

# ENGLISH TEACHERS' BARRIERS IN IMPLEMENTING 2013 CURRICULUM REVISION EDITION IN TEACHING ENGLISH

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**Abstract:** The purpose of this research is to determine the barriers experienced by English teacher in implementing 2013 curriculum revision edition in teaching English. This research uses a qualitative descriptive study. The researchers use observation, interview, and documentation in the form of syllabus, lesson plan, and pictures to collect the data. The research subject is English teacher and seventh grade students of SMP Negeri 1 Tojo Barat that consists of six study groups.

The result of the research shows that English teacher experienced external barriers and internal barriers. The external barriers are obstacles that come from outside the English teacher, namely: (1) covid-19 pandemic (2) the barriers from the government, (3) the barriers from the schools, and (4) the barriers from students. Internal barriers are obstacles that come from within the English teacher itself, namely: (1) the barriers in making lesson plans, (2) the barriers in the learning process, and (3) the barriers in making evaluation.

**Keywords:** *English Teachers' Barriers, 2013 Curriculum Revision Edition, Teaching English*

## INTRODUCTION

Education is one factor that has an important role in the development of a country. In order to fulfil this role, the government should pursue a good quality in term of education. Quality will creates a good Human Resources (HR) so that it can improve the welfare of a nation. Therefore the government pays a lot of attention to the realm of education with various efforts to create human resources who have high skills and competitiveness. One of these efforts is to revise some parts of education; one of the targets is the curriculum.

Curriculum changes are common in the dynamic world of education, because the curriculum must adjust to the times, which makes the curriculum has a diverse nature. The Ministry of Education and Culture (Depdikbud) since 1945 has changed the curriculum several times until the 2013 curriculum revision. The government considers the 2013 curriculum to be appropriate for educational planning. In contrast to the previous curriculum, the 2013 curriculum in its implementation planning is claimed to provide a solution for the constrained development of the Indonesian people approach so that the resulting education output will be in line with expectations. It is hoped that the implementation of this curriculum can produce productive, creative and innovative people. This is possible, because this curriculum is based on character and competencies, which are owned by various competencies.

During its development, at least two problems emerged from the change in the 2013 curriculum to the 2013 Revised Curriculum. First curriculum changes cause teachers to feel they have a new burden that they have not yet fully mastered. This problem may be overcome by various coaching, technical guidance, education and training, and so forth. Second, teachers are comfortable with old models and approaches so that changes made by the government to the curriculum do not have much effect on the educational process under taken by teachers.

The 2013 curriculum raises several problems in its implementation. There are still a number of problems, including confusion among teachers and education units. These constraints include: teachers are not ready and difficult to change their mindsets, lack of information about guidelines and dissemination, the contents of books that are not in accordance with the material. The problem is hampering teachers in the implementation of the 2013 curriculum and to date not all schools have implemented the 2013 curriculum revision to all classes as happened in several schools in Tojo Una-Una especially in the Tojo barat sub- district. Therefore, the researchers were interested to find out the barriers experienced by the English teachers in implementing 2013 curriculum revision edition at SMP NEGERI 1 TOJO BARAT.

The etymological understanding of the curriculum comes from Greek - which was

originally used in sports, i.e. *curir* which means runner and *curere* which means distance that must be run by runners ranging from start to finish. Whereas in French, the *couriar* means running, thus this thing when interpreted has meaning not as a resource but rather interpreted as *running of the race*. When this term entered the realm education, then it has the order of meaning as a circle of instruction is a teaching circle in which the teacher and participants students involved in it. Another understanding is a collection of subjects taught in school, or the direction of a process study. Complementary it is said as a written plan about abilities that must be possessed based on national standards, material that needs to be learned and the learning experience that must be lived for achieve these capabilities, and evaluations needed to determine the level of achievement of students' abilities, as well as a set of rules relating to the learning experience of students in developing their potential in the unit certain education (Hamalik, 2010: 91).

*Undang-Undang Nomor 20 Tahun 2003* concerning the National Education System mention that the curriculum is a set of plans and arrangements regarding the purpose, content, and material of the lesson and the methods used as a guide organizing learning activities to achieve certain educational goals. Based on this understanding, there are two curriculum dimensions, the first is plans and arrangements regarding the objectives, content, and learning material. The second is the method used for learning activities.

From the above understanding it can be concluded that the curriculum is a long-term educational program that must be passed by someone to complete their studies. Educational programs that contain a variety of teaching materials and learning experiences that are programmed then planned and designed systematically on the basis of applicable norms which serve as guidelines in the learning process for education staff and students to achieve educational goals. Curriculum development (curriculum development, curriculum planning, curriculum design) as an advanced stage of coaching, such as activities that refer to produce a new curriculum. These activities include the preparation, implementation, assessment, and improvement. By going through these stages a curriculum will be produced.

The curriculum as stated in *Pasal 1 Ayat (19) Undang-undang Nomor 20 Tahun 2003* is a set of plans and arrangements concerning the purpose, content, and material of the lesson and the methods used as a guide organizing learning activities to achieve certain educational goals. The 2013 Curriculum Development is a further step in Development Competency

Based Curriculum that was pioneered in 2004 and KTSP 2006 which includes integrated attitude, knowledge, and skills. The 2013 curriculum is a new curriculum that is starting to be applied to school in academic year 2013/2014. Mulyasa (2013: 6-7) states that the 2013 curriculum is competency-based and character-based curriculum (competency and character based curriculum), which can equip students with a variety of attitudes and abilities that are appropriate to the demands of the times and the demands of technology.

This curriculum is a development of the curriculum preexisting, both competency-based curriculum (KBK) that has been pioneered in 2004 and the Education Unit Level Curriculum (KTSP) in 2006. The point of emphasis in the 2013 curriculum is this improvement and balance of soft skills and hard skills which include aspects attitude competencies, skills, and knowledge. Then, the position of competence which was originally derived from subjects turned into subjects developed from competence. In addition, learning is more thematic integrative in all subjects. Thus, it can be understood that The 2013 curriculum is a curriculum developed to improve and balance the ability of soft skills and hard skills in the form of attitudes, skills, and knowledge.

Each curriculum has characteristics that distinguish it from other curricula. According to the Ministry of Education 2014, The 2013 curriculum is designed with the following characteristics: a) Curriculum content or competency is stated in forms of Core Competencies (IC) education units and classes, more detailed advanced in Basic Competencies (KD) subjects, b) Core competence (IC) is a categorical description of competence in aspects of attitude, knowledge, and skills (cognitive and psychomotor) that must be studied by students for a level school, class and subject, c) Basic Competency (KD) is a competency that learners learn for a theme for elementary / MI, and for certain class subjects SMP / MTS, SMA / MA, SMK / MAK, d) Core Competencies and Basic Competence in secondary education is prioritized the realm of attitude while at the level of secondary education is balanced between attitude and intellectual ability (high cognitive ability), e) Core Competence becomes an organizational element (organizing elements) Basic Competence, i.e. all KD and learning processes developed to achieve competence in Core Competencies, f) The Basic Competencies that are developed are based on principles accumulative mutually reinforcing (reinforced) and enriching (enriched) between subjects and levels of education (organization horizontal and vertical) are bound by core competencies, g) The syllabus was developed as a study design for one theme (SD). In the syllabus listed all KD for the theme or subjects in the class,

and h) Lesson plan developed from every KD for appropriate subjects and classes.

Regarding some of the characteristics above, it can be concluded that the 2013 curriculum places more emphasis on balanced competencies in attitudes, knowledge, and skills. Therefore, it is hoped that it can create more active, innovative, and productive education output.

The 2013 curriculum, which was implemented simultaneously in all schools in 2004 at the primary and secondary education levels, it puts teachers to hold an important role, especially in realizing learning. However, in this new curriculum there is a reduction in the role and function of teachers, as well as reducing their workload, especially administrative tasks. This curriculum is the development of the previous curriculum, both the competency-based curriculum (KBK) and the education unit level curriculum (KTSP). Minister of Education and Culture, Mohammad Nuh, said that the 2013 curriculum was more emphasized on competencies with the competency of thinking based on attitudes, skills, and knowledge. There are four aspects become the focus of the 2013 curriculum implementation plan and implementation including, a) teacher competence in understanding the substance of teaching materials, which involves learning methodologies, which scores on the implementation of teacher competency tests (UKG) have only reached an average of 44, 46, b) academic competence where the teacher must master the method of delivering knowledge to students, c) social competencies that teachers must have so they do not act as socially to students and other colleagues, and d) managerial or leadership competence because the teacher is someone who will be manipulated and imitated by students.

Teacher readiness is very urgent in the implementation of this curriculum. This teacher's readiness will appear in the teacher's activities in encouraging better observation, asking questions, reasoning, and communicating what they have gained after receiving learning material.

In the 2013 curriculum the revision of the role of a teacher is very important especially Teacher's pedagogical skills when applying 2013 Curriculum revision edition. In this curriculum, the learning method is one of the things that is a concern in the improvement of 2013 curriculum. Some teachers consider learning methods with 5M thinking processes (observing, asking, gather information or try, associate, communicate) procedural and mechanistic to shackle creative space. During this time, they see the method as the only approach in learning all subjects. Provision of creative space for teachers to support pedagogical abilities includes several

something. The syllabus prepared by the government is one of the inspiring models. Teachers can develop in accordance with the relevant context. In thematic lessons (especially at the elementary level), the teacher can develop themes and sub themes according to relevant contexts. 5M is the ability to think a process that needs to be trained continuously through learning so that students get used to it think scientifically. 5M is not a procedure or step or approach to learning

The 2013 curriculum revision (K-13) process has actually been carried out from January 2015 to the end of October 2015. The 2013 curriculum revision (K-13) and the consequences of the changes are based on various input from the public, experts, and activists as well as education observers. Therefore, there are improvements to Core Competencies (KI) and Basic Competencies (KD) in both format and content.

The 2013 Curriculum Improvement was begun with the Curriculum Training which was held towards the end of the even semester of the 2015/2016 academic year; in which the participants of this training were selected from the Ministry of Education and Culture teachers who in the UKG (Teacher Competency Test) received satisfactory results.

The revised K13 of 2017 is not very significant, but the change is focused on improving the relationship or the relationship between core competencies (KI) and basic competencies (KD). Whereas in the preparation of the revised 2017 K13 Learning Implementation Plan (RPP), four kinds of things must be made, namely; PPK, Literacy, 4C, and HOTS. Thus, the creativity of teachers is needed to make them mix.

Learning according to process standards is divided into three stages namely learning plan, learning process, and learning evaluation. *First* is Learning plan. The first stage in learning according to standards the learning planning process that is manifested by the activity of preparing lesson Plan (RPP). Lesson plan developed in detail from a subject matter or theme certain references to the Syllabus. The syllabus is a plan learning on a particular subject or theme includes core competencies, subject matter, activities learning. *Second* is learning process. It is a process of teaching and learning activities which also play a role in determining student learning success. From the learning process there will be a reciprocal activity between the teacher and students towards a better goal. *Third* is learning evaluation. It is a process to obtain the data and information needed to determine the extent and how the learning has progressed in order to make the judgments and improvements needed to maximize the results. Rusman (2009: 75) argues that educational resources such as infrastructure,

cost, organization, and environment are the keys to success education, but the main key is the teacher. The teacher is an important factor in implementing the curriculum. However ideally a curriculum without supported by the teacher's ability to apply it, the curriculum will not meaningful as an educational tool (Sanjaya, 2008: 28). Thus, the role of teachers in implementing the curriculum hold a key position. Hence, in The 2013 curriculum revision, the teacher is a "main character" in implementing it the curriculum must be prepared long before the 2013 Curriculum revision is decided to be implemented in the world of education in Indonesia. All teachers must be on empowered and required to understand the substance of the curriculum and its implementations in the learning process

## METHOD

This research used a qualitative approach. It is a research that intends to understand phenomena about what is experienced by research subjects holistically, and by means of descriptive presentation, in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2007 :

6). This research was conducted at SMPN 1 TOJO BARAT. sources of this research were the English teacher, the principal, and two seventh grade students of SMPN 1 TOJO BARAT. Data was collected through observations, interview, and documentation.

The data obtained were analyzed qualitatively and described in descriptive form. Data analysis was performed through four steps as proposed by Miles and Hubermas (2014), namely: data collection, data reduction, data display, and conclusion. The data was analyzed at the time of collection and after the data collection was complete. Data from observation, documentation, and interview triangulated to ensure the same data.

## FINDINGS

The research was conducted at SMP NEGERI 1 Tojo Barat. The objective of the research was to find out the English teachers' barriers in implementing 2013 curriculum revision from the planning factor, teaching and evaluation of results learning English. This research was conducted during the Covid-19 pandemic, thus the barriers for teachers in implementing the 2013 curriculum revision were the most influential is the Covid-19 pandemic. Covid-19 causes all schools to implement DARING (online) and LURING (Offline) learning system. Therefore, teachers must design RPP in such a way to achieve learning objectives. The LURING process is determined by the lesson schedule. English subjects scheduled

every Monday and Tuesday. On Monday and Tuesday the English teacher taught from one study group to another. The total of all study groups from grades VII - IX is 15 groups. The researchers only observed the study group for class VII, which consisted of 6 study groups, each consisting of 6 students.

The data of this research were collected from observation sheets, interview, and documentations. *The first findings* were from the observations; participant observations. In this observation the researchers used note take and also fill out the observation sheet with a check list. The observation was carried out on August 10th, 11th, and 18th 2021.

The first observation was carry out during the learning process by following the English teacher in study groups. The English teacher taught in seven study groups, data sources are three study groups from seventh grade. The English teacher visited the seven study groups from the Tatari, Tanjung Lemo, and parts of Tombiano villages. The researchers found that the English teacher had problems with learning plans. The learning plan was not in accordance with the 2013 curriculum because the lesson plan at that time had to adjust to the learning needs during the pandemic. The learning design also follows the situation and conditions at that time. Thus, in formulating learning indicators, basic competencies, learning objectives, choosing teaching materials, learning models and assessments of learning English, teachers still experience barriers if they are adjusted to the 2013 curriculum revision edition.

The results of observations in the learning process, researchers found that teachers experienced barriers in the application of the 2013 curriculum revision edition learning model because it was sill based on a scientific approach. The used of lesson plans in the learning process was only as a discourse while in reality the teacher taught was not in accordance to the lesson plan due to existing conditions, such as the ability of students who were very lacking. The teacher taught material about the A-Z alphabet for up to two and three meetings while the theme in the lesson plan is no longer about the alphabet.

The results of observations from the evaluation of the learning of English teachers experienced many barriers to following the provisions in the evaluation of learning in the 2013 curriculum revision edition. English teachers used the 2006 KTSP for learning evaluation.

The second observation was carried out in 6 study groups and three study groups in the seventh grade. The researchers followed the English teacher from Tombiano, Ngawia to Ujung Tibu vilages. In the second observation, the

researcher found that the English teacher experienced obstacles in designing student-oriented learning. During the learning process, the teacher tried to bait the students to answer the questions posed by the teacher in English, but none of the students answered the teacher's questions. Inviting students to be active in learning is the biggest challenge for English teacher. During group discussions, only one or two students were active, many students play, they did not help group friends in completing the tasks given by the teacher. Thus, the assessing and evaluating groups made the teacher experienced the barriers.

In the third meeting, the researchers found that the English teacher had problems in designing and dividing the time to implement the lesson plan. The problem was the use of instructional media, it would not be effective in the *LURING* learning process. The lack of time given to teach several study groups in a day made the teacher experienced various kinds of barriers and even to achieve learning goals the teacher must apply special strategies in the learning process. In evaluating learning outcomes, teacher assess students from cognitive aspects, teacher still experienced barriers in assessing students from affective and psychomotor aspects, both individually and in groups. English teachers also still have not used the assessment rubric in accordance with the provisions of the 2013 curriculum revision edition.

*The second findings* were from the results of the interviews. Respondents in this interview were the first is the principal (P) and the teacher of English subjects who also serve as vice principal of the curriculum (T), the students of class VII<sup>A</sup> (S<sup>A</sup>), and students of class VII<sup>B</sup> (S<sup>B</sup>). The interview questions were related to the barriers of English teachers in implementing the 2013 curriculum revised edition.

The findings during interviews with the four respondents, there were several Barriers for the English teacher in implementing the revised edition of 2013 curriculum which was conveyed by the principal, the English teacher and the students who represented to be interviewed. The results show that the COVID-19 pandemic was the main problem in implementing the revised curriculum 2013.

The COVID-19 pandemic barriers the process of implementing the revised edition of 2013 curriculum in the 2020/2021 school year, which was felt by the entire school community, the principals, teachers, and students. In this case the teacher had to teach the same material repeatedly in each study group, while students who wait sometimes feel bored when the teacher does not come so they go home before receiving

lessons. Barriers experienced by the English teachers come from the government. The revised 2013 curriculum requires students to be more active than teachers so that teachers had to design learning materials that makes the students to respond and be active, even though in the reality not all the students' abilities in cities and villages are the same. The curriculum demanded that all were the same.

The barriers that also comes from the government was that there were frequent revisions to the 2013 curriculum. Teachers still had not mastered the very significant changes from the 2006 KTSP to the 2013 curriculum. There were several revisions to the curriculum used today, namely the revised 2013 curriculum. There were several revisions but the lack of socialization to the teachers that made the implementation becomes ineffective and had not been fully implemented.

There were also barriers that come from the school, the lack of facilities and infrastructure such as LCDs, printed books for students, library buildings, and the unavailability of a language laboratory.

The Barriers experienced by English teachers in the process of preparing lesson plans and the learning process were also integrating HOTS (higher order thinking), 4C (communication, collaboration, critical thinking and problem solving, and creativity and innovation), PPK (strengthening character education) and GLS (school literacy movement) in a lesson.

The The biggest barriers for English teachers was in the evaluating the learning. they had to follow the revised edition of 2013 curriculum in which the assessment took so many forms. therefore, the English teacher admitted that they still used the 2006 KTP assessment biggest barriers for English teachers was in the evaluating the learning. they had to follow the revised edition of 2013 curriculum in which the assessment took so many forms. therefore, the English teacher admitted that they still used the 2006 KTP assessment.

Based on the results of interviews with the four respondents, it was found that the English teacher experienced several barriers in implementing the revised 2013 curriculum. Broadly speaking, English teachers experienced barriers in preparing lesson plans, barriers in the learning process, and barriers in learning evaluation.

The last findings was from documentation. The forms of documentation in this research weresyllabus, English teacher lesson plans for the 2020/2021 school year according to the needs duringthe covid-19 pandemic, photos during the offline learning process carried out by English teachers in study groups, photos with the teachers in the school.

## DISCUSSIONS

The purpose of this research was to find out the barriers experienced by English teachers in implementing the revised 2013 curriculum at SMPN 1 Tojo Barat. The instruments used to collect data were observation, interviews, and documentation. ECMT (2002) stated Barriers are obstacles that prevent certain policy instruments from being implemented, or limit the way they are applied. In the extreme, such barriers can cause certain policy instruments to be ignored, and the resulting strategies become less effective.

Based on the findings, it can be concluded that the barriers faced by the English teachers in implementing the revised 2013 curriculum are divided into two types, namely internal barriers and external barriers. Depdiknas (2005) said that the barrier in teaching related to internal and external condition. Internal condition included teacher, material, interaction pattern, media and technology, learning situation, and system whereas external condition included environment where teaching and learning process occurred.

There were four external barriers experienced by English teachers in implementing the revised 2013 curriculum. The first was Covid-19 Pandemic. It was the biggest barriers experienced by teachers in implementing the 2013 revised edition of the curriculum as stated by the principal and acknowledged by the English teacher. It required the teachers to teach from one study group to another with the same material, while the average travel time from one group to another was 1 KM and have to be completed in 2 days. The barriers caused by the Covid-19 pandemic were not only experienced by English teachers but also the entire school community.

The second external barrier was the barriers from the government. There were several barriers experienced by English teachers from the government. They were 1) the 2013 curriculum was always revised but the training, seminars, and socialization was still rarely implemented. Therefore, the teachers got confused, difficult to understand and implementing the revised 2013 curriculum edition, 2) the lack of learning time was given, thus it was difficult to achieve the learning objectives, 3) the addition of 4C and HOTS in learning made the teachers and students overwhelmed

The third external barrier was the barriers from the school. The barriers experienced by the English teachers from schools were the lack of facilities and infrastructure such as LCDs, student and teacher books, and the unavailability of a language laboratory. Thus, both teachers and students faced difficulty in learning Listening.

The last barrier was the barriers from the students. The barrier experienced by English teachers from students was that students' ability to speak English is very poor. It was happened because the students first studying English was in Junior High School. The Students' interest in speaking English was also very poor. Thus, it was difficult to implement the students centered learning. As the consequences, sometimes the teachers didn't follow the prota and proses that had been prepared because the material that should be discussed in 2 meetings sometimes has 3 or 4 meetings due to the students' abilities that was really poor.

There were three external barriers experienced by English teachers in implementing the revised 2013 curriculum. The barriers were actually occurred from the teachers themselves. The first external barrier was the barriers in the planning process. In designing the lesson plans, the teachers did not prepare the lesson plans based on the 2013 curriculum revised edition. It was happened because the teacher only made emergency lesson plans during the COVID-19 pandemic. Thus, the learning objectives could not be achieved. In the selection of learning methods and models, the teacher only used lectures and discussions method. They also had not been able to design student-oriented learning process. The assessment rubric did not follow the 2013 curriculum revised edition.

The second external barrier was the barriers in the learning process. The learning process was based on the scientific approach (5M), while in the 2013 revised edition of the curriculum the teacher was given the freedom to be creative. In the learning process, sometimes the teachers could not deliver the material according to the lesson plans because it was difficult to implement the application of GLS, PPK, 4C, and HOTS. The teachers also did not use the electronic media as required by the 2013 curriculum. In managing the classroom, the teacher tried to make students more active but the student response was very poor.

The last barrier was the barriers in evaluating student learning outcomes. The English teachers did not use the revised edition of the 2013 curriculum assessment rubric because they still used the 2006 KTSP assessment rubric. They admitted that it was difficult to understand and implement the 2013 revised edition of the curriculum assessment because there were so many aspects of the assessment that were involved assessed by the teacher.

**CONCLUSION**

Based on the result of this research, we conclude that there were two kinds of barriers experienced by English teachers in implementing the 2013 curriculum revision edition at SMPN 1 Tojo Barat. First, the external barriers namely: the COVID-19 pandemic, barriers from

the government, barriers from schools, and barriers from students. Second, the internal barriers namely: barriers in learning planning, barriers in the learning process, and barriers in learning evaluation

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