

ENGLISH TEACHER'S PROBLEMS IN IMPLEMENTING THE 2013 CURRICULUM IN ONLINE LEARNING AT SMA MUHAMMADIYAH BOARDING SCHOOL TARAKAN

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Abstract

The present study aimed at describing the English teacher's problems in implementing the 2013 curriculum in online learning at SMA Muhammadiyah Boarding School Tarakan. A case study was conducted to an English teacher at SMA Muhammadiyah Boarding School Tarakan. Data were collected through observation, interview, and documentation. The concurrent flows of analysis (data reduction, data display, and conclusion drawing) were used to reveal the English teaching problems. The result of analysis disclosed the problems from three teaching dimensions. In the preparation, the teacher found a hard struggling to compile the instructional documents because of the limitation of time in making the documents and in obtaining the references for online learning. In the teaching and learning process, the teacher did not fully meet the target of learning materials listed in the lesson plans because he had to adapt the materials to the online class atmosphere. Controlling the students' activities was also the challenging part during online class because the teacher could not see the students directly. Although, the teacher had mastered on how to use online learning platforms, some students could not use those platforms appropriately. The other problems were unstable internet connection and support from students' parents. These led the students became passive and decrease their motivation. In the assessment process, the teacher felt burdened because the assessment components were too complex. Besides that, there was a lot of tolerances given by the teacher to students.

Keywords: *A Case Study, Problems in Implementing the 2013 curriculum, Online Learning.*

INTRODUCTION

Indonesia is being faced with a large and prolonged problem regarding the Coronavirus Disease 2019 or Covid-19 pandemic. The covid-19 pandemic has a huge impact on the world of education. Previously, the teachers and students carried out teaching and learning activities at school, but now the teachers and students carry out distance learning or online-based teaching and learning activities. According to Putra (2020: 162), it is one of the ways or policies in Indonesia to prevent Coronavirus Disease or Covid-19.

The changes in the learning system certainly affect the curriculum in Indonesia. According to Sulaeman (2015: 79), the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials, and the ways used as guidelines for organizing learning activities to achieve certain educational goals. The success of education lies in the curriculum's success because implementing a structured curriculum could help the teachers achieve their learning goals. From preparation, teaching and learning activity, until the assessment process.

The Ministry of Education and Culture has now issued a new regulation or policy regarding simplifying the 2013 curriculum during the Covid-19 pandemic and online learning. According to the Ministry of Education and Culture Number 719/P/2020 concerning guidelines for implementing the curriculum in educational units in special conditions, the teachers are no longer required to fulfil 24-hour workload face-to-face in a week. Furthermore, in preparing lesson plans, teachers are given the convenience of making lesson plans. Before online learning, the teachers were required to make a complete lesson plan consisting of several components. Still, now in online learning, the teachers used a simple lesson plan consisting of three components, and the rest was only as of the complement. In this situation, online learning, the teacher was required to use the available learning platforms to support online learning. The researcher found that the English teacher at SMA Muhammadiyah Boarding School Tarakan implemented synchronous and asynchronous learning based on the preliminary study results. The English teacher used learning platforms in carrying out online learning, such as Zoom, YouTube, WhatsApp, and the Goggle Classroom application.

METHODOLOGY

The study used qualitative research as the research design. According to Gay, et al (2012: 7), qualitative research was the collection, analysis, and understanding of complete narrative and visual data to gain insight into a specific phenomenon of interest. According to Susilo (2013: 75), a researcher needed to classify the research type according to the method.

The method in question was a set of actions that considered a procedure or way of researching. Gay, et al. (2012: 443) said that case study research was a qualitative

research approach in which the researcher focused on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school).

According to Borg and Gall in Sugiyono (2016), qualitative research was more challenging than quantitative research because it was usually subjective. The main measurement tool for collecting data was the researcher herself. In qualitative research, the researcher was the main instrument because the researcher was the tool to obtain and evaluate the state or action and take decisions in a data collection attempt. The researcher used documents, an interview guide, an observation checklist, and field notes as additional tools.

Data Analysis

1.) Data Reduction

Data reduction meant the process of selecting, identifying, classifying, and coding the data that are considered important. In conducted study, the researcher has obtained many data. Thus, at first, the researcher did a reduction to analyse the data. Then, the researcher processed and selected the data taken from the field and summarized and focused on important things

2. Data Display

Data display refers to show data that have been reduced in the form of patterns. It helped the researcher in understanding the data. In displaying data, the researcher presented and described the data that has been reduced into sentence form.

3. Conclusion

The next step after the data display was concluding. It was the final step of this study. The conclusions were credible if supported by consistent and valid proof. It gave a reflection of the study's result.

FINDINGS AND DISCUSSION

A. Preparation

1.) Compiling the teacher's documents.

In the 2013 curriculum, especially in the preparation, the teachers must prepare all the teacher's documents before the teaching and learning process begins to make it easier for the teachers to manage the learning process later.

The English teacher at SMA Muhammadiyah Boarding school Tarakan has completed the teacher's documents that must be prepared before the learning process, such as the annual program, semester program, analysis of the minimum criteria of mastery learning (KKM), syllabus, lesson plan, and teaching media. The teacher had problems obtaining resources or references, especially for online learning. In addition, based on the interview, the main obstacle was in the preparation of the assessment because the teacher could not guess what would happen in the online teaching and learning activities

The teacher had to do online learning for the first time. That's why in the preparations problems, the teacher found a hard struggling to compile the instructional documents

2.) Time limitation in making the teacher's documents.

Limited time was one of the problems faced by the English teacher in making and preparing the teacher's documents. The English teacher had to make lesson plans, teaching materials, prepare learning media, then the assessment process with a limited time so that the teacher felt burdened in solving it.

B. Teaching and learning process

1.) Implementing the learning based on the lesson plan.

In the online learning process, the researcher found that the English teacher did not fully meet the target of learning materials listed in the lesson plans because he had to adapt the materials to the online class atmosphere. Furthermore, the number of teaching materials used by the English teacher was different. In the English teacher's document, namely the annual program, there were four teaching materials in one semester. Based on the first online observation until the end, the English teacher used eight learning materials in one semester. The English teacher added the learning materials outside the lesson plan materials.

Besides that, the teacher implemented the new regulation from the government or curriculum in special conditions (Kurikulum darurat). The teacher selected and used materials for the semester program based on what students needed during online learning

2.) Elaborating the scientific approach appropriately.

In the online teaching and learning process, the teacher was not optimal in implementing the scientific approach (observing, questioning, experimenting, associating, and communicating) as a whole.

Unstable internet connection and the decreased students' motivation to learn became the problems faced by the English teacher in the online teaching and learning process especially implementing the scientific approach.

3.) Controlling students during online learning.

Controlling the students' activities was also the challenging part during online class because the teacher could not see the students directly. The distance learning system made the teacher unable to monitor and control the students.

Besides that, the students are not familiar with the technology, cellphones, and others. When they did not do face-to-face learning, they were presented with much entertainment on the internet, thus making the learning materials less interesting than entertainment on the internet. Another factor that made the students not interested in

online learning there was no encouragement or support from the students' parents. In contrast to caring parents, who usually did not focus at the school, all the tasks given by the teacher were done during the online learning process.

4.) Using the learning platform appropriately.

The English teacher at SMA Muhammadiyah Boarding School was able to master the learning platform chosen for online learning activities. But some students could not use those platforms appropriately. In using Google classroom, not all the students read the material and did the assignments given by the English teacher. In google classroom, most of the students only filled out the attendance list. Furthermore, the students did not listen well to the explanation video on the YouTube channel. When conducting video conferences on the Zoom application, the students were often late entering the room, and unstable internet connection became an obstacle for students in conducting video conferences.

5.) Having unstable internet connection.

Internet connection was a serious problem experienced by the English teacher and students at SMA Muhammadiyah Boarding School Tarakan. Not only in the interviews' result, based on the results of online observations from the first meeting to the end, in video conferences held by the English teacher, there were often problems with internet connections between the teacher and students, so the online learning process did not run effectively.

C. Assessment

1.) Completing a comprehensive assessment.

The problems faced by the English teacher in implementing the 2013 curriculum before online learning and in online learning was about learning tools that was too complex, especially in the assessment process there were components that the teacher had to study only for one student. According to the English teacher in the interview session, administratively, the teacher felt burdened to the assessment methods used in the 2013 curriculum, especially in assessing spiritual competence and attitude competence.

The factors that caused the English teacher unable to implement some aspects of assessment in online learning were the same as problems found in the online teaching and learning process. Poor internet connection, student inactivity in learning, decreased student motivation, and a distance learning system became the teacher's problems in assessing student achievement and in implementing the authentic assessment. That's why the teacher chooses to assess students directly and not based on the 2013 curriculum assessment guidelines.

2.) Achieving learning objectives.

The English teacher at SMA Muhammadiyah Boarding School Tarakan provided individual feedback to the students. Based on the interview, the students at SMA Muhammadiyah Boarding School Tarakan, especially class X, were at a low level. Only about 20% of students who could reach the minimum criteria of mastery learning (KKM). However, in this online learning, there was a lot of tolerance given to the students, such as tolerance in collecting the assignments, presence, and the problem in delivering the material that was not disgusted by the students well.

Discussion

Planning learning could help the teachers achieve their learning goals and make it easier for teachers to manage the learning process within a certain period.

Based on the Ministry and Culture Regulation No. 65 of 2013 about the standards process, the teachers should have documents such as syllabus, lesson plan, learning materials, and then assessment. The teacher's document showed an English teacher's syllabus, an annual program, a semester program, and lesson plans. In the assessment, the teacher was not optimal in using the assessment guidelines based on the standards of assessment. Furthermore, in the teaching and learning process, the teacher must use a lesson plan. According to Brown (2001:149), the lesson plan represented the steps during the teaching and learning process and assessed the students. It could help the teachers in the teaching and learning process more manageable.

According to Ministry and Culture Regulation No.65 of 2013 about the standard of process, the lesson plan consists of several components, namely: 1) the name of the school, 2) the name of the subject, 3) the grade and the semester, 4) the sore material, 5) the time allocations, 6) the aim(s), 7) the base-competencies (KD)/ indicators, 8) learning materials, 9) methods, 10) media, 11) sources of materials, 12) learning steps, and 13) assessment. However, the English teacher used a simple or one-page lesson plan in this online learning. Because the English teacher used New Regulation from the Government (Kurikulum Darurat), the teacher could adjust and select based on the students' needs during online learning. According to the Ministry of Education and Culture Regulation Number 719/P/2020, the teachers could use simple lesson plans to implement the curriculum in educational units in special conditions. The teachers have the freedom to choose, create, and develop lesson plans. Based on the online observations, interviews and documents, the teacher faced problems in the preparation steps. The teacher found a hard struggling to compile the instructional documents because of the limitation of time in making the documents and in obtaining the references for online learning. Besides that, the teacher's documents were only used as a reference, material comparison and complemented the school administration's needs. In the teaching and learning process, the teacher did not fully

meet the target of learning materials listed in the lesson plans because he had to adapt the materials to the online class atmosphere. Then, in the teaching and learning process of the 2013 curriculum, the teachers were expected to implement a scientific approach. According to Varelas (2008: 31), the scientific approach allowed the teachers to improve the learning process with steps or stages that contained instructions in carrying out learning activities. Based on the online observation, interview, and document, the English teacher was not optimal in implementing the scientific approach (observing, questioning, experimenting, associating, and communicating) as a whole in the online learning process. The teacher preferred to modify the online learning because there were problems faced by the English teacher, such as the students were less enthusiastic about online learning, unstable internet connection and the distance learning system that became a problem for the teacher. And also, observation became a challenging part of online learning because the teacher could not control and see the students directly. Besides that, there was no encouragement or support from the students' parents during the online learning.

Moreover, in carrying out online learning, the teachers and students really need a stable internet connection. According to Bakia, Shear, Thoyama, and Lasseter (2012), online learning can be used in various programs that use the internet to provide teaching materials and facilities between teachers and students in interacting with each other. Then, Molenda, Russel, and Smalindo (2005: 182) stated that online learning was an effort to connect students with learning resources (teacher or instructor) who were physically separated or far away but could communicate, interact or collaborate directly (synchronous) and indirectly (asynchronously). Online learning was a form of distance learning that used technology and information, such as the internet, audio or video conferencing. However, unstable internet connection became a big problem the English teacher and students faced in online learning because some of the students at SMA Muhammadiyah Boarding School Tarakan came from a place with limited networks. In line with Efriana (2021: 40), who stated that even the internet was in the students' hands, the students still faced difficulty accessing the internet network because of the places they live. That's why the teaching and learning process could not run effectively, especially when conducting video conferences.

In conducting online learning, of course, the teacher must be able to use the learning platform. The English teacher was able to master the learning platforms in implementing the online learning process. Although, the teacher had mastered on how to use online learning platforms, some students could not use those platforms appropriately. The teacher needed much time to teach students about how to use the online learning platforms appropriately. Furthermore, in implementing the assessment based on the 2013 curriculum, there were components that the teacher must study only for one student. The English teacher at SMA Muhammadiyah Boarding School Tarakan felt burdened by assessments based on the 2013 curriculum guidelines

because the assessments were too complex. In line with Arifin (2017: 93) which stated that curriculum evaluation was a challenging and complex endeavour because many aspects had to be evaluated. Besides that, the 2013 curriculum used an authentic assessment approach for the assessment process. According to the Ministry of Education and Culture Regulation number 81a 2013, the teachers must implement an authentic assessment to assess the students' competence in the assessment process. Furthermore, Gani and Mahjaty (2017: 203) stated that authentic assessment was a form of complete assessment that includes teachers' readiness, the teaching-learning processes and the results of learning. It helped the teachers to thoroughly assess the competency of students in attitudes, skills and knowledge. Based on the observations, interviews, and documents, the English teacher did not use authentic assessment and did not use rubric scoring as desired in the 2013 curriculum. The teacher used non-authentic assessment in online learning or assessed students directly because it was impossible to apply an assessment based on the 2013 curriculum guidelines with online learning. The teacher gave many tolerances to the students. The teacher had to adjust to the situation and conditions of online learning.

The English teacher at SMA Muhammadiyah Boarding School Tarakan provided individual feedback to students. But, the students at SMA Muhammadiyah Boarding School Tarakan, especially class X, were at a low level. Only about 20% of students could reach the minimum criteria of mastery learning (KKM). However, there was much tolerance in online learning given to the students, such as tolerance in collecting the assignments' presence and others. In addition, the teacher gave more appreciation values to students who did the assignments. The teacher appreciated the students who did the assignment even though the assignment was not perfect. The value of knowledge, skills, and assessment of students' attitudes can be taken from this task. It showed that the minimum criteria of mastery learning (KKM) achievement of students at SMA Muhammadiyah Boarding School Tarakan, especially class X, was not purely based on test results or students' knowledge, but from the tolerances given by the teacher to all the students.

1. CONCLUSION AND SUGGESTION

A. Conclusion

Regarding this research result, the researcher concluded that:

The problems in the preparation process, the teacher found a hard struggling to compile the instructional documents because of the limitation of time in making the documents and in obtaining the references for online learning.

The problems in the teaching and learning process, the teacher did not fully meet the target of learning materials listed in the lesson plans because he had to adapt the materials to the online class atmosphere. Controlling the students' activities was also the challenging part during online class because the teacher could not see the

students directly. Although, the teacher had mastered on how to use online learning platforms, some students could not use those platforms appropriately. The other problems were unstable internet connection and support from students' parents. These led the students became passive and decrease their motivation.

The problems in the assessment process, the teacher felt burdened because the assessment components were too complex. Besides that, there was a lot of tolerances given by the teacher to students.

B. Suggestion

Based on the research result, the researcher gave suggestion as follow:

1.) The Teacher

The teacher was the key to success in implementing the curriculum because the teacher is fully responsible for pursuing learning activities in the classroom. There was a need for guidance or training for English teachers regarding implementing the 2013 curriculum in special conditions. The English teacher was expected to be able to find out information and knowledge about the implementation of the 2013 curriculum in special conditions such as books or on the internet.

2.) The Government

The government plays an important role in regulating all aspects of education in Indonesia. The 2013 curriculum that the government has developed must be relevant to the teachers' and students' needs, especially in online learning. The government could minimize problems that occur in online learning by providing facilities and infrastructure for English teachers and students so that the teaching and learning process could run effectively. In online learning, it was necessary to simplify the assessment of learning, so that English teacher does not feel overwhelmed in evaluating the students.

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