Teacher's Belief about the Implementation of Curriculum 2013 in English Language

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Abstract

This research was conducted to investigate teacher's belief about the implementation of curriculum 2013 in English language teaching. The research method used in this research is descriptive qualitative involving four teachers of junior high schools as the subjects. The data were collected using open-ended interview as the instrument. The result of this research showed that there were many kinds of activities which were mostly done by all participants; (1) teachers' beliefs about curriculum 2013 understanding, (2) teachers' beliefs about reaction of the learners, and (3) teachers' beliefs about assessment in curriculum 2013. The teachers believed that curriculum changes brought positive, innovative, and creative impacts on English for future education. Besides, changes in the current curriculum also give influence on the way teachers and students understand English learning from previously traditionally based learning to modern pedagogical dimension. Therefore, it can be concluded that teachers' belief about curriculum 2013 has an impact on its implementation in English language teaching.

Keywords

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Education system is one of the most important factors that influence progress of a country. Indonesian educational system develops along with the progress of the globalization era, which is why the Indonesian government pays special attention to education because they also hope that high-quality educational products will bring Indonesia to further development (Kavanoz, 2006). One of effort to create good learning outcomes by taking a thorough evaluation path is reviewed from the curriculum regularly to develop excellent quality of education in Indonesia.

The government also agreed to evaluate the previous curriculum into curriculum 2013. Over time, when the application of this curriculum was newly regulated, various interpretations also emerged from several teachers including those in the field of English subject (Rafique, 2018). There are various beliefs regarding the acceptance of the curriculum with questions about the discrepancy between curriculum 2013 and its application in class (Rumahlatu, 2016).

To consider some important roles of teachers in applying these reforms and to look back at the history of teacher education in Indonesia, direct involvement of teachers in making curriculum decisions at school level is still very low. The belief function determines that scope of studies in the field of education in which teacher a belief that is examined directly and unconsciously with the aim to understand the thoughts and behavior of individuals (Prihantoro, 2015). In this regard, Ahsan (2012) assert that what has been done by a teacher will be automatically governed by their own thoughts and teacher's decision making is determined by the point of view which they believe to be right and by their beliefs. So, we can conclude that teacher's belief about their thoughts greatly influences the aspects of application, ways, and qualities to transfer their knowledge. This decision making must really be considered because this is a long-term continuity that will be done by a teacher.

An application that is not in accordance with the existing reality also forces teacher to do things that are not in accordance with the guidelines validated by the government. The revised curriculum is either negative or just different from the intentions of policy makers. Uztosum (2013) saw good changes in innovation but did not incorporate curriculum changes into their daily lives. Here it is said that the present curriculum evaluation only has an expectation on existing innovations without seeing or observing the actual teaching and learning process in the classroom. The objective of this research is to know teacher's belief about Curriculum 2013 in English language teaching (ELT) and teacher's belief about the implementation of Curriculum 2013 in ELT.

Belief can influence how people act, think, and behave (Ellis, 2008). Many studies have focused on discussing the main idea of belief from different perspectives and have examined how belief can influence a person or group of individuals' action or behaviors. Although many experts have made efforts to define belief, none of them have come to a consensus on the definition of this topic. For example, Pehkonen (2003) considers belief as individual knowledge of teachers who think subjectively and use emotional intelligence on understanding an object and they usually connect based on personal experience. Therefore, a belief does not always come in a way that is generally accepted and happens right away, but it comes from a rational thought based on experience (Ahmad, 2014).

Most human activities are created by an individual belief, values and perception (Ahsan, 2013). Tan (2001) has asserted that teachers' belief, attitudes, and educational philosophies influence their teaching approaches. It has similarity with Muth'im (2014) stating that those teachers' beliefs affect classroom management which is essential for effective classroom teaching. Van Driel (2012) has also highlighted a number of studies which claim that teachers' practices are determined by their beliefs.

Teacher educational program widely promotes social constructivism (Forrester, 2008) or developmental apprenticeship, nurturing and social reform their belief (Pratt, 1994). These beliefs encourage teacher to use a student-centered teaching approach. Darling-Hammond (2002) suggests a proper acquisition for professional education for teacher. However, other studies demonstrate a contradictory evidence of no significant difference between performance of professionally qualified and professionally unqualified teachers.

Teachers hold certain beliefs which influence their teaching principle. It includes teacher cognition. Teacher cognition is described as "what teachers know, believe, and think" (Borg, 2003). Phipps & Borg (2009) argues that beliefs are maxims which teachers use to plan and maintain order and discipline in the classroom. Maxims are also developed by teachers in involving, encouraging, motivating, and empowering learners. Teacher beliefs are important for teachers since they play critical role in defining task and organizing knowledge and information (Nespor, 1987). What teachers do in the classroom is determined by their knowledge and beliefs about teaching, subject matter, and learners (Coates, 2018). Teachers' beliefs influence students' development and teachers' teaching (Tolbert, 2006). Teachers' plan and action in the classroom are the result of their beliefs on teaching and learning.

Teachers' belief can be categorized into a number of areas i.e. beliefs about learners and learning, beliefs about teaching, belief about the subject that should be taught, beliefs about learning to teach, and beliefs about self and the teaching role (Calderhead, 1996). The origin of the word "curriculum" comes from Greek from the word "carrier" which means the runners and "curare" which means the race. The first meaning is a run, race, or course and the secondary meaning is a race or training course (Egan, 2003.). In a strict sense, curriculum is defined as a planner that is used as the main guideline for learning (Taba, 1962) or as a general plan of content or source of specific teaching material that must be used by schools with the aim of achieving learning outcomes (Connelly, 1991).

According to Taba (1962) curriculum is also a learning design which considers various aspects of teaching and learning process and aims at developing students' critical thinking creativity. In addition, McNeil (1984) adds a discussion that curriculum is a variety of planned and directed learning experiences. An organized through a process of reconstructing the basis of knowledge and experience that take place systematically under the supervision of an educational institution, so that students can continue to be motivated in their learning needs as part of their own personal progress. Furthermore, Syaodih (2007) also emphasizes a range of things about teaching and learning activities and student experiences that have occurred within the guidance given by the school and outside environment. However, the definitions are getting developed and expanded to mean either plan, an experience or a methodological inquiry (Bloom, 2006). In a narrow sense, curriculum is defined as a plan for learning or a general overall plan of instructional content or specific material that schools should offer students as a way of qualifying them for graduation certification (Basturkman, 2004)

Curriculum refers to a planning system for the results of an instructional action and not from the act of instruction itself. The curriculum was directed as a driving tool of a planning system

for learning device blueprint from which a house is constructed. A curriculum can be viewed as school authorities, state government, or some group outside the classroom requires the teacher to teach (Doll, 1996).

Curriculum is in fact the extension of standard-based competence in several components. The main purpose of this curriculum is to shape individual's creative action in teaching and learning process, character, level of confidence, success in learning to develop ideas, responsible citizens and a positive contributor to special civilization in the world of education (Ministry of Education and Culture, 2012). This work system is regulated by Government Regulations Number 32 Year 2013 (the revision of Government Regulations Number 19 Year 2005 about national standard of education).

Curriculum 2013 is the development of the previous curriculum which is curriculum 2006 school-based curriculum (KTSP). Curriculum 2013 emphasizes the use of scientific learning approach which requires teacher to change from teacher-centered learning to student-centered learning. Meanwhile, scientific learning approach itself is a learning process which can help students to solve problems through a series of inquiry activity demanding student to think critically and creatively, to communicate with others, or to gain understanding (Abidin, 2014)

The implementation of scientific learning includes processes such as identifying problems, presenting hypothesis, collecting data, analyzing data, and making conclusion. Students are expected to be able to observe, ask, try, process, and communicate to gain knowledge on certain subject (Hasruddin, 2015). Scientific learning stated in curriculum 2013 requires students to learn through five steps which are observing, questioning, experimenting, associating, and communicating the problem.

Curriculum 2013 is a curriculum of values used for the formation of student characters. Values can be tracked from core competencies starting from core competence-1 to core competence-4. Core competence-1 is designed for spiritual competence, core competence-2 is for social competence, core competence-3 refers to knowledge competence, and core competence-4 is for the process of learning through which core competence-3, core competence-2 and core competence-1 can be observed. The learning models contain direct and indirect learning models an indirect model it refers to Core Competence-1 and Core Competence-2.

These two competences have no specific learning material as it is integrated into cognitive and psychomotor domains. This formulation is aimed at reducing or eliminating verbalism in the teaching and learning process. Meanwhile, basic competence which is reduced with Basic Competence is a reference for teachers to develop students' achievement indicator. Basic competence in core competence-1 and core competence-2 is the gathering of basic competence in core competence-3 and core competence-4. Basic competence in core competence-3 is linear with basic competence in core competence-4, and the number of basic competences in core competence-3 is equally sized with the number of basic competence in core competence-4. The previous curriculum combines the ideas of the competence, performance, and genre-based approach in teaching and learning process and this current curriculum includes spiritual, character building, and social competence completed with cognitive and psychomotor competencies and authentic assessments in all English subjects.

Method

The objectives of this research is to what extend the teachers' understanding about curriculum 2013 in teaching and learning process and to know how the teachers' belief in implementing curriculum 2013 in English Language Teaching. The approach used in this study is a qualitative approach. This study describes a data, facts, and conditions as they are. While the qualitative approach according to [Cresswell](#) (2013) can be used to analyze and predict what needs to be done in the future and also help to overcome current problems.

Content analysis as a qualitative research method is used in this study. There are six steps which must be implemented namely (1) formulating questions, (2) sampling the selected data sources, (3) making categories that will be used in the analysis, (4) identifying sample documents that have been selected and coded, (5) designing scale and items based on specific criteria for data collection, and (6) interpreting data ([Miles](#), 1994).

The data used in this study are in the form of words and sentences related to the data source under study namely the 2013 curriculum and some relevant documents such as lesson plan and syllabus in junior high school level. The participants in this research are four English teachers in junior high school who have teaching experience of more than two years.

Results

The verification of interview data revealed the consistency of teachers' beliefs about Curriculum 2013 specifically the curriculum for English language teaching in schools in Indonesia. There are four main points that will be dealt after the process of coding and categorizing the data on teacher's belief. The first is teachers' beliefs about curriculum understanding, the second is teachers' beliefs about response of learners, and the third is teachers' beliefs about curriculum 2013 implementation, and the last is teachers' beliefs about assessment in curriculum.

Teachers' beliefs about curriculum 2013 understanding

The inclusion of English as a foreign language has the meaning of how teacher understands the position of English in the curriculum as a whole. In many cases, revisions were made by the government so that there were still many teachers in Indonesia who adjusted themselves to the new curriculum. The development of the curriculum itself also experienced many improvements and teachers felt a fundamental change. Some responses from the participants below illustrate their beliefs about curriculum 2013 understanding which refers to the development Indonesian as a manifestation of a foreign language.

"An update on revised or improved learning methods by reviewing the existing curriculum"
(P1)

"Curriculum 13 not only emphasizes the mastery of student competencies but also the formation of character which is in accordance with predetermined core competencies" (P2)

From the statement above, it can be seen that the understanding of Curriculum 2013 in English language learning in Indonesia has undergone a very rapid change starting from the system, methods, techniques and strategies used. The teachers believe that English as a foreign language content influences their attitude and the way they engage with this subject in their teaching and learning process. There are teachers who are currently developing

English language learning at this time. Firstly, because teacher's belief in the development of English is very important, teacher must be smarter in applying language learning, measurement, and also in every activity. Secondly, teacher enthusiasm is also very much needed. Teachers must be more innovative with methods, techniques, or media that are in accordance with the material taught to students. Furthermore, to be able to realize student learning at this time, teacher must work hard to train students and to develop themselves well. It is clear that curriculum is important as a guide which includes a specific scope and sequence for English teaching and learning in relation to teachers' knowledge and beliefs.

Teachers' beliefs about reaction of the learners

In learning a form of classroom management mastery aspects of the teacher about the responses that arise from various students is one of the very important requirements. Teacher's own confidence in interpreting a condition and situation when learning takes place in order to achieve learning objectives is crucial in making decisions in class at that time (Rogers, 2011). Besides, the relation of learning to students with this curriculum is at the level of acceptance of the students themselves; how students can be motivated by curriculum guidelines that have been used. A participant made a statement about students and the characteristics of their attitude after applying this curriculum.

"Some students experience a culture shock because they are still not accustomed to learning alone especially if students are lazy and vice versa"(P1)

"Yes, depending on the class, depending on the response, there are those who don't like it. There are just normal ones and also there are those who are motivated. It depends on the students themselves in receiving the learning"(Px)

Furthermore, seeing from the results of the interview above, there are differences in statement about English language learning because it is also the creativity of the teacher itself. Also, the teacher can see children as very active learners. The teacher also believes that he should be able to deal with active students or manage English learning and who are passive and active. He needs to teach children so that they stay involved in learning. Like the statement below,

"There are students who have difficulty and some who have ease, depending on how students think about self-acceptance and also teachers who are doing fun learning." (P2).

Teachers' beliefs about the implementation of curriculum 2013

This part discusses teacher's beliefs about their teaching. The first idea is related to teachers' beliefs about their role or implementation as an English language teacher. The second is related to their beliefs about their teaching approaches (Meirink, 2009). The subsection about teaching approaches, method and so on. Some elements are related to teaching such as types of interaction, communication, and collaboration applied in teaching in the classrooms. However, because the guideline or curriculum used is new, some teachers feel that their teaching is not optimum as they are charged with several things which make teacher's performance to be declining or incomplete.

"Teacher as an educator means that they must implement moral education, and this has been very appropriate because it has included moral education. It is also a character formation such as knowing when to be serious, joking and it is the creativity of the teacher himself. The teacher also trains students so that they learn to look for themselves." (P2)

Other participant also has similar opinions during the implementation of curriculum 2013 itself in their classrooms.

“The suitability of this curriculum is also based on the application of student learning such as leading to student projects or activeness 70% of students and 30% of teachers. During the teaching process in this curriculum, teachers communicate to students by becoming facilitators and also applying student-centered learning” (P1).

The results show that the trust of teachers and teaching English is very influential.

Teachers’ beliefs about assessment in curriculum 2013

Conducting an evaluation in teaching and learning process is very important because it helps teachers to understand each student's achievement and identify whether the results of learning achievement have been carried out or still lacking. When teachers ask questions “How do I know that my students are good in their learning and that method used is effective?”. Smith (2005) suggest that teachers ask themselves questions about assessment. In addition, assessment can be used as a way for teachers to motivate students so that students are more motivated to work on their language learning to succeed in examination. The ideas of the beliefs of several teachers who have been researched about the assessment in 2013 curriculum are presented below.

“Curriculum 13 broadly includes the assessment of knowledge and skills and attitudes, but this type of assessment is a bit of a bother to the teacher” (P1)

“This assessment is very good, for example attitude assessment, it's just that the form of the assessment platform is very much, making the teacher spend a lot of time to complete it” (P2)

“There are three assessments that I use in this curriculum, namely knowledge, practice and moral values, and it is quite complicated” (Py)

Teachers have the same view about assessment; to judge means to test. The teacher's comments reflect their understanding that assessment is the process of assigning grades to students' tests. They emphasize that assessment ideas are related to test assessment. The teachers also expressed the same view about the assessment of moral values in which they considered moral values and performance as priorities for students, through assignments that they consider to be a benchmark for assessing character or morale in these students as suggested by the following teacher

“I am more inclined to moral value because moral education is already very lacking so I have to press it like attitude” (Px) and other teacher also has same statement “I can also see the attitudes of each student when his friend is presenting; to pay attention, listen well or not like that” (Py)

Discussion

This study has shown that English teachers' beliefs in curriculum change from school-based competence (SBC) to curriculum 2013 in English competitions shown in three main ways. Changes to this curriculum also give influence on the way teachers and students understand English learning from previously traditional-based learning to modern pedagogical dimension. The 2013 curriculum emphasizes more in modern pedagogical dimension in learning and

applies scientific approach. Scientific approach in Indonesia learn all subjects including observation, question and answer, experiment, data or information process, data or information, followed by analysis, reasoning, concluding, and creating. For certain subjects, material, or certain situations, it is not always right to apply it procedurally. In this condition, of course the learning process must continue to improve and get closer to scientific values.

Teachers' beliefs about curriculum 2013 understanding

A curriculum, with all these elements in it, gives information to teachers about what to teach (subject matter knowledge) and how to teach pedagogical content knowledge (Shulman, 1987). The positive results of teachers implementing scientific approach steps are also shown in some other schools in Indonesia through some studies by Afrianto (2017). His findings support this study that teachers share similar perception in which scientific approach is regarded as an approach that integrates students' attitude, skill, and knowledge by implementing the steps in the teaching and learning process.

Teachers' beliefs about reaction of the learners

The result of this study is support in previous study, that the teacher in his teaching should be interactive and social process in which he tries to combine cognitive learning with psychological learning and affective learning, (Ratnaningsih, 2017). Besides, Pratolo (2018) suggests that an English teacher needs to choose the most appropriate teaching techniques, methods and strategies in presenting language material to meet students' learning needs. From their studies, it is reported that the teachers shared similar perception.

Teachers' beliefs about the implementation of curriculum 2013

It supports the actions and behavior of teachers or students in their classrooms. That is similar with other research stating that teachers' understanding influences the way teachers position themselves in their teaching activities (Esseili, 2011). Teachers can have roles such as knowledge disseminators, motivators, facilitators, or mediators depending on their understanding of their duties (Priestley, 2015). The analysis on teacher interview reveals that most teachers in this study position themselves as people who provide information to students or their facilitators rather than as people who fully provide material to their students to understand and build new knowledge from that information and not a teacher-centered song that only transfers knowledge and students become passive recipients.

Teachers' beliefs about assessment in curriculum 2013

Teacher's way of differentiating the delivery of tests and assignments to students is assessed to reflect the teacher's understanding of the assessment itself. It is in line with (Widodo, 2016) in which the teacher believes that giving tests and assignments contribute differently in student learning. However, both tests and assignments can be used to inform the teacher about how much students have learned and understood the material that has been delivered. The ability to know how much students learn from lessons or content can reflect general pedagogical knowledge and teacher's beliefs about assessment as a way to conduct an appropriate evaluation. This idea similarity with (Yaghi, 2012) who states that many teachers conduct assessments only to evaluate student learning and get accurate data on student's achievement.

Furthermore, curriculums as conceptual changes and additions which either will have the same effect as previous curriculum, or even have no effect. It is just that there are some changes such as learning becomes more student-centered than teacher-centered.

Conclusion

This study has shown that English teachers' beliefs in curriculum change from school-based competence (SBC) to Curriculum 2013 in English competitions Shown in three main ways. Changes to this curriculum also give influence on the way teachers and students understand English learning from previously traditional-based learning to modern pedagogical dimension. The 2013 curriculum emphasizes more in modern pedagogical dimension in learning and applies scientific approach. Scientific approach in Indonesia learn all subjects including observation, question and answer, experiment, data or information process, data or information, followed by analysis, reasoning, concluding, and creating. For certain subjects, material, or certain situations, it is not always right to apply it procedurally. In this condition, of course the learning process must continue to improve and get closer to scientific values.

The second is curriculum changes as conceptual changes and additions which either will have the same effect as previous curriculum changes, or even have no effect. It is just that there are some changes such as learning becomes more student-centered than teacher-centered. Finally, in the current 2013 curriculum, the English teachers feel that there is a perceived influence between the forms of the first came from several teachers who saw curriculum changes as changes that had a positive, innovative and creative impact on English for the future in education. In assessment platform in 2013 curriculum and the teacher's competence in teaching and learning in the classroom. For example, the 2013 curriculum has many platforms that must be carried out to evaluate students' learning outcomes. Some teachers reveal that the assessment rubric is quite time- and thought-consuming which causes English teachers to be less optimal in conducting learning activities. After seeing the three main things above about the knowledge and beliefs held by the teachers, it will be directly linked to the experiences they have gone through about the implementation of the previous curriculum. The teacher also provides advice or recommendations for a review of the curriculum assessment system to make it more concise or as simple as possible so that the teacher has no difficulty in evaluating highly complex students.

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