

Portraying English Teachers' Obstacles in Applying Curriculum 2013 for High School Level in Indonesia

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Abstract. Curriculum is an essential part in education. Every change occurs in the national curriculum requires readiness of teachers to cater the demand of the new curriculum. This research was aimed at portraying the obstacles encountered by high school English teachers in Ambon city in applying the new Indonesian national curriculum known as Curriculum 2013. Survey method was used as research method. Questionnaire was used as the instrument in collecting data needed in this study. Data collected were analyzed using descriptive statistics. There were 20 English teachers from 10 high schools as participants. From the analysis results, this study confirms that most teachers understand the Curriculum 2013. However, some teachers are still facing some difficulties. These difficulties include the use of learning technology, the availability of learning resources, and the allocation of learning time. The results of this study can be used as a consideration in developing training program for the Curriculum 2013 implementation to be more effective and follow the needs of teachers.

Keywords: Curriculum 2013, teaching English, teachers' perception

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INTRODUCTION

Nowadays, communication ability using an international language is becoming a need because of information and communication technology (ICT) development, which means that distance and time are not a problem anymore. Consequently, communication with people from different countries can occur anytime and anywhere. English is the primary international language that has become the second or formal language of various countries (Rao, 2019). That is why, in international conferences and meetings English becomes the *lingua franca* which is used by people from various countries with different original language as a method of communication (Vodopija-Krstanovića & Marinac, 2019).

Referring to the need of mastering English as an international language, Indonesian government has a new formulated national curriculum called Curriculum 2013. The new paradigm of learning English codified in the Curriculum 2013 is an idealism to produce students who have good English competency. The presence of the Curriculum 2013 is the result of a systematic evaluation of the previous curriculum, the School Based Curriculum. Studies related to the previous curriculum's weaknesses conducted by Ashar & Irmawati (2016), Yuniarti (2011), Lestari, Dewi (2014). The studies show that there are some weaknesses of previous curriculum in Indonesia which became a strongly reason to impose curriculum 2013. Lack of balance between soft skills and hard skills have resulted in the formulation of a new curriculum that was believed to improve teachers' performance and students' English language skills.

Curriculum has a vital role in the learning process. It is because the curriculum is a guide on what students should learn and how the learning process should be carried out in an educational institution (Thompson, Bell, Andreae, & Robins, 2013). It means that the curriculum is a blueprint to ensure that education process aligns with the expected quality (Su, 2012). Furthermore, the curriculum can be used as a reference for ensuring that each educational unit has the same standards in implementing learning activity. In other words, the curriculum will ensure that every student will receive a standardized education under applicable regulations.

The focus of the Curriculum 2013 is to develop students' knowledge, skills, and attitudes. At high school level in Indonesia, the aspects of knowledge and skill have received more substantial portion. To apply the Curriculum 2013 to high school English subjects, teachers must conduct a study on the syllabus to identify the suitability of core competencies, basic competencies, and subject matter before formulating learning achievement indicators. Another important aspect that must be mastered by teachers is to determine the form of assessment following the basic competencies to be mastered.

Compare to the previous curriculum, the Curriculum 2013 has several significant changes to the learning process in the classroom. For example, the number of class meeting hours in a week in the previous curriculum for English subjects was twice a week while in the Curriculum 2013, there is only one meeting hour in a week. This certainly harms the process of achieving the predetermined competencies because to master a language fluently requires sufficient time. Choi and Lee's research results (2008) states that to master a new language requires

2,200-2,400 hours of interaction in that language. This fact shows that the time allocated for learning English as a foreign language is very little.

Teachers have essential role in implementing the curriculum (Roehrig, Kruse, & Kern, 2007). It is because the teacher has the main task in the learning process, which means that teachers are responsible to implement the curriculum. Teachers' understanding of the curriculum is imperative to ensure that the implementation of learning is following standards and can achieve national education goals. This includes understanding the process of planning, implementing, and evaluating students' learning achievement. Teachers' understanding of the curriculum will affect the implementation of curriculum (Jadhav & Patankar, 2013). Apart from understanding, teachers' perceptions of the new curriculum will also affect the implementation of the curriculum in schools (Davis, McDuffie, Drake, & Seiwel, 2019). For that reason, teachers' understanding and perceptions of the curriculum change must be improved. Moreover, teacher professionalism in curriculum implementation is needed to achieve the objective of the curriculum (Ro, 2020).

The changes of the curriculum have an impact on the learning process (Yonafri & Gani, 2021; Wiyono, 2018). Therefore, in composing education curriculum, it should be based on the need analysis and the evaluation result of previous curriculum. It is realized that the presence of the Curriculum 2013 cannot necessarily be appropriately implemented because it is necessary to conduct socialization and trials aimed at grounding the new curriculum to all stakeholders, especially teachers. In fact, the teachers have experienced implementing teaching and learning process for years using the previous curriculum therefore it takes time to change the learning patterns they have been doing so far. It takes a firm commitment from the teachers to change their mindset; otherwise, it will cause problems in implementing the Curriculum 2013.

Seeing the importance of the curriculum, the role of teachers in implementing it, and the occurrence of curriculum changes in Indonesia, this research was aimed at portraying the obstacles encountered by high school English teachers in implementing the Curriculum 2013. There are some previous studies conducting challenges and problems faced by teachers in implementing curriculum 2013 (Gunawan, 2017; Wangid et al., 2017; Maba, 2017; Apsari, 2018). However, most of the studies conducted this topic generally. This study focuses to conducting obstacles faced English teachers. Portraying teachers' difficulties in implementing the curriculum will make it easier for stakeholders, especially school leaders and education offices, to design activities that can minimize the obstacles.

RESEARCH METHOD

This study was conducted using Survey method at ten High Schools in Ambon City, Indonesia. There were 20 English teachers involved as participants. The criteria for being the participant was that the teachers had followed Curriculum 2013 training and have already implemented it in their respective schools. Research instrument used was questionnaire. There were 21 questions in the questionnaire focused on syllabus study, the use of language learning technology, availability of learning sources, and classroom learning time allocation. Before used, the questionnaire was validated by some English teachers to make sure that all aspects in the syllabus were

covered in the questionnaire. Data collected was analyzed using descriptive statistic method.

RESULT AND DISCUSSION

The Syllabus Study

The first step in designing learning activities is reviewing or studying the syllabus, which contains core competencies, basic competencies, indicators, and learning objectives. These components must be well understood so that the teachers can choose appropriate materials and design learning steps properly. To find out the obstacles teachers encountered related to syllabus studies, six questions have been compiled to explore teachers' problems. The results obtained are described in [table 1](#) as follows:

Table 1. *The Results on Teachers' Perception of the Syllabus and Lesson Plan Design*

No	Statement	Strongly Agree	Agree %	Disagree %	Totally Disagree %
1.	I understand the relationship between core competencies, basic competencies, and indicators.	85	15	-	-
2.	I can choose basic competencies and develop indicators of achievement of learning outcomes well.	71	29	-	-
3.	I can arrange learning activities according to the basic competencies and indicators that I make.	71	29	-	-
4.	I know and understand the goals of the Curriculum 2013	57	43	-	-
5.	I understand the Curriculum 2013 syllabus	62	38	-	-
6.	I understand the Core competencies and basic competencies that are in the Curriculum 2013 .	62	38	-	-

The data in [table 1](#) shows that almost all of teachers understood the concept of curriculum 2013, and how to use the curriculum in the learning process. It was proved based on the teacher's respond which show that there is no teachers choosing disagree or strongly disagree response related to the question given.

The Use of Learning Technology

One of the most essential aspects in implementing the Curriculum 2013 in this digital era is the use of learning technology. Data about teachers' perceptions on using learning technology in a learning process are shown in [table 2](#).

Table 2. The Result on the Use of Learning Technology

No	Statement	Strongly Agree %	Agree %	Disagree %	Totally Disagree %
1.	I can operate computer and use LCD projector in teaching.	78	22	-	-
2.	I rarely use computers and LCD projector in teaching.	-	36	36	28
3.	I never used computer and LCD projector in teaching.	7	-	50	43
4.	I have difficulty delivering learning materials through multimedia.	7	-	63	30
5.	I can arrange learning material in the form of power points slide show to teach students.	63	30	7	-

According to the [table 2](#), it shows that one of the biggest challenges of English teachers in implementing curriculum 2013 is related to the use of learning technology. In fact, curriculum 2013 prosecutes teachers to use various supporting learning media in the learning process. Therefore, if the teachers lack of skills in operating learning technology, it will negatively affect to the implementation of curriculum 2013.

The Availability of Learning Resources

Learning resources are essential component in the learning process. Before carrying out learning activities in the classroom, the teacher must prepare learning materials according to the curriculum content detailed in the syllabus. Resources for learning English can be printed materials such as textbooks, which can be found in school libraries or on the internet. Learning resources can also be obtained through non-printed materials such as CDs, MP3s, Youtube, and internet pages that can be accessed online. Data on the availability of learning resources are presented in [table 3](#) as follows:

Table 3. The Result on Availability of Learning Resources

No	Statement	Strongly Agree %	Agree %	Disagree %	Totally Disagree %
1.	I can get learning resources easily.	62	38	-	-
2.	I get more learning resources from textbooks.	36	42	22	-
3.	I get more learning resources from the internet.	43	7	43	7
4.	It was difficult for me to find learning resources to prepare lesson plans.	-	7	36	57

5.	I find it challenging to arrange learning activities according to the basic competencies from the available learning resources.	-	7	36	57
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Some information in the [table 3](#) indirectly support the data shown in the [table 2](#). According to the [table 3](#), it shows that 43 teachers are difficult to find learning resources from the internet. It is because of lack of skill of teachers in operating technology. All in all, most of the learning resources can be found in the Internet free. However, it needs digital skill or technology understanding from the teachers.

Time Allocation for Learning in the Classroom

The allocation of learning time has been determined in the curriculum based on the material's scope to be taught. Allocation of time for English subjects in classroom learning is crucial because it takes time for students to practice using English. Data on the allocation of learning time are presented in [table 4](#) below:

Table 4. The Result of Time Allocation for Learning in Classroom

No	Statement	Strongly Agree %	Agree %	Disagree %	Totally Disagree %
1.	The time allocated is sufficient to teach all basic competencies in one semester.	14	57	18	11
2.	The time allocation available is sufficient to teach the material that has been prepared in the lesson plan.	14	63	23	-
3.	Allocation of time is sufficient to practice students' language skills.	14	42	45	-
4.	The time allocation must be increased to give students more significant opportunities to practice their language skills.	50	25	25	-
5.	The learning materials that were designed could not be completed due to insufficient time allocation.	18	32	50	-

The availability of time to practice students' language skills needs to be reconsidered by every stakeholder. It can be seen from the result of the study in [table 4](#) that 45% of the teachers stated that there was not enough time available to practice students' language skills. For this reason, 75% of teachers agree that there needs to be an additional allocation of learning time so that students can practice speaking

English. The learning materials that have been prepared in the lesson plan cannot be completed due to insufficient time allocation.

From the research results presented above, it was found that the English teachers' obstacles in applying Indonesian National Curriculum known as Curriculum 2013 were as follows:

The Use of Learning Technology

In curriculum 2013, teachers are supposed to organize learning process by involving ICT as a learning supporting media. It is one of a glaring differences between curriculum 2013 and the previous curriculum imposed in Indonesia ([Prajana & Astuti, 2020](#); [Wiyono, 2015](#); [Khasanah, 2015](#)). The use of learning technology is one of the components that are important to support the learning process. Several studies have shown that information and communication technology (ICT) during instruction can make the learning process more productive. The example is research conducted by [Hussain et al. \(2017\)](#), who found that using ICT in the learning process helped grade 9 students at Kohsar Public School and College Latamber Karak improve their academic performance. Similar results were found by [Yousse and Dahmani \(2008\)](#), who stated that using ICT helps students in higher education in the learning process and improves their learning achievement. The use of ICT can make students learning achievement better because, with ICT, the learning process becomes more exciting and more comfortable ([Khan, Khan, Siraj-u-Din, & Ismail, 2015](#)).

However, from the results of this study, it was found that some teachers still experienced problems in using ICT in the learning process. This study's results are supported by the study conducted by [Jaedun, Hariyanto, & Nuryadin \(2014\)](#), who found that in the implementation of the Curriculum 2013, which obliged teachers to use ICT in the classroom, many senior teachers experienced difficulties. Theoretically, several factors can act as an obstacle in implementing ICT in the learning process. Based on the study conducted by [Tomaro \(2018\)](#), it was found that factors that usually become obstacles in using ICT in the learning process are: the ability of teachers to use ICT, supporting facilities and infrastructure, curriculum, and leadership of school principals. The same idea was found by [Habibu, Abdullah-Al-Mamun, & Clement \(2012\)](#); namely, the obstacles faced by teachers in implementing ICT are the lack of ICT training which makes the ability of teachers to operate ICT still weak, inadequate supporting facilities, lack of support from technical staff, and lack of teacher motivation in using ICT. So, teachers face two types of problems: internal problems from the teacher's personal self regarding teacher readiness and external problems, namely readiness for support from infrastructure and technical support ([Mathevula & Uwizeyimana, 2014](#)). For this reason, it is highly recommended for teachers who feel they have a lack of ability to use ICT in the learning process to attend training or workshops in this regard.

Given that ICT use in learning can provide many benefits, such as increasing teachers' ICT ability is mandatory. Moreover, ICT skills are needed, and teachers will be examples for their students ([Hashim, 2018](#)). For this reason, teachers who have fewer skills in the field of ICT are advised to take part in training programs or workshops on the use of ICT for the learning process. The rapid development of ICT also requires teachers to always develop themselves by increasing knowledge and

information about ICT use in the learning process. Thus, the professional development program is an activity that must be carried out by teachers to increase their abilities in supporting the implementation of the new curriculum (Yulianti, 2015).

The Availability of Learning Resources

The availability of learning resources is a must in the teaching and learning process. The teacher's learning resources must be following the learning objectives stated in the curriculum. It is because learning resources used in the learning process will affect student achievement (Oladejo, Olosunde, Ojebisi, & Isola, 2011). In other words, the quality and validity of the learning resources used will affect student learning outcomes (Bukoye, 2019). Learning resources arranged following the curriculum's demands will help students achieve the learning goals better (Adaliku & Iorkpilgh, 2013). Interesting learning resources will help students be more enthusiastic about learning (Haryono, 2013). Learning resources in multimedia has also been shown to improve student academic achievement (Shah & Khan, 2015).

In this study, it was found that some teachers still have difficulty collecting learning resources that are following the demands of the Curriculum 2013. The education system applied to the curriculum 2013 is expected to be able to explore the full potential of students, both academic and non-academic achievements. Thus, in the curriculum 2013, a more fun, friendly, interesting and competent education will be applied. So that in this way it is hoped that all the potential and creativity and innovation of students can be exploited quickly and precisely. Therefore, to achieve the goal, teachers are supposed to be able providing learning resources which can support the learning environment in the curriculum 2013.

Finding shows that teachers who have difficulty finding learning resources stated that they have difficulty collecting learning sources other than textbooks because they do not have excellent ICT skills. These teachers are teachers who are approaching their retirement age. This study's results are supported by research conducted by McCausland et al. (2015), who found that the age factor had a significant effect on the ability to apply ICT. Where people aged over the 30s, their ability to use ICT tends to be lower than those who are under their 30s. The results of this study were also confirmed by research conducted by Cirilli & Nicolini (2019), who found that younger generations tended to be better able to operate it. For this reason, according to the results of this study, it is hoped that teachers who are more accessible to help older teachers find learning resources.

Time Allocation for Learning in the Classroom

The allocation of learning time is vital in the learning process. It is because sufficient time allocation ensures that all learning material according to the learning objectives can be conveyed to students rightly (Heafner & Fitchett, 2015). Based on research done by Ogundipe & Falade (2014) it was found that students realized that the time allocation in learning had a significant effect on their learning achievement. Similar results were found by Grave (2010), that is, the time spent by students to study has a positive effect on their learning outcomes. So, it is highly recommended that teachers regulate learning time allocation in class and students to manage their

learning time independently (Alsalem, Alamodi, Hazazi, Shibah, Jabri, & Albosruor, 2017).

From the results of this study, it was found that some teachers felt that they lacked time in delivering the available material following the demands of the Curriculum 2013. This problem is inversely proportional to the problem of finding learning resources. The problem of lack of learning time is mostly experienced by young teachers. This study's results are supported by research conducted by Tok (2010), who found that young teachers or prospective teachers usually experience problems in managing time in the learning process due to too many activities designed by the young teacher or prospective teacher. Therefore, learning time allocated is normally not enough and the teacher cannot deliver all the planned activities. Besides, in the learning process the lack of time is caused by practice for every students or group of students that should not be done simultaneously (Utami, Saputro, Ashadi, Masykuri, & Aminah, 2016). So, in terms of managing the learning time, young teachers need to learn from older teachers.

CONCLUSION

From the explanation above, it can be concluded that most of the teachers have understood the Curriculum 2013. However, there are still some teachers who experience several difficulties in implementing the Curriculum 2013. These obstacles include learning technology, the availability of learning resources, and the allocation of learning time. The problems that arise occur due to internal and external factors. The teacher's inability to operate ICT and a lack of experience in designing lesson plan are problems within the teacher.

Meanwhile, the obstacle from outside the teacher is the availability of facilities and infrastructure. For this reason, it is recommended that teachers who have weaknesses in operating ICTs to take part in training or ask for help from teachers who have more abilities in the field of ICT. On the other side, teachers who do not have much experience designing lesson plan must learn from experienced teachers. Besides, increasing the number and quality of facilities and infrastructure to support the implementation of learning using ICT also needs to be done.

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