities, (d) student competencies are included in the functions and objectives of national schools, (e) the ability in question describes the domain of holistic attitudes, skills, and knowledge, (f) many competencies needed for improvement such as character education, active learning methodology, the balance of soft skills and hard skills, entrepreneurship, (g) 2013 curriculum is very responsive to phenomena and social change. It starts from social changes that occur at the local, national and global levels, (h) standardized assessment leads to competency-based assessments such as proportional attitudes, skills, and knowledge.

The weaknesses of the 2013 curriculum are (a) many teachers are misguided because they think the 2013 curriculum teachers do not need to explain the material to students in the class, even though there are many subjects, but there is no explanation from the teacher, (b) some teachers have not been mentally prepared for the curriculum in 2013. This curriculum requires more creative teachers, even very few such teachers. It takes a long time to be able to open up the teacher's horizons, and one of them is training and education to change the paradigm teachers like giving teacher material that can motivate students to be creative, (c) lack of understanding the concept of the teacher with a scientific approach, (d) lack of teacher skills to design lesson plans, (e) Not many teachers master authentic assessment, (f) the teacher has not fully completed the task of analyzing Standard of Graduate Competencies (SKL), Standard of Contents (KI), Basic Competency (KD), student books and teacher books. Many teachers have just done plagiarism in this case.

RESEARCH METHODOLOGY

The researchers used the qualitative method in the study. This qualitative method helps to clarify and explain results from the questions given (Malik & Hamied, 2016). In collecting data, the procedural was employed model by Miles, Huberman, and Saldan, (2014) which consisting of data reduction, data display, data condensation, and conclusion. In data reduction, the collected data were summarized, edits, by the objectively of information. After that, the sorted data were displayed in the form of narration as can be seen in the findings and discussion section. Finally, the condensation and conclusion were made based on the data analyzed during the process of data analysis.

This study aimed to answering the following research questions. They were:

1. What are the pre-service teachers' views towards the 2013Curriculum and School-Based Curriculum (KTSP)?
2. What are the problems faced by the pre-service teachers in emphasizing students' character in learning the English language in the 2013Curriculum and School-based curriculum (KTSP)?

Participants

The participants in this study were two distinguished English pre-service teachers at university semester 4. The reason for recruiting the two pre-service teachers as the participants were that they used two curriculums (KTSP and K-13) as the guidelines for teaching and learning program and the school still apply two curriculums (KTSP and K-13) as the guidelines in teaching programs. Therefore, purposive sampling method as discussed by Malik and Hamied, (2016) is used to select the respondent.

Research Instrument

To collect the data, the concept of triangulation as proposed by Miles, Huberman, and Saldan, (2014) has been employed to obtain the data by using different techniques. The data were obtained by using two methods namely the open-ended questionnaire and a semi-structured interview. The surveys were delivered to the teachers to collect the primary data about the participants' perspectives, and problems regarding the curriculum movement in teaching English (KTSP and K-13). Then, semi-structured interviews were conducted with the teachers to confirm the data gathered from the questionnaire and to add the other data that were not entirely obtained by the survey. During the interview sessions, recording and note taking were conducted to collect the essential data. The interviews and

questionnaires session was held twice.

DISCUSSION

In this section encompasses the result regarding the research questions of this study which is transformed into the statement as follow:

a. Pre-service teachers' perception among 2013 Curriculum and School-based Curriculum (KTSP)

From the obtained data, it was found that the participants of the study had learned and analyzed both of the curriculums (KTSP and 2013 Curriculum) in curriculum and Text Book Analysis in the previous semester. However, as the pre-service teachers, they understand about the implementation of both curriculums itself, especially in how they implemented both curriculums in teaching the English language. The first participant in this study called as (PST 1) and the second participant called as (PST 2). Both participants mentioned their ideology, perception and their philosophical toward the curriculums based on their experience in teaching. The obtained data about the statement are as follow.

Pre-service teacher (PST) 1 mentioned that the 2013curriculum is a transition learning process from KTSP. Where the students got as much information as possible from the teachers to learning independently with media provided by teachers, the 2013curriculum is a breakthrough from the government to teach the students, and then to learn regardless. Because now, all lot of technology had supported students to learning independently, one of this is the internet

Then, Pre-service teacher (PST) 2 stated that pre-service teacher is a kind of training and guidance for the teacher candidate to make sure they will understand their roles and they can prepare the lesson materials based on the primary curriculum that government applied. The differences between the pre-service in 2013Curriculum and KTSP are the pre-service in 2013Curriculum guide the pre-service teacher to be participative because of the teacher's role in this curriculum as a facilitator. As supported by Rachmawati, (2017) that the mastery of professional competence, including knowledge in current curriculum is an essential element of teachers' professionalism. Therefore, the teachers need to prove their knowledge and ability in using it. After that, the pre-service teacher also has a service in learning education physiology because the teacher will value the characters and intelligence of the students. But in the KTSP, the pre-service guide

the pre-service teacher to apply the variation of the teaching methods because the focus on this curriculum is to make students able to understand the materials.

From the pre-service teacher (PST) 1's and pre-service teacher (PST) 2's opinion, it can be concluded that they view the 2013 curriculum positively. The 2013 curriculum is a breakthrough in our education in Indonesia. The curriculum can respond to the student-teachers need in the classroom. This statement is in line with the previous study conducted by Ahmad (2014) who found that the English teachers viewed 2013 curriculum superficial and conceptual. This view showed that the teachers positively accept the new curriculum.

b. Problems faced by the pre-service teachers in emphasizing students' character in learning the English language among Curriculum 2013 and School-based Curriculum (KTSP)

PST 1: One of the problems by a teacher is when the teacher develops the character of the student. The students in the past are reluctant to the teacher because it considers the teacher of someone to be respected. But now the teacher is more regarded as a friend because I think it will eliminate the authority of the teacher, so my opinion, the problem will be arising when students forgot the role as a student. And will appear the students no longer respect for teachers because the student considers the teacher as a friend. Then, the teacher should directly guide students. However, teachers also should be seeing the boundary between the teacher as the teacher and students as a student. And then, teachers should also know their role as teachers. So, that its role does not exceed the limit set by the teacher code of ethics.)

Pre-service (PST) 2 said that the problems faced by the pre-service teacher are (a) class management. Most of the pre-service teachers have a problem in managing the classroom. Many students don't pay attention to the pre-service teacher because they're still in the learning process and they're not sure to start the classroom as their teachers do. So, they will act casually; (b) the preparation of the materials. The lack of learning preparation can make the learning process ineffective and inefficient because several pre-teachers don't ready to teach, and they don't have communication from the teacher that teach English materials. So, the teaching of learning process becomes bored and undirected.

Based on the PST 1's and PST's responses, students' behavior is one of the lacks of the 2013 curriculum. The students have more freedom to their teachers that

sometimes the teachers feel disrespected.

The researcher also found that the PST has difficulties in class management and materials preparation. In this class, of course, the PSTs need more training and guidance to be more competent in applying the 2013 curriculum.

The authors suggest that the teachers require the training on 2013 curriculum. Thus, the teachers can face the students' behavior, class management, and materials preparation. This statement is supported by the study of Nasir (2015) who mentioned that training makes them more understands about 2013 curriculum.

CONCLUSION AND SUGGESTION

As the completion of this research report, all of the research questions of the study are answered. Two pre-service teachers who become the respondents of this study had the same perspective about the impact of curriculums. Moreover, the pre-service teachers think that as a future teacher, they have to know their role as teacher, mastering the class management and the material which will be taught as well. Curriculum 2013 is one of the ways to encourage, to compete, and to make national education better. The excellent education is at a curriculum. A good curriculum will determine some changes. No proper education without a curriculum. So, a good curriculum is compulsory. Now the curriculum 2013 has given some changes to make our school better. This curriculum provides teachers with many chances to be more creative and offers students opportunities to be more active.

The implementation of the curriculum brings some consequences, as follows:

1. The government should prepare things which are related to the successful implementation of the curriculum.
2. The government also should socialize the curriculum 2013 from cities until villages, in every part of Indonesia.
3. The government should serve the infrastructure for the implementation of the curriculum. The government should encourage the motivation of the teachers to imply the new curriculum.
4. The teachers should improve themselves in teaching-learning. The teachers should have a good will to succeed in the implementation of the curriculum.

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