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| **RESEARCH ARTICLE**

Indonesian Curriculum Issues: Teacher Implementation and Student Perception of K13 in ELT

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| **ABSTRACT**

The 2013 Indonesian curriculum is contentious. The government mandated that all schools follow the 2013 curriculum in 2015, but in December 2014, the Ministry of Education altered the requirement to return to KTSP. Indonesia's frequent curriculum changes affect teaching and learning and education stockholders. This study examined the implementation of the 2013 curriculum in English teaching practice, the challenges teachers and students face, and students' perceptions of ELT practice related to the 2013 curriculum. This study uses descriptive qualitative research. English teachers and students at an Indonesian vocational school are the subjects of this study. The data was acquired through interviews, observations, and documentation. A semi-structured interview was conducted to assess English teachers' grasp of the 2013 implementation. English teacher's 2013 curriculum implementation was observed in the classroom. The researcher interviewed students about their views on ELT procedures and their challenges. Interview data was evaluated using Miles and Huberman's (1994) interactive model analysis. The teacher understood the Standard Process of the 2013 Curriculum teaching features well. Teachers use the 2013 curriculum's standard teaching process in the primary activities. Limited time for English was the biggest issue with teaching it under the 2013 curriculum. All students enjoyed English class; thus, they had a good view of ELT. Speaking was the biggest challenge for pupils learning English. The researcher assumed from the students' interviews that little English practice caused speaking difficulties.

| **KEYWORDS**

Implementation, 2013 curriculum, teaching practice, perception

| **ARTICLE INFORMATION**

1. Introduction

The curriculum is crucial to educational success. According to Baet (2012), teachers and principals use the curriculum to synchronize schools from Sabang to Merauke. Indonesia has changed and revised its curriculum nine times since 1945, including 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. Competency-based 2013 curriculum emphasizes character development (Dikti, 2013).

Government policy requires certain schools to be models in 2013/2014 and all schools to implement the 2013 curriculum in 2015. However, in December 2014, the Ministry of Education changed the obligation through Ministerial decree No.160, which states that (1) schools that implemented the 2013 curriculum for about one semester should return to KTSP, (2) schools that implemented it over three semesters can continue using it, and (3) they can return to KTSP if they want. These policies suggest 2013 curricular issues. According to Ahmad (2014), challenges of many kinds coming from curriculum implementation have been recognized as inevitable, making the implementation more complex than expected. This complexity can be experienced from numerous angles, with stakeholders at different levels interpreting curriculum regulations differently than originally envisaged," Ahmad (2014) stated.

Policymakers develop good ideas, but local implementing institutions may interpret them in ways that have unintended consequences. It noted that this curriculum addresses globalization-era demand, but its execution has various pro- and con issues. Ahmad (2014) observed in her research at senior secondary schools in Makassar that teachers' implementation from planning to assessing indicates that in some K-13 schools, instructors adjust policy based on classroom reality. She also observed that some teachers are pessimistic because they can handle change.

On November 19, 2015, the researcher conducted a preliminary assessment at SMA Negeri 2 Sidrap and uncovered 2013 curriculum issues. The teacher said the 2013 curriculum is wonderful, but he had trouble adopting it because changing pupils' learning habits is hard.

This research also considers students' perception of ELT practices in their class; as Chang (2010) stated, "Since student achievement is influenced by factors other than the teacher's actions, it is also important to understand students' perceptions." Those words stressed the need to study students' learning perspectives.

According to the explanation above, this study examined English teachers' teaching methods in implementing the 2013 curriculum regarding the standard teaching process and students' perceptions of ELT practices in their classes. The researcher conducted "An Analysis of English Teacher's Teaching Practice and Students' Perception Toward Implementing the 2013 Curriculum" at SMA Negeri 2 Sidrap.

Based on the explanation, the researcher formulates the study question:

1) How does the English teacher at SMA Negeri 2 Sidrap implement the 2013 curriculum in teaching the Standard Process of the 2013 curriculum in ELT practices?
2) What problems does the teacher face?
3) What is the students' perception of ELT practice in their class?
4) What issues do SMA Negeri 2 Sidrap ELT students face?

2. Literature Review

The 2013 curriculum prepared Indonesians to be faithful, industrious, creative, innovative and contribute to society and international civilisation. Internal and external deviances, mentality improvement, curriculum regulation, and material strengthening inform the 2013 curriculum. Internal deviances largely affect Indonesia's learning standard and people's growth. Globalization, technology, information, creative industries, culture, and international education are affected by external deviations.

The Competency Standards and Standard Content of the 2013 curriculum and Latief (2013) list 14 learning concepts in the standard process on Ministerial directive No.65B (2013): 1) from students to be given out to students to find out, 2) from teacher as the only source of learning to a variety of learning sources, 3) from textual to scientific approach, 4) from content-based to competency-based learning, 5) from partial to integrated learning, and 6) from single truth answer to multi-dimensional truth answer. 7) from verbal to practical talents, 8) improving and balancing hard and soft skills, 9). Learning that empowers pupils to learn for life 10). Applying values by presenting examples (*ing ngarso sang tulodo*), building willingness (ing madyo Mangun Karso), and developing creativity in learning (tut wuri Handayani). 11) Home, school, and community lessons; 12) Everyone is a teacher, student, and classroom; 13) ICT use; and 14) cultural diversity and individual variances.

In Asian English lessons, Yoshida (2004) said students are quiet while teachers are active. Indonesian classrooms are teacher-centered and native-accented. Since students are focused on passing the exam, they rarely practice English outside of class. Yoshida further noted that English is an international language used in various situations and that students require exposure to many English models to become communicatively intelligible. On the other hand, Page & Thomas (1978:26) defined perception as organizing and making meaning of sensory (seeing and hearing) experiences. According to Williams & Burden (1997), learners' perceptions and interpretations significantly impact their accomplishments.

3. Methodology
3.1 Design and Samples
This study uses descriptive qualitative methods. The research focuses on SMA Negeri 2 Sidrap teachers and students in 2021/2022. English teachers were interviewed and observed regarding the 2013 curriculum implementation, and four students were interviewed to understand their views on ELT practice related to the 2013 curriculum implementation.

3.2 Data Collection

The researcher collected data by interview, observation, and documentation. The semi-structured interview was used to gather data on English teachers' comprehension of the 2013 curriculum implementation in terms of the teaching process on the Standard procedure and challenges teachers face. The researcher saw the English teacher implement the 2013 curriculum. The indicators are based on the 2013 curriculum's normal teaching process. To understand how students evaluate ELT techniques in their class and the challenges they experience, the researcher interviewed four students at XI MIA 1 of SMA Negeri 2 Sidrap. The researcher examined the 2013 curriculum and instructor lesson plan. The researcher selected four pupils to interview by reviewing their report cards for capability information.

3.3 Data Analysis

Interactive model analysis was used to assess interview and classroom observation data. Miles and Huberman (1994) defined analysis as tree-concurrent data reduction, display, verification, and conclusion drafting. All data was coded and theme-grouped. The researcher explained and interpreted.

4. Results and Discussion

4.1 Research Findings

4.1.1 The implementation of the 2013 curriculum in ELT practice.

Standard teaching techniques for the 2013 curriculum have three phases: opening, main, and closing. This led to three phases of the finding.

According to the 2013 curriculum, teachers should start with five major actions. The teacher said he always checked his students' health before class and gave them motivation and humor to prepare them psychologically and physically. The researcher examined Mr R's teaching approach and noticed that he requested students to tidy their classroom, checked the attendant list, and asked about students' conditions, but he did not motivate or humor them.

He set the sit position based on learning activities. He arranged the seats for the group study. The classroom observation showed that Mr R divided pupils by hobby but did not fix chair positions in groups.

Mr R said motivation was crucial to teaching English because the 2013 curriculum had less time for it than the KTSP program. He also saw that MIA X 1's English class was in the last hour; thus, pupils needed the motivation to stay awake. He suggested offering pupils games to keep them busy and focused on the subject. The teacher did not use this in classroom observation. This means the researcher discovered no teacher-led games or motivation.

The teacher linked past knowledge to new content whenever needed. In classroom observation 1, he asked students about their last learning and then introduced procedural text. In classroom observation 2, he asked students about the last material and then pointed them by hobby into groups. In both classrooms, the observation teacher asked about the last material and the students' prior knowledge, but he only connected them if there was a relationship, as he explained in the interview.

Because pupils found RPP uninteresting, the teacher rarely explained the learning purpose and basic competence. He simply stated the major goal for the kids. In classroom observations 1 and 2, the teacher never explained learning objectives or basic competence.

The teacher said he did it through informal interaction with kids. He explained the learning phase's essential idea. In classroom observations 1 and 2, the researcher found that the teacher did not apply this component.

Twelve factors from the 2013 curriculum's standard teaching approach are the study's major indicators. Organization and discipline in learning were the initial steps. The teacher assumed all students would obey his commands. He monitored group work to control learning. The researcher saw the teacher never sitting in his chair in classrooms 1 and 2. He constantly monitored and asked about the group's progress. A student who ate during class was told to cease, and the boisterous pupils were told to be quiet.

The teacher gave students basic information to help them learn more. The researcher observed Mr R serving Nasi Briyani to pupils in the classroom to encourage learning. He then requested the pupil to research creating Nasi briyani. He showed them Albert Einstein and Bill Gates photos and asked them to explain the descriptive language. He had the group choose an idol and write their biography. Through those learning activities, kids were eager to seek the internet for knowledge.

He always uses different learning resources, said Mr R. He also built a website to motivate pupils to study English. The teacher did more than read the textbook in class. He also employed exciting learning materials like the internet, as demonstrated in classroom observation 1 when he delivered Nasi Briyani and asked pupils to browse the internet for information. His group assignments

required pupils to use many resources to find information. In classroom observation 2, the teacher read the biographies of numerous famous men that were not in the textbook. He told them to discuss and write their idol's biography using many sources.

The teacher said he used the scientific method depending on the content, but he did so often. In classroom observation 1 and 2, the teacher assigned groups to discuss, write, and present their tasks. The researcher found the five scientific process phases in students' group activities through those learning activities: watching, inquiring, collecting, processing, and communicating.

The teacher suggested using his own instances to apply attitude competence. In classroom observation 2, the researcher watched the teacher chastise a kid who insulted his friend. He added that taking items that demonstrate an excellent attitude is an effective technique to instill in students. The researcher observed moral lessons in classrooms 1 and 2, such as when the teacher told students they may help their mother cook Nasi Briyani. In classroom observation 2, the teacher gave the kids the Albert Einstein quotation, "A person who never made a mistake never tried anything new," and interpreted its significance and philosophy. He also told students about Einstein and Gates' accomplishments.

Mr R said engaging learning exercises engaged pupils' knowledge. He also found that offering students new instances enhanced their knowledge. In classroom observation 1, the teacher demonstrated knowledge competence by providing Nasi Briyani, inviting pupils to eat it, and then asking them to research it. He quizzed pupils about the Albert Einstein and Bill Gates photos in classroom observation 2. Students were eager to find the knowledge because it was new and interesting.

The teacher said giving them a personal issue made them excited to learn. Thus, they used their creativity to complete their assignment. In classroom observation 1, the teacher had pupils practice their group topic presentation. The teacher also invited kids to prepare a creative film about doing something with their parents at home. In classroom observation 2, the teacher assigns students to discuss, write, and present their idol's biography. The teacher also assigned a group project to identify an inspiring individual and present it in an engaging PowerPoint.

The teacher remarked that SMA Athira students were used to asking and offering opinions due to teacher-student intimacy inside and outside the classroom. Furthermore, the teacher set up asking and providing opinion sessions in learning exercises to motivate them. The teacher let students ask questions and clarify items throughout the classroom observation. He invited students to ask questions and, remark on the method text presented by the other group and rate the inspiring character biography.

Because narrative writing was unnecessary, the teacher merely used actual material when necessary. Pictures were always his true stuff. He instructed students to bring the real thing when learning procedure text. In classroom observation 1, the instructor served and let children try Nasi Briyani. The Nasi Briyani video was shown on LCD. He narrated their biographies while showing the Albert Einstein and Bill Gates photos on LCD in classroom observation 2.

The researcher then questioned about teaching using technology and communication. The teacher said students could get learning resources on his website. Every SMA Athira class has an LCD, so he could simply present materials on it. In classroom observations 1 and 2, the teacher presented materials on LCD. His blog's content was likewise open for presentation.

The teacher said linking the information to the students' lives helped them understand. He used local examples to apply the material to students' lives. Still, he consistently stressed the importance of learning in students' lives. Teachers in classroom observation 1 allowed groups to choose a process text topic they knew and had done. In group observation 2, the teacher questioned students about inspiring people who amazed them.

Teachers observed that learning activities that explored themselves and their hobbies inspired them to work creatively. He also provided pupils with creative assignments like writing a narrative text and acting out the story in class. The teacher instructed the group to deliver their process text topic in classroom observation 1 creatively. He also assigned pupils to prepare a creative how-to video. In class observation 2, he had students create a slide with an inspiring figure's biography.

Four elements of the 2013 curricular standard procedure were taught in the concluding activities. He told students to draw their own conclusions regarding the learning materials' benefits at the end. The teacher asked students about the benefits of learning procedure text in classroom observation 1 but not the description text in classroom observation 2.
The teacher remarked that if students completed all learning tasks successfully, he stopped offering feedback, but if they made a mistake or misunderstood, he added the correct one without blaming them. The study found no instructor comments in classroom observation 1 and 2 closing exercises. Apparently, teachers skip this step.

The teacher said he always assigned work. He stopped giving individual tasks if he gave the group work. In classroom observation 1, the teacher assigned students to make a movie regarding the procedure text (students' topic). In classroom observation 2, the instructor assigned a group activity to write the biography of an inspiring character picked by students. Students used power point in the next meeting.

The final closing activity provided lesson planning information. The teacher said he told them what would be learned in the next meeting if needed, but occasionally, he made pupils curious by only telling them to prepare something for class. In classroom observation 1, the teacher skipped this. The teacher urged students to submit their project results in the next meeting and be ready to praise and judge the other group's presentation in classroom observation 2.

4.1.2 Problems teachers encounter using the 2013 Curriculum in ELT activities.
The researcher asked the instructor about her challenges in integrating the 2013 curriculum into ELT practices to identify the problems associated with teaching English. The teacher noted that restricted time for English subjects hampered students' exploration of English, making it hard to push them to study English.

4.1.3 The students' perception toward ELT practice in their class
24 students attend XI MIA 1. The four interviewees in this research were told their names would not be published in the report so they could freely express their thoughts and feelings. Many unique learning activities made English classes interesting for students. Students said the discussion was their favorite class activity because they could collaborate with friends and enjoy learning. All students said English class time was too short and should be extended because English takes more time to learn and practice. ELT practice issues for students. Students found speaking the hardest part of learning English.

5. Discussion
5.1 The implementation of the 2013 curriculum in ELT practice
According to the interview, the instructor understood the 2013 Curriculum Standard procedure teaching procedure well. The teacher's remark fit the 2013 curriculum's conventional teaching procedure; however, classroom observation showed that the teacher missed some components of opening and closing activities.

According to classroom observation data, teachers performed all components of the teaching process on standard in main activities but neglected opening and closing activities. This suggests the teacher did not integrate all Standard process teaching features well in his teaching practice.

In major activities, classroom observation data is relevant to teacher interview interpretation. However, the teacher noted that classroom reality and material appropriateness prevented him from applying some components. Due to SMA Athira's complete teaching facilities, the teacher's teaching practice matches the 2013 curriculum's standard process in main activities. Every class has an LCD, speaker, and internet connection.

Conclusions showed that teachers were inconsistent in closing exercises. This study found that teachers paid little attention to the opening and closing stages while planning lessons, similar to Ahmad (2014). In Ahmad's (2014) research, teachers were dominant and controlling, selecting themes and assignments and providing inconducive learning and teaching facilities.

5.2 The problems that the teacher faces in the implementation of the 2013 Curriculum in ELT practice
According to the teacher, the primary issue with teaching English using the 2013 curriculum was time. The teacher stated that the short time for English limited students' capacity to explore and perfect their skills. This supports Dardjowidjojo's (2000) assumption that the 2013 curriculum has fewer English learning hours than the previous one. This forces teachers and students to work harder to meet the learning goal in less time.

5.3 The students' perception of ELT practices in their class
Based on student interviews, the researcher found the English class interesting because all students enjoyed it. Students liked group discussions best; hence, the 2013 curriculum's collaborative learning was accurate.

5.4 The problems that the students face in ELT practices
Speaking English was the biggest challenge for pupils studying English. The student's statement led the researcher to believe that limited time to practice English due to English subject time caused difficulties in speaking English. Dardjowidjojo (2000) found that the number of hours a student spends in secondary school and the optional hours in elementary school should have resulted in high English proficiency by senior high school. The outcome defies expectations. It appears a high school graduate cannot speak English.

6. Conclusion

SMA Negeri 2 Sidrap primarily follows the 2013 curriculum's Standard teaching process. Teachers perform all Standard procedure teaching tasks in the major activities. The teacher overlooked certain opening and closing activities. The opening and closing events received some attention from the teacher. Teaching English under the 2013 curriculum was difficult due to the two-hour weekly time limit. All students enjoyed English class; thus, they had a good view of ELT. Speaking was the biggest challenge for pupils learning English. Based on the students' interview statements, the researcher assumed that little English practice causes difficulty speaking English.

6.1 Suggestion

Given the restricted time for English, the teacher should identify the best way to apply the 2013 curriculum's opening and closing stages effectively and quickly because they are crucial to teaching. The government should increase English class time from two to four hours each week. School stakeholders should develop outside-class English learning activities to prepare children for the limited English time. Students should practice English inside and outside school. Other studies should study parents' views on the 2013 curriculum's implementation because parents are the external stakeholders who can affect pupils' academic progress.

Conflicts of Interest: The authors declare no conflict of interest.
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