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English Teachers' Perspective Towards the Implementation of Curriculum 2013

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Abstract (Bahasa Inggris)

This study aimed to know the perspective of English teachers towards the implementation of the 2013 curriculum at SMP Negeri 16 Gorontalo. The participants in this study were English teachers consisting of 2 teachers who taught classes V11 to 1X for the 2022/2023 academic year. This study uses a descriptive qualitative method with data collection techniques using interviews and documentation (Sugiyono, 2016). This study also uses the data analysis model of Miles and Huberman (1984), as cited in Sugiyono (2016). The interview indicators were adapted and developed from the fourteen learning principles of the 2013 curriculum in Permendikbud number 22 of 2016. The results of this study indicate that English teachers have quite well implemented the implementation of the 2013 curriculum. It is evident from the teacher's strategy in implementing the 2013 curriculum learning principles. However, several principles still have not met the 2013 curriculum learning expectations and the obstacles encountered by English teachers. Some of the teacher obstacles in implementing the 2013 curriculum include limited learning resources, teacher readiness, book sources that are difficult to understand, lack of training or workshops on implementing the 2013 curriculum, assessment formulation, lack of teacher understanding in integrated learning, lack of student participation and confidence, and limited facilities and infrastructure.

Abstrak (Bahasa Indonesia)

Penelitian ini bertujuan untuk mengetahui perspektif guru bahasa Inggris terhadap implementasi kurikulum 2013 di SMP Negeri 16 Gorontalo. Partisipan dalam penelitian ini adalah guru bahasa Inggris yang terdiri dari 2 orang guru yang mengajar kelas V11 sampai dengan kelas 1X untuk tahun ajaran 2022/2023. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data menggunakan wawancara dan dokumentasi (Sugiyono, 2016). Penelitian ini juga menggunakan model analisis data Miles dan Huberman (1984), sebagaimana dikutip dalam Sugiyono (2016). Indikator wawancara diadaptasi dan dikembangkan dari empat belas prinsip pembelajaran kurikulum 2013 dalam Permendikbud nomor 22 tahun 2016. Hasil dari penelitian ini menunjukkan bahwa guru bahasa Inggris telah menerapkan implementasi kurikulum 2013 dengan cukup baik. Hal ini terlihat dari strategi guru dalam mengimplementasikan prinsip-prinsip pembelajaran kurikulum 2013. Namun, beberapa prinsip masih belum sesuai dengan harapan pembelajaran kurikulum 2013 dan kendala yang dihadapi oleh guru bahasa Inggris. Beberapa kendala guru dalam mengimplementasikan kurikulum 2013 antara lain terbatasnya sumber belajar, kesiapan guru, sumber buku yang sulit dipahami, kurangnya pelatihan atau workshop tentang implementasi kurikulum 2013, perumusan penilaian, kurangnya pemahaman guru dalam pembelajaran terpadu, kurangnya partisipasi dan rasa percaya diri siswa, serta terbatasnya sarana dan prasarana.

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1. INTRODUCTION

The curriculum has developed into a crucial element of the educational system that can control how the teaching and learning process is carried out. Based on Law of the Republic of Indonesia Number 20 regarding the National Education System (Undang-Undang Dasar, 2003), The curriculum is an ensemble of arrangements or strategies concerning objectives, content, materials for learning, and ways of teaching used as rules for organizing learning activities to achieve specific educational goals. For that reason, the curriculum development has become essential to a better educational system, because schools can arrange the teaching and learning process systematically.

Since 2013 to 2014 academic year, Indonesia has adopted a type of curriculum development known as the 2013 curriculum. According to Mulyasa (2013), as cited in Waybin (2014), the 2013 curriculum emphasizes the development of student's character and skills in carrying out their duties with specific performance standards that can impact their success in mastering competencies. Simply, the 2013 curriculum directs teachers on how to cultivate students' character and competence throughout every learning process.

In implementing the 2013 curriculum in Indonesia, the regulation of National Education standards necessitated a number of adjustments, particularly in the areas of graduate competency, content, process, and educational assessment standards. Four of the eight from these national education standards are the basis for the 2013 curriculum change policy that has been changed and reorganized, then implemented as the revised of the 2013 curriculum starting in the 2017/2018 school year (Mulyasa,2019).

Several parties have done research on the effectiveness of the 2013 curriculum in several Indonesian provinces. The First research is conducted by Kastawi et al. (2017). They discovered that the 2013 Curriculum's implementation in a number of Central Java areas had not been successful. It is because no more than 50% of school teachers implement the 2013 curriculum learning system because of a lack of teacher readiness, support from schools and local governments, and coordination between teachers, school leaders, and the education office. The second research is from Rahman & Bahar (2019) who found different results related to implementing the 2013 curriculum. They found that the readiness of teachers, students, facilities, infrastructure, principals, and enthusiasm of school principals in implementing the 2013 curriculum has been going well. However, they also recognized that there are still several challenges in implementing the 2013 Curriculum, where the most crucial is the readiness of teachers to prepare, implement, and evaluate learning outcomes following the approach and learning assessment in the 2013 curriculum. This study is different from previous studies because this gives more emphasis on the English teachers at one of the junior high schools in the province of Gorontalo. In addition, to learn more about the teacher's perspective on implementing the 2013 curriculum, particularly with regard to Permendikbud number 22 of 2016. At the same time, the previous research consisted of several schools and parties implementing the 2013 curriculum. Hence, it is important to conduct comprehensive research regarding implementing the 2013 Curriculum based on process standards as one of the four national education standards that become a reference for teachers in planning, implementing, and assessing the learning process.

Moreover, based on research by Luneto (2016), the issues with teachers are the most prevalent issues with the 2013 curriculum's implementation in Gorontalo province. The researcher also found these problems in implementing the 2013 curriculum by the English Teachers at SMP Negeri 16 Gorontalo. In accordance with the results of the pre-observation, the researcher discovered that teachers still find it challenging to determine scientific assessment instruments and apply learning thematic in lesson plans, changing syllabus schemes, lack of textbook references, insufficient time allocation, process assessment processes and learning outcomes that seem complicated because they have to adjust instruments differently, be it speaking, listening, reading and writing. That is why teachers' perspective in implementing the 2013 curriculum makes it important to know what happened to them. The teacher's perspective is crucial for enhancing the teaching and learning process because the strategies they use can affect the quality of education (Zaiturrahmi et al., 2021). Therefore, this research is required to provide a more comprehensive picture of the implementation of the 2013 Curriculum in English subjects at the junior high school level, because several of the studies that have been reviewed

concentrate just on how the curriculum is being implemented, without highlighting any particular subjects. For that reason, more specific research is needed on certain subjects and levels of education to complement these previous studies. This research is important considering that policies to change and improve the curriculum, including the 2013 Curriculum, need to contribute much research that is broad in scope.

In this case, the process of learning and teaching could be impacted by the English teacher's perspective. That is why the government should be aware of the English teachers' perspective in order to successfully implement the 2013 curriculum as a teaching and learning system. Therefore, this research is required to explore the perspective of English teachers on the principles of learning as a learning system applied to the 2013 curriculum. The researcher focused on implementing the 2013 curriculum in Gorontalo Province, especially in the English subject at SMP Negeri 16 Gorontalo. The research results describe how the 2013 curriculum was implemented in English learning at SMP Negeri 16 Gorontalo based on the English teachers' perspective on the learning principles and the difficulties they faced during the teaching and learning process.

2. RESEARCH METHOD

The research method design for this study was descriptive qualitative methods. This approach takes serious care about the causes of a phenomenon which is then correctly explained based on what the researcher sees. Lexy J. Moleong (2014), as cited in Rohim (2018), states that descriptive research aims to understand and describe the phenomena of the object of research verbally and holistically, such as behavior, perception, motivation, and behavior. Therefore, the researcher used a qualitative descriptive method to assist the researcher in describing the English teacher's perspective on implementing the 2013 curriculum based on their experiences in teaching English. The researcher takes two English teachers who teach in classes VII to IX at SMP Negeri 16 Gorontalo for the 2022/2023 academic year as the participant.

This research used interview and document as the technique to collect the data. Stainback (1988) cited in Sugiyono (2016), said that interviews give the researcher a way to learn more about the participant's perspective on a situation or phenomenon. The interview instrument used is the development of learning principles in the Ministry of Education and Culture, number 22 of 2016, concerning the standard process. In addition, there are some steps taken by researchers in this technique. The first step is asking the English teachers using several questions related to their perspective on the fourteenth learning principles in the implementation of the 2013 curriculum. The second step is recording the interview process using a voice recorder. The last is copying audio recordings into the transcription process, which was writing down all audio recording data into literary data. The data also comes from analyze documents from the syllabus and lesson plans based on the analytical guidelines applied to the 2013 curriculum. Sugiyono (2016), explained that documentation studies complement observation and interview methods in qualitative research.

This research used Miles and Huberman's (1984), as cited in Sugiyono (p.337, 2016) model data analysis divided into three activities: data reduction, display, and conclusion drawing/verification.

3. FINDING AND DISCUSSION

This section presents the research findings related to the perspective of English teachers in implementing the 2013 curriculum. These results and discussion described the perspectives of English teachers regarding the fourteenth learning principles of the 2013 Curriculum. The findings from the collected interview data and documents show that Curriculum 2013 was implemented well. However, The English teachers still found some obstacles in several learning principles of the 2013 curriculum.

Interview

Based on interview data, this research found that two of the fourteenth learning principles of the 2013 curriculum do not meet the expectation. They are integrated learning and utilizing information and communication technology. The English teachers have done the two principles, but after the interview, the researcher did not find any answer from English teachers related to the theory.

Documents

In the documents data, the syllabus and lesson plans for English teachers have follow Permendikbud number 22 of 2016. Even though there are some deficiencies, such as media, learning resources, and less varied methods, still need to be solved in the components of the syllabus and lesson plans made by the English teachers at SMP 16 Gorntalo.

1. Learning That Encourages Students to Become Active Learners

The perspective of the English teacher is mostly related to this principle through the provision of apperception and motivation to students in the learning process. This finding aligns with the results of Satria & Kusumah's research (2019), Antika (2014).
The English teacher's perspective also explains some difficulties, such as learning resources, internet facilities, and teacher readiness, as obstacles for them in applying this principle. This finding aligns with Antika's research (2014) concerning obstacles caused by a lack of available infrastructure, minimal government attention, and a lack of knowledge of student parents about the actual learning process.

2. Learning Based on Various Learning Resources
The research findings related to this principle indicate that English teachers use other sources such as books with different publishers, short films, lecture references, and YouTube to make students can learn English from other resources. This finding is the same as Antika's opinion (2014), Slameto (2015). English teachers argue that learning using other resources can create interesting learning and also handle the problem related to the limited learning resources and sources of books that are hard to understand. Krisdiana et al. (2014) found that one of the Difficulties junior high school teachers face in implementing the 2013 curriculum is that Using language in textbooks is difficult to teachers understand and less effective in enhancing the learning process. Therefore, implementing this principle becomes a solution for English teachers to create interesting learning through other learning resources.

3. A Process as Strengthening the Use of a Scientific Approach
The scientific approach should be combined with other methods, techniques, and strategies. The research findings show that English teachers strengthen the use of a scientific approach by combining it with the method of Problem-Based learning, discovery/inquiry, lectures, and snowball throwing. In addition, they use Think-pair-share (TPS), demonstrations, real objects, and performance as learning techniques. They also use the scientific approach strategy and contextual learning in every English lesson. English teachers begin by analyzing students' needs according to education level and age, reading student ability maps, and adjusting to the material and conditions of student readiness in class. In applying the method, the English teacher ranks the students' needs to create a text that is the most complex of the student's basic abilities. They provide material and assignments sequentially, as in class V11 starting with expressing opinions, invitations, and recounting text. In applying the technique, the English teacher groups each student and gives assignments, such as learning expressions that give them competence in expressing various things. In applying English teacher strategies, they prioritize learning that students must be able to explore, analyze, and generalize. The English teachers perspective is aligns with Permendikbud number 22 (2016), Mulyasa (2019), Kossasy (2017), Suwanto, (2020) However, the findings of this study also have the same results as Krisdiana et al. (2014) concerning the factors that cause difficulties for teachers and junior high school students in implementing the 2013 curriculum, which found teacher constraints related to training needs, student conditions, and level of difficulty of standardized subject matter.

4. Competency Based Learning
This research found that diagnostic mapping for each student's ability and giving a pretest is an English teacher's strategy for designing learning that follows competency demands by considering the different characteristics of students. As participants, they emphasized that the diagnostic mapping for each student's abilities aims to improve student competence that can balance with other competencies. They also believe that the pretest given to each student can develop their competence. The research findings related to the strategy of English teachers in applying this principle describe the essential elements of competency-based learning by Norton (1987, cited in Sofyan, 2011). Sofyan (2011) also added that the designed learning content has to be relevant to students' character. In addition, Mulyasa (2019) explained that the pretest's function is to determine students' progress level concerning the learning process. This study also found that the evaluation formulation offered by the Ministry of Education and students' attitudes fluctuated, which is still an obstacle for English teachers. It also revealed by Mulyasa (2019).

5. Integrated Learning
This study found that the teacher's perspective in implementing the integrated learning model was through discussing learning styles with teachers of other subjects and using books from other subjects as learning resources. This strategy makes the teacher find a suitable learning model for learning English. This finding aligns with how teachers can apply integrated learning revealed by Oktavia (2021). Even though this principle still cannot be said to be appropriately implemented because the teacher's way has not become a formality in realizing integrated learning, Soemantri (2011). Therefore, the teacher's ability to apply integrated learning can avoid the obstacles, such as student factors, facilities and infrastructure, and the environment that can affect integrating learning.

6. Learning with Multidimensional Answers
The findings show that all teacher participants were in one opinion that the strategy they use to produce truly multidimensional answers is through learning motivation by asking questions related to the current situation, the teacher approaches the world of student interests and evaluates by accepting, appreciate, and reflect each student's answer. This strategy aligns with Anjani et al. (2020).

7. Learning Applicative Skills
The findings of this study indicate that based on interview and document data, the English teacher has carried out learning that emphasizes students' abilities through a learning process that uses applications and areas outside the classroom as a medium to realize the principles of learning applicative skills. These findings are in line with the statement by Krisdiana et al. (2014).

8. Improvement and Balance between Physical Skills (Hard Skills) and Mental Skills (Soft Skills)
The findings in this study show that English teachers at SMP 16 Gorontalo have made this improvement and balance between hard skills and soft skills in students through demonstration learning by using media such as videos to complete the needs of students' English competency. Another finding on this principle refers to the constraints of English teachers regarding students who still need more confidence and only a small proportion participate in learning optimally. This finding is in line with the findings of research by Putri (2019).

9. Learning That Prioritizes Cultivating and Empowering Students as Lifelong Learners
The results of this study show that English teachers apply this principle through a conducive learning environment and habituation methods, controlling the character development of each student in each learning process cultivating independent learning, and strengthening students' curiosity. The learning process created by the English teacher is the same as that expressed by Fathul Jannah (2013, as cited in Yunus & Wedi, 2018) about the concept of a lifelong learner as an education system that explains the entire event of teaching and learning activities in the whole of human life.

10. Learning That Applies Values by Setting an Example, Building students' interest, And Developing Students' Creativity in The Learning Process
This study found that English teachers positioned themselves as role models and learning partners who applied habituation to encourage the development of students' creativity. These research findings align with classroom and laboratory management in implementing learning based on Permendikbud number 22 concerning primary and secondary education process standards in 2016.

11. Learning That Takes Place at Home, In Schools, And the Community
This principle requires involvement between families and communities that can support education other than learning at school. Research findings related to this principle show that English teachers have applied this principle with the strategy of building a mindset through increasing student learning interest by instilling knowledge about science and the concept of the benefits of learning English, giving structured and unstructured external assignments, and learning outside school environment to create learning patterns that are not only in the classroom but can be found outside the school environment. This strategy certainly requires the role of other parties to support the character and knowledge of students in each learning process. This finding is related to what Rochanah (2017) revealed about the importance of schools, families, and communities that must work together to support the development of students' character and knowledge in effective learning.

12. Learning That Applies the Principle That Anyone Is A Teacher, Anyone Is A Student, And Anywhere Is A Class
This principle refers to student learning spaces not limited by classroom walls. It is intended for students to learn from the surrounding environment. This study found that English teachers apply this principle in every lesson so that students can find learning resources wherever they are. They allow students to discuss and express feelings, thoughts, and ideas. They also carry out learning outside the classroom. The perspective given by the English teacher is in line with Rachmawati (2010), who argues about self-directed learning, which is flexible learning but still leads to planning, monitoring, and evaluating related to the ability of students to manage learning according to their rights. In addition, independent learning requires students to manage existing learning resources according to learning needs and context.

13. Utilization of Information and Communication Technology to Improve the Efficiency and Effectiveness of Learning
This study reveals that information and communication technology use in learning English still needs to be improved due to the lack of supporting facilities. English teachers have carried out this principle, but it has not

met expectations due to limited facilities. English teachers apply this principle only through students' cell phones and limited LCD facilities. This finding aligns with Cholik (2017), Krisdiana et al. (2014).

14. Learning That Applies the Recognition of Individual Differences and Students' Cultural Background
Regarding this principle, Mulyasa (2019) said that it is essential to recognize the individual differences of each student in implementing the curriculum in the school, even though learning is carried out jointly by students in class. Therefore, the teacher can control the student experience through a systems approach and oriented toward the process and learning outcomes to serve each student's differences. This statement is justified by these research findings, which found that in the implementation of the 2013 curriculum, English teachers at SMP 16 Gorontalo recognized individual differences and student backgrounds through information on each student they found from the guidance and counseling teacher or fellow subject teachers and learning evaluations to be able to cater for student differences through learning according to their abilities. Moreover, English teachers have not found obstacles in applying this principle. It is because they could see the individual differences and student backgrounds through the evaluation, and they shared information that made them able to find student information easily.

The findings of some of the previous studies had more or less the same results. Hariatiningsih's research (2016) found that the implementation of the 2013 curriculum policy related to the implementation of the Minister of Education and Culture Regulation No. 160 of 2014 concerning the Implementation of the 2006 Curriculum and 2013 Curriculum for SMA and SMK levels in Blitar City has been running smoothly. Hariatiningsih's research looks at this implementation from three variables: communication, resources, and implementers' disposition, while this research looks at fourteen learning principles. Kastawi et al. (2017), Rahman & Bahar (2019), and Luneto's research (2016) confirm several findings of learning principles that are obstacles for teachers in implementing the 2013 curriculum. First, only some teachers have received training, many teachers have not been able to apply thematic learning and use a scientific approach, and many teachers have not been able to carry out authentic assessments. These findings align with the principles of strengthening learning using a scientific approach, competency-based learning, and integrated learning in this study. In addition, there are findings on the management of curriculum implementation that must be improved, starting from setting implementation targets, budgeting, procuring educational facilities, training, implementation, mentoring, and evaluating successes and failures. These findings are also similar to those found in the second and thirteenth learning principles regarding learning based on various sources and users of information and communication technology. In general, this research corroborates some of the findings of previous studies that the implementation of the 2013 Curriculum has not been running effectively because some of the obstacles found in the learning principles have not been able to meet the expectations of the 2013 Curriculum.

4. CONCLUSION

4.1 Conclusion

This research aims to know the English teachers' perspective toward the implementation of the 2013 curriculum in English teaching. Research on English teachers' perspectives towards the implementation of curriculum 2013 was conducted at SMP 16 Gorontalo. The participants are two English teachers who teach in classes V11 to 1X in the odd semester of the 2022/2023 school year. This study uses a descriptive qualitative method design and interactive data analysis method by Miles and Huberman. This study succeeded in answering the research question through analysis of interview data and documents by finding the teacher's perspective on fourteen principles of implementing the 2013 curriculum learning.

As a result, the implementation of the 2013 curriculum in learning English has been quite well implemented, as seen from the implementation of the 2013 curriculum learning principles that teachers need to apply to learning English. Several perspectives of English teachers have proved this regarding implementing the 2013 curriculum learning principles, which positively impact effective English learning. In addition, implementing the 2013 curriculum also indirectly benefits student activities in class.

Although the English teacher has implemented the fourteenth learning principles, some learning principles cannot meet the expectation of the learning process in the 2013 curriculum. It is evident from the difficulties and problems that English teachers get during the implementation of the 2013 curriculum learning principles as a form of implementing the 2013 curriculum in the teaching and learning process they carry out.

The English teacher's perspective on principles of integrated learning and utilization of information and communication technology illustrate that they cannot meet the expectation of implementing the 2013 curriculum. Moreover, they also find problems in several other curriculum learning principles, such as the readiness of teachers and students, facilities, learning resources, and limited facilities and infrastructure. These difficulties and problems are the same facts as what was revealed by several previous researchers.

The English teachers' perspective became a reference for successfully implementing the 2013 curriculum. It is evident from their actions in carrying out the learning principles following the implementation concept written in this research. Consequently, these learning principles become an alternative way for English teachers to implement the 2013 curriculum in the learning process following the policies set for implementing this curriculum.

Therefore, the role of the teacher is needed to implement the 2013 curriculum where they must be fully responsible for implementing this curriculum, one which is by understanding the learning principles of the 2013 curriculum related to the development of process standards as one of the national education standards, which is a reference for teachers in planning, implementing, and assessing the learning process. It would be perfect and challenging if further research investigated curriculum implementation in other subjects by looking at other national education standards, the learning principles in the curriculum that would be implemented in other subjects, or even from students' perspectives on curriculum implementation.

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