

6. ACERN FULL PAPER OK

by Luli Sari

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TEACHERS' RESPONSES ON THE IMPLEMENTATION OF 2013 CURRICULUM

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Abstract

This research investigated how 2013 Curriculum has been implemented. It is implemented in stages since the mid of 2013 and not all Islamic Junior High School in Tanah Datar, West Sumatera have implemented where the writer got the data. Some programs are socialized in this curriculum and also have been done by government and institution like Board of Teachers Association and Teachers Training College (LPTK). Consequently, the teachers should have a good understanding on the curriculum. What they understand and think will give effect to the actions done in the classroom. That problems are faced by others: stakeholders, teachers, students, and educators cannot be avoid. That is why the training on Curriculum 2013 is very needed and important. The teachers are the mostly responsible for explaining this curriculum to the students, they should have a good understanding on this curriculum. The teachers' action reflect what they know and believe in the classroom (Richards and Lockhart, 1996). Curriculum is a continuous process and should be evaluated frequently to make implementing the curriculum done effectively. Based on the data collected through interviews and questionnaire, this paper will provide the description how the teachers' response on the implementation of Curriculum 2013.

Keywords: *teachers' response, implementation, curriculum*

Introduction

In 2013, the Ministry of Education and Culture published the Curriculum 2013, Number 81a of Year 2013 to refine the implementation of KTSP. It has been established as the new one to be applied in schools. It is a kind of dilemmatic problem for either teachers, educators and society. Curriculum is a fundamental part of educational program. It provides educators planned and structured framework of an instructional design to achieve particular educational goals.

The 2013 curriculum is used to improve religious tolerance as education should not only make people smart but also to train Indonesian to be mentally tough, physically, healthy, tolerant, and willing to live in harmony with others with different religions, race and tribes. **Invalid source specified.**

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Background

The curriculum 2013 has been officially implemented. However, talking of the curriculum theory, the success of curriculum needs long process. As stated by Anita Lie (2012), the success of a curriculum is started from the shaping of ideas and concept about education, the formulation of curriculum design, the preparation of teachers, the facilities, the supervision of curriculum administration, also teaching and learning process. It is implemented in stages since the mid of 2013 and not all Islamic Junior High School in Tanah Datar, West Sumatera have implemented where the writer got the data. Some programs are socialized in this curriculum and also have been done by government and institution like Board of Teachers Association and Teachers Training College (LPTK). Consequently, the teachers should have a good understanding on the curriculum. What they understand and think will give effect to the actions done in the classroom. Because Indonesia has many differences in some aspects and ability to understand to this curriculum is varied. That problems are faced by stakeholders, teachers, students, and educators cannot be avoid. That is why the training on Curriculum 2013 is very needed and important. The information

about the implementation of a curriculum can be from different resources, such as policy makers, stakeholders, principals, teachers and students. Many trainings and discussion

Objectives

The teachers are the mostly responsible for explaining this curriculum to the students, they should have a good understanding on this curriculum. The teachers' action reflect what they know and believe in the classroom (Richards and Lockhart, 1996). Curriculum is a continuous process and should be evaluated frequently to make implementing the curriculum done effectively. Curriculum is not a final product. It is continuous process, and must be evaluated frequently to make course (implementing the curriculum) run effectively. The evaluation should be done in any step of curriculum, from planning to implementation (Richards, 2001).

Most of the teachers at Tanah Datar Regency, West Sumatera got socialized about this program. It will be implemented in new curriculum. The main target are theirs. The teacher are prepared themselves by the government who will b e applied the curriculum for their future teaching career. Because teachers as educators are responsible for explaining this new curriculum to the students, they have to have good understanding on this curriculum. Government facilitated them to get the training. Many of them still have different perception and understanding about 2013 Curriculum.

Methodology

To get the data about the teachers' response, perception and understanding about 2013 Curriculum and how to implemented in teaching of this curriculum to the students, teachers interviewed, and give questionnaire were conducted. The teacher were asked some questions about their understanding about this curriculum and how they taught it to the students.

There are some questions to be discussed :

1. Do the educators know the different skill or competence in implementing from the Ministry of Education and Culture published about 41 of year 2007 to the Curriculum 2013, Number 81a of Year 2013
2. How do the teachers implemented the 2013 to refine the implementation of KTSP
3. The aims of 2013 Curriculum in improving students' English skills and in building their critical, analytic, and creative characters
4. The scientific approach in the language teaching
5. Do the collaborators help in giving the critical and students achievement
6. Do the teachers use the 2013 curriculum in classroom action research
7. How does the government support them in implementing 2013 curriculum and give a good effect for their career
8. What method, strategy, model and technique to support teachers' teaching in teaching and learning
9. Who is responsible for the collaborator
10. Teachers' idea, opinion and suggestions in implementing 2013 curriculum (advantages and disadvantages)

Discussion

This study is designed/ analyzed to give

1. Description of how the teachers' response in implementing 2013 curriculum.
2. Description of how the teachers' perspective on the authentic assessment in implementation in the school later, sooner, or already in the process.
3. Some statements responding to how the scientific approach is used in teaching English included 2013 curriculum implementing
4. The technique in analyzing students' lesson plans and peer teaching process

The study was done by using explanatory case study. The answers will be "how" and "why".

The analysis was done on the interview analysis results. They still referred to the answers by comparing the authentic assessment. They still need to get the further information from education institution or government to socialize about it.

About the lesson plan, the teacher who could design appropriate assessment of some aspects to be considered the lesson plan without any valuable experiences for the students.

According to O'Malley and Pierce (1996), authentic assessment is the multiple forms assessment that reflect students' learning motivation and attitudes on instructionally-relevant classroom activities.

This kind of assessment is highly relevance with the implementation to this curriculum as its ability to describe the progress of students performance such as in observing, reasoning, trying, and net-working.

The tendency of the assessment showed more-authentic competences as : Types; Performance, Portfolio, Project and Designing, Techniques and Challenging; Purpose, Fairness, Grading.

At statement for responding to how scientific approach is used in teaching English, the aims of this curriculum is quite ideal to build students' characters-being able to think critically and analytically to be creative as the basis for thinking scientifically.

Scientific Approach is a line with the concept of communicative, contextual and meaningful learning and also give a good attitude to the students.

Teachers have been familiar with School-Based Curriculum because in their teaching context, some models of language teaching method were used such PPP (Presentation, Practice and Product) and Text/Genre Based Approach and Modeling and Deconstructing the text in teaching learning English language.

For the implementing of the 2013 curriculum, some teachers said that it needs a consistent and continues guide and supervision done by appropriate supervisors. Supervisors should give a comment for the proposal that they have been delivered. It should have a good guideline. Supervising is necessary, they mentioned, but should be have a same perception so that there will be bewilderment in introducing and implementing the curriculum.

They need the autonomy are given to them because its also given to principal, supervisors, senior teachers, and decision makers and what also needed is the guideline.

In analyzing students' lesson plans and peer teachings recordings, writer analyzed their steps of teaching learning activities where divided into pre activities, main activities, and post activities.

In Pre activity such Opening, Appreciating and Motivating and Informing the learning objectives materials.

In Main activity such as Observing, Questioning, Experimenting, Associating, Communicating and Creating. Last for Post Activity, they are Reflecting, Giving Feedback and Explaining for the next lesson.

Based on the results, there are some difficulties that they got as distinguishing the steps of scientific approach, Finding the authentic contextual materials and conducting the student centered activities. Most of students still applied teacher-centered approach in their peer teaching.

Conclusion

Curriculum 2013 is a new for the teachers in Tanah Datar for implement ting whereas they got the training about it, they still confused for some items. It looks like new for teachers, educators. Even though some of them have joined trainings and some others are directly involved in working on the socialization of curriculum to the teachers. Because they have different background and experience, their perception, belief and understanding of the curriculum can be

different as well. All differences may give benefits to the improvement of the curriculum and the implementation of it. Teachers and educators also have various interpretation and use their own ways in introducing this curriculum to the students and teachers.

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 - Speaking I, II
 - Listening I, II, III
 - Bahasa Inggris I, II
 - English Intensive Course
 - TOEFL Preparation
 - Micro Teaching
 - Cross Cultural Understanding

II. Overseas Experience

No	Year	Activity	Country
1	2004	Cross Study	Malaysia, Singapore, Thailand
2	2006	Campus Visiting Program	Singapore
3	2008	Sandwich Program	London

4	2009	Campus Visiting Program	Malaysia and Singapore
5	2011	Cross Study	Malaysia and Singapore
6	2012	UMROH	Mecca
7	2013	Sumbar Delegation	Swiss
8	2013	Visiting	Italy and German
9	2013	Hajj	Mecca
10	2014	Campus Visiting Program	Vietnam, Cambodia, Malaysia and Singapore

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