

**THE IMPLEMENTATION OF CURRICULUM 2013 FOR TEACHING AND
LEARNING ENGLISH AT THE TENTH GRADE STUDENTS OF MA
NEGERI TARAKAN IN ACADEMIC YEARS 2018/2019**

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ABSTRACT

The research design of this research was case study. The research objects of this research were the English teacher at the tenth grade and the head master of MA Negeri Tarakan. The technique of collecting data in this research used three instruments there were: observation sheet, interview, and document analysis. The result of this research is curriculum 2013 in MA Negeri Tarakan has already implemented but not running well. The implementation of curriculum 2013 only 60 percent that implement in the class; the English teacher need to understand the authentic assessment and all of items in scientific approach. In conducting teaching and learning process the English teacher could teach based on lesson plan but it was not effective. Then, the problems that the English teacher faced in implementation of curriculum 2013 in teaching preparation mostly in preparing media that would be use in teaching process because lack of facility in the classroom, in making written preparation especially on lesson plan the English teacher need to make the appropriate indicator with the syllabus because the indicator is very important to measure the students' ability. In teaching and learning process the teacher have some problems: lack of training until the teacher couldn't apply the scientific approach, couldn't manage the class well, lack of media in the classroom because the English teacher just prepare the media in language laboratory. In teaching evaluation the teacher couldn't apply scientific approach well it made the teacher couldn't use the authentic assessment because lack of training in curriculum 2013

Keywords: *The implementation of curriculum 2013, teacher obstacle, teaching and learning.*

INTRODUCTION

The curriculum is a means to achieve educational goals, as well as guidance in the implementation of education. The curriculum reflects the philosophy of life of the nation, in which direction and how it shapes the lives of the future will be determined by the curriculum used by the nation's social now. Value, the needs and demands of society are always changing partly as a result of the advancement of the science and technology. The curriculum should be able to anticipate these changes, because education is considered the most strategic way to compensate for the advancement of science and technology. In history of Indonesia Education, curriculum still has negative responds from our society because the Government always changes the curriculum but, the government not focus to change the quality of the curriculum.

Curriculums as a tool for accomplish the Educational program, need balance in implementation. The implementation of curriculum has influenced by blooming of society. Indonesia has been implementing curriculum 2013 as a revision of previous curriculum. This change is expected to be able to improve the teaching quality and students competencies including; knowledge, skills, and attitude.

Curriculum 2013 aims to encourage learners or students, better able to make observations, ask questions, reasoning, and communicating (present), what they earn, or they know after receiving learning materials. The object becomes the structuring of learning and curriculum improvement in 2013 emphasize on natural phenomena, social, art, and culture.

The implementation of curriculum

2013 has significant different with the implementation of KTSP. Curriculum 2013 use scientific approach included; Observing,

Questioning, Experimenting/Exploring, Associating and communicating.

Characteristics of learning at each school in Indonesia related with Standard of Passing Competence and Standard of content. Standard of Passing Competence (KKM) give a conceptual framework about target learning must be achieved. Standard of Content give a conceptual framework about learning activity and learning based on level of competence and scope of material space.

In Indonesia especially in senior high school level, the government has been designed curriculum for develop quality of education. Curriculum has designed for supporting teaching and learning process. The teacher needs to develop quality of education. Based on, material training of implementation curriculum 2013 module, curriculum 2013 applied as step by step start from 2013-2014 through limited application, especially for schools in ready apply this curriculum. In academic year 2013/2014, curriculum 2013 applied as limited for I and IV grades on Elementary School/Madrasah Ibtida'iyah (SD/MI), VII grade Senior High School/Madrasah Tsanawiyah (SMP/MTS), and X grade Senior High School/Madrasah

Aliyah/Vocational High School/MAK). In academic year 2017/2018 will applied on I to XII grade.

According to Mulyasa (2014) in structural curriculum SMA/MA have an added time

allocation for learning on a week 4-6 hours with the result that, for grade X grade have 38 hours become 42 hours, and for XI grade and XII have 38 hours become 44 hours. Whereas a long period for each time allocation is 45 minutes. Because of increasing and decreasing in time allocation, the teacher has opportunity for make creations to courage the students more actively.

RESEARCH METHOD

1. Research Design

The reason of the researcher chooses MA Negeri Tarakan because the research of curriculum of 2013 always use school under the the minister of education and that why the research want to use school under the minister of religion to find the implementation is different from this two school.

In MA Negeri Tarakan, English subject is taught in each major and classes from X until XII grade. In X grade, English taught 45 minutes based on the schedule in this school. English teacher teaches use syllabus and lesson plan based on curriculum 2013 version 2017. In the fact, there was a problem of implementation curriculum 2013 version 2017 because although the English teacher already have training about curriculum 2013, they teach many classes, and have limited time just 2 hours for teaching. The effect of the problem is the English teacher doesn't have many time to applied of all items and assessment in curriculum 2013.

Referring to the explanations above, the researcher had motivation to conduct the description and explain which on title, "The Implementation of Curriculum 2013 for Teaching and Learning English at the Tenth Grade Students of MA Negeri Tarakan"

This research uses descriptive qualitative

method since main objective is to describe the English teachers' implementation of 2013 Curriculum in the classes. The research is a qualitative research. According to Banister et al, Qualitative research is: (a) an attempt to capture the sense that lies within, and that structures what we say about what we do;

(b) an exploration, elaboration and systematization of the significance of an identified phenomenon; (c) the illuminative representation of the meaning of a delimited issued or problem.

This research is one of qualitative research that is a case study. According to Creswell, case study is an exploration of a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context Case Study.

2. Research Instrument

In the research, the researcher used three instruments for collecting data. The instruments were field note, interview, and document analysis.

3. Research setting and subjects

The setting of this research has been held at MA Negeri Tarakan, located on Jln. Ladang No.1 Kelurahan Pamusian, Tarakan Tengah. The subjects of the research were the English teacher at X grade of MA Negeri Tarakan in academic years 2017/2018 and the head master of MA Negeri Tarakan.

First, the researcher take the data with observation sheet through observing the English teacher and student activities in classroom on teaching learning process. Second, the researcher did the interview with the head master, and the English teacher used tape recorder and interview questions list according to semi structured interview and follow the steps of interview guidance. Third, the researcher take the documents from English teacher at X grade. Forth, re-check the data from the

observation sheets, video recorder, tape recorder, and documents. Fifth, drew the conclusion related to the topic and result of the research.

4. Data Analysis

In the research the data analyzed according to Denscombe (2007) the process of qualitative data analysis in logical order these are: 1) Preparation of the data, 2) Familiarity with the data, 3) Interpreting the data (developing codes, categorized and concepts); 4) Verifying the data, and 5) representing the data.

5. Procedure of Collecting Data

In the research, the researcher will take the data used observation sheets, interview, and document analysis. The researcher has been conducted some information from MA Negeri Tarakan, and followed procedure of collecting data with triangulation theory according to Denscombe (2007). Triangulation involves the practice of viewing things from more than one perspective. Triangulation involves the practice of viewing things from more than one perspective.

Research is a qualitative research approach in which the investigator explore a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple source information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes.

6. Findings and Discussion

The purposes of this research are to describe the implementation of curriculum 2013 and the problems that the English teacher faced in teaching and learning English at the tenth grade students of MA Negeri Tarakan. The subjects in this research were the English teacher from MA Negeri Tarakan and the head master of MA Negeri Tarakan. To

obtain the data that the researcher needed, he did observations in the classroom using the instruments for observing teacher and student activities. Then, he did interview with the English teacher to find out the problems that the English teacher faced in conducting teaching preparation, teaching process, and teaching evaluation. The researcher also did interview with the head master of MA Negeri Tarakan to find out the problems in the implementation of curriculum 2013 in MA Negeri Tarakan especially for teaching and learning English language. To supported the data, syllabus and lesson plan has been taken as the school document for re-check the data after did observations and interview. In findings there are some result that the researcher findings during conducting the research: (1) the result of observations, (2) the result of interview, and (3) the result of school documents.

1. Teaching preparation:

Planning a learning with good preparation to be truly ready, becomes the more concern for English teacher of grade X of MA Negeri Tarakan in the implementation of 2013 curriculum. Overall, the efforts of the teacher in implementing 2013 curriculum in the dimension of planning are good enough. It can be seen from the components of lesson plan which are arranged based on permendikbud about Learning in Elementary and Secondary Education. A lesson plan at least contains of: (a) the identity of the school, subject or theme, class/ semester, and the allocation of time; (b) Core Competence, Basic Competence and indicators of competencies achievement; (c) learning materials; (d) learning activities that include preliminary activities, main activities, and the post activities; (e) assessment, enrichment; and

(f) media, tools, materials, and learning resources. The logical learning sequence of scientific approach (5M) is also written in it.

From the lesson plan, it can be said that

The English teacher of grade X of MA Negeri Tarakan has arranged it based on almost all the principles of lesson plan arrangement that mentioned in permendikbud. The principles are:

- a. fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;
- b. can be implemented in one or more than one session;
- c. pay attention to individual differences of learners;
- d. learner-centered, context-based, and contemporary oriented;
- e. develop independent learning;
- f. provide feedback and follow-up of learning;
- g. have relevance and coherence between competencies and between content;
- h. utilize information and communication technology.

The principles will be formed in the teaching learning process and evaluation. Therefore, teaching learning planning is a big influence to learning process and evaluation. The researcher found that the teacher has difficulty in determining the appropriate learning method and the right instruments of assessment based on 2013 curriculum even though the rubric score of the 3 competencies is written in the lesson plan. It becomes the barrier for the teacher to complete the principles.

In the lesson plan, the method is certainly written. But it is only one for one topic and only used on logical learning of mass associating dan communicating. Method also appears to be another obstacle because it relates to the delivery of the learning material and the supported media. It is all in order to provide what the students really needs. When the determined method is exactly suitable, then the ideal characteristics of a learning activity will be achieved.

Although the determined method

orientates towards the students to perform more, it admitted by the teacher admits that does not yet cover the 3 learning domains which can help to create the instrument of authentic assessment as required by 2013 curriculum. The teacher takes notice of the difficulty in making instruments and tries to find the right one, because the teacher realizes that the instrument is important as the support to the success of the interpretation of Core and Basic Competence in the learning process which is also directly related to the evaluation of three learning domains. It is also an attempt to appreciate the students' differences of competencies and absorption level.

In other words, determining method together with the right and appropriate instrument are the barriers for the English teacher in the implementation of 2013 curriculum in the dimension of planning.

However, the learning planning that also influence the learning evaluation which is covered in the lesson plan arranged by the teacher, is good enough and based on the syllabus. The teacher's attempt to keep improving the instrument could be rated as the attempt to succeed the implementation of 2013 curriculum in senior high school level, especially in grade X of MA Negeri Tarakan.

1. Teaching process

In this dimension, the English teacher executes the lesson plans she has been prepared. The activities of a learning process that created by the teacher in the class should have the characteristics as mentioned in permendikbud, they are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners. Unfortunately, the barriers in the planning dimension as explained before making some

characteristics perfectly incomplete.

In the interactive point, it could not be said completely successful because the teacher seems to dominate almost all occasions, although she sometimes invites the students to participate more during the consolidation. However, inspiring learning could be said successful because the teacher teaches with the polite appearance, good attitudes and speech and understandable by learners. The teacher also creates discipline, convenience, safety, and compliance with the regulations in organizing the learning process. The most important thing is the teacher appreciates every single student despite their religious background, ethnicity, gender, and socioeconomic status which certainly exist because MA Negeri Tarakan is a high school which is located in the center of the city with the quite high heterogeneity of the students.

Fun and challenging learning is not always created. If we look at the lesson plan, the method used is only one for a certain meeting of one topic. So, the activities of the previous meeting is only doing the tasks as usual. It makes the atmosphere of the classroom boring and not alive. Fun and challenging learning can be really appeared when there is a game or a work result performance in front of the class. Different thing happens on learning which motivate the learners to participate actively. The English teacher's learning contract and her appearance of taking score in front of the students, both of those two attempts are proven to make the students active and realize that it is their own needs of the score consequences.

The expectation of 2013 curriculum on contextual and collaborative learning has been applied by the English teacher well. The scientific approach helps the teacher to focus on the material of the topic that related to the students' real life and needs. The teacher also integrates the students' thinking

with some fields, moreover English is the international language that is very needed in the world of work. Here, the English teacher shows her understanding of the learning that 2013 curriculum wants. Then, the learning model used is through collaboration. As already revealed on the finding, the teacher puts the students who have a better absorption in English (smarter) in each group. The teacher realizes that those certain students are able to serve as a facilitator for their friends in their group.

Teacher's efforts to provide enough space for the innovation, creativity, and independence of the students is not maximal yet. Again, it relates to the provided method in the lesson plan as explained before. Besides, it can not be separated from the teacher's role as an ideal facilitator. The role is also not easy because the teacher has some difficulties in providing the right portion to the students' needs of each class.

For the last characteristic, that is according to their talents, interests, abilities, and physical and psychological development of students, actually it can be easily achieved. The factor of the student is the largest influence. Since the beginning, the students have a high interest in the English subject. The students appear their confidence of the ability and talent they may have, so they want to sharpen it more. However, as already explained that the space of creativity is limited because it is affected by the method, so the students' expectation does not come true. The English teacher's assistance in sharpening the students' talent more is not optimal. The students' interest becomes lower and they tend to be bored and passive in the class.

All the incompleteness in achieving those characteristics is also influenced by the use of media by the teacher in the classroom. The researcher found that even though the teacher writes the media used for teaching learning process in the lesson plan, in fact, the teacher does not use it. If the teacher really uses the media, it can help the

teacher in the direct instruction and creating active learning teaching strategies. Media influence learning a lot because it will relate to the applied method.

The learning evaluation runs in learning process especially when the method is applied. It may not cover all competencies because it is as a consequence of the unavailability of appropriate instruments from the teacher. Here it shows how important the planning of learning that should really good prepared.

Overall, the barriers in teaching learning process based on 2013 curriculum is also caused by the barriers in planning dimension. Teaching learning process is the execution of the planning. Nevertheless, the learning process is almost completely based on the lesson plan. Four skills of English (reading, writing, listening, and speaking) and 5M have been reached by the English teacher. The teacher also do what she should do in the classroom, such as monitoring, explaining difficult new words, correcting the students' wrong pronunciation, reminding about the tenses pattern, etc. Although it is not intensive, the teacher has developed the students' spiritual, social, and skills competence through giving advices.

1. Teaching evaluation

Everything which is planned on the dimension of planning by the English teacher has a big influence in the success of English learning evaluation based on 2013 curriculum. As mentioned in permendikbud, learning evaluation is conducted through authentic and non- authentic assessment, but authentic assessment is the main approach. Authentic assessment is the assessment that wants the students to appear the attitude, use the knowledge and skill they gained from learning in doing a task on real situation.

In fact, the English teacher has difficulty in conducting authentic assessment. As explained before, the

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teacher does not find the right instrument yet. At last, the teacher conducts non- authentic assessment as the main approach to evaluate students' learning result.

It is a barrier for the teacher to cover the scope of learning evaluation (attitudes, knowledge, and skills competence) which is mandated in 2013 curriculum. The evaluation on knowledge only is not fair to the students that have different tendencies of competencies. Therefore, the instrument is still learned again and again by the English teacher either individually or together in MGMP and IHT.

If it is not found, then the largest portion of the evaluation result will always be taken from the non-authentic assessment. Without the right and appropriate instrument, the evaluation of attitudes and skills competence will tend to be subjective even though the scoring rubrics is provided. Although it is considered not to finalize, the data of non-authentic assessment results still remain for final judgment.

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CONCLUSION

The research conclusion is presented based on the data which have been analyzed in the previous chapters. From all the data analysis about the implementation of 2013 curriculum by the English teacher of 10th grade at MA Negeri Tarakan in 2018/2019 academic year, it can be concluded that:

1. The teaching learning planning which is covered in lesson plan used scientific approach based on almost all the principles of lesson plan arrangement mentioned in permendikbud of 2013 curriculum and

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syllabus. The barriers of this dimension are choosing the right method and making the right instrument of authentic assessment that will cooperate to cover three learning domains and to support the success of Core and Basic Competence interpretation in the learning process.

2. The teacher organized the teaching learning process based on the lesson plans that have been prepared. It used scientific approach well. The barriers on the planning dimension makes some characteristics of ideal teaching learning process mentioned in permendikbud of 2013 curriculum incomplete. Moreover, the use of media is not optimal by the teacher.

3. The learning evaluation is conducted by the teacher based on what is planned on the dimension of planning including the barriers that affect it. So, the biggest portion of evaluation is using non-authentic assessment that also gives the biggest emphasis on cognitive domain. It is not same as the mandate of 2013 curriculum in permendikbud to use authentic assessment.

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