

COMPARISON BETWEEN TEACHER'S DIFFICULTIES IN TEACHING ENGLISH RELATED TO THE IMPLEMENTING KTSP CURRICULUM AND 2013 CURRICULUM

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Abstract

This research is aimed to identify the differences of difficulties faced by English teachers in the use of KTSP Curriculum and the 2013 Curriculum. This research used a qualitative method. Data obtained through direct interviews. Data transcribed, categorized, and interpreted to answer research questions. The respondents were two English teachers from two junior high schools in West Bandung. The result of this research show that in implementing KTSP curriculum, teachers face difficulties in explaining the syntax and text structure. Moreover, the learning method used required teachers to have high intelligence in the material to be taught. While, the 2013 curriculum, teachers had difficulty in translating basic competencies into material. In addition, teachers' obstacles also arise in terms of increasing student motivation in learning process. In conclusion, both teachers prefer the KTSP curriculum than the 2013 curriculum because it easier to apply to the students.

Keywords: KTSP Curriculum, The 2013 Curriculum, Teachers' Difficulties

INTRODUCTION

The Education system in Indonesia cannot be separated from the educational device, namely curriculum (AM et al., 2018). Curriculum itself contains the objectives to be achieved by the education unit level. Therefore, to achieve those goals the curriculum must be prepared and perfected in accordance with the times. For this reason, the Indonesian Ministry of Education and Culture (*Kemendikbud*) has made several changes to the curriculum. The last change is from the KTSP curriculum to become the 2013 curriculum (Krissandi, 2018). KTSP curriculum is a curriculum that focuses on developing student knowledge (Uran, 2018) in accordance with students' abilities while the 2013 curriculum is a curriculum that focuses on developing student knowledge, skills, social and behavioral (Apsari, 2018).

There are several differences in KTSP and the 2013 curriculum. First, the competency aspect of graduates, The KTSP curriculum emphasizes the knowledge aspect, while the competency aspects of graduates in the 2013 curriculum requires a balance of soft skills and hard skills that include aspects of competence in attitudes, skills, and knowledge. Second, in KTSP there were many subjects taught but the learning hours used were shorter while, in the 2013 curriculum there were fewer subjects taught but had longer lesson hours. Third, in the KTSP the standard process in learning consists of exploration, elaboration, and confirmation whereas, in the 2013 curriculum, the standard process in learning consists of observing, asking, processing, presenting, closing, and creating. Lastly, in KTSP use a continuous assessment system that includes 3 aspects, namely affective, cognitive, and psychomotor while, the assessment standards in the 2013 curriculum use authentic assessments which measure all competencies in attitudes, skills, and knowledge based on processes and results.

The change from the KTSP curriculum to the 2013 curriculum had positive and negative impacts (Suryani et al., 2020) because of that significant difference between the KTSP and the 2013 curriculum raises several problems and difficulties in applying the curriculum from various parties. Especially, from students and teachers. These difficulties and problems start from the learning process, methods, and assessments that are always changing. For example in the application of KTSP, teachers are used as the center of all knowledge, so students will more easily digest all the material because everything is taught by the teacher as a whole. While the 2013 curriculum, students are required to be more active and independent in solving problems in the class.

Based on that background above, the writer would like to do the research by the title comparison between teacher's difficulties in implementing KTSP curriculum and 2013 curriculum. The purpose of this research is to describe the obstacles experienced by teachers in implementing KTSP curriculum and 2013 Curriculum.

KTSP Curriculum

According to Mulyasa (2006: 20-21), "KTSP" (*Kurikulum Tingkat Satuan Pendidikan*) is an idea about curriculum development which is placed in the position closest to learning, namely school and education unit as cited in (Fitriyani, 2019). This statement is in line with the definition submitted by National Education Standard Intitution (BNSP,2006), KTSP is an operational curriculum prepared and implemented by each education unit. KTSP curriculum was developed in accordance with the conditions of education unit, the potential and characteristics of the region, as well as the socio-cultural of the local community and students (Aprillianti, 2018).

Under Law No. 20 of 2003 concerning National Education System Article 36 paragraph 1 and 2 KTSP provides broad autonomy in each unit of education and community involvement. Autonomy is given so that each education unit and school has the flexibility to manage resources, data sources, learning resources and allocate them according to their needs. KTSP consists of educational objectives, structure and contents of the curriculum for education unit level, education calendar, and syllabus. In KTSP, curriculum development is carried out by teachers, principals, as well as school committees and the Education Council.

The 2013 Curriculum

Mulyasa (2013: 7) stated that the 2013 curriculum emphasizes character education, especially at the elementary level, which will be the foundation for the next level as cited in (Purnomo & Triwiyono, 2019). Through the development of the 2013 curriculum based on character and competence, we hope that Indonesia will become a dignified nation, and that the community has added value, and selling value that can be offered to others in the world, so that we can compete with other nations. This is possible, if the implementation of the 2013 curriculum can truly produce productive, creative, innovative people with character.

Character education in the 2013 curriculum aims to improve the quality of educational processes and outcomes, which lead to the full, integrated and balanced character and noble character of students in accordance with the standards of graduate competency in each education unit. Through the implementation of the 2013 curriculum which is competency-based as well as character-based, with thematic and contextual approaches students are expected to be able to independently improve and use their knowledge, study and internalize and personalize character values and noble character so that it manifests in daily behavior.

In implementing of KTSP curriculum and 2013 curriculum, the teacher still find many difficulties both theoretically and practically. The difficulties experienced by teachers in learning are: (1) difficulties in developing Learning Implementation Plans, (2) preparing or packaging learning materials, (3) using the latest media, (4) focusing on student attention, (5) applying of variations learning methods, (6) providing feedback, (7) providing motivational stimuli, (8) evaluating learning comprehensively, and (9) developing the overall curriculum itself. This is due to unpreparedness teacher in implementing the curriculum.

METHOD

The research use qualitative method. According to Bogdan and Taylor (in Moleong, 2011) “qualitative method is as research procedures that produce descriptive data containing of spoken or written words from the people and the behavior which can be observed. ”. as cited in (Robiah, 2018). Data collection that was used by the researcher is interview. The subject of this research are 2 English teachers from different schools who had more than 3 years experience teaching using the curriculum KTSP and curriculum 2013. The research focus on teachers’ difficulties in implementing the KTSP Curriculum and 2013 Curriculum. Data analysis in this research was compiled by adopting Qualitative data analysis techniques. Data analysis was carried out by taking and describing the results of interviews from both speakers.

RESULTS AND DISCUSSION

Results

Based on the results of the interview, there are several differences in implementing the KTSP curriculum and the 2013 curriculum. The two teachers explained that the method of delivering the material used in KTSP and the 2013 Curriculum was very different. The first teacher explained that in the KTSP curriculum English teaching tends to use GBA (Genre Based Approach) while the 2013 curriculum used a scientific approach. On the other hand the second teacher explained that KTSP made the teacher as the center of all knowledge, students are only required to understand the material that have been taught. In other words, the method used is more lecturing or "*ceramah*". While the 2013 curriculum makes students as the center of the learning process so students must be able to think critically, actively and be able to express their opinions. Teacher answers can be seen as follows:

Q : What methods are used in implementing the KTSP curriculum?

T1 : In KTSP Curriculum English language teaching tends to use GBA (Genre Based Approach).

T2 : KTSP curriculum is more about the method of lecturing "*ceramah*" or demonstration.

Q : What methods are used in implementing kurikulum 2013?

T1 : In Curriculum 2013 English should have the same methods as other subject. They are Scientific Approach, Project Based Learning, Problem Based Learning and Discovery Learning. Different from the KTSP curriculum, teachers can also use other methods that require students to play an active role in the classroom.

T2 : Because the 2013 curriculum requires students to think critically and active to express their opinion the method used is Scientific Approach.

In fact, there are some difficulties in applying both the KTSP and the 2013 curriculum. The first teacher explained that the difficulty of applying KTSP is in the application of GBA syntax,

knowledge of text and text structure while, the difficulty of implementing the 2013 curriculum is to develop material based on basic competencies determined by the government, and also in terms of assessments that seem confusing and unreasonable. The second teacher explain difficulties faced by teachers in implementing KTSP are teachers must be able to master all the material so that it can be transferred to students while, the 2013 Curriculum difficulties are teachers must be able to stimulate students to be active and can explain what they knows. Teacher answers can be seen as follows:

Q : What difficulties that you face in applying the KTSP curriculum?

T1 : In applying KTSP Curriculum the difficulties is how to apply the GBA syntax, that is Building Knowledge of the Text, Join Construction of the Text, etc.

T2 : In this case the difficulty is that the teacher must master a lot of material and demand to be creative.

Q : What difficulties that you face in applying curriculum 2013?

T1 : It is very confusing to understand the basic competency. The basic competency in Curriculum 2013 is not clear enough to be applied into the material that is wanted by the government. It is harmful because it will lead the teachers to be dependent on Teachers Book given by the government. Beside that the assessment in Curriculum 2013 is very complicated and sometimes does not make sense. For example: The attitude should be assess in fact we, as teachers, do not teach it directly. Furthermore, Listening and Reading is regarded as Knowledge or include in Cognitive Level so the assessment for both skills are not included in Psychomotor aspects.

T2 : Difficulties in implementing the 2013 curriculum are teachers demanded to stimulate students to think critically in solving problems. In fact students are not very active in the learning process, so teachers must work harder to make students more active.

Based on the comparison of the difficulties presented by the two teachers, both of them have the same thoughts that they prefer to use the KTSP curriculum rather than the 2013 curriculum. Teacher answers can be seen as follows:

Q : In your opinion which application of the curriculum is easier and what is the reason?

T1: I love KTSP Curriculum, because it makes easier for the teachers to teach basic skills (listening, speaking, reading and writing) to students.

T2 : I choose KTSP, because it is easier to used.

Discussion

The results of the study explained that the KTSP and 2013 curriculum is very different. Based on the results of opinions in previous studies there are some differences between both of these curriculum. (Kurikulum & Hakim, 2017) stated that KTSP and 2013 curriculum have differences in the application of methods, lessons focused, students' achievement scale, and teaching learning goal. In applying the learning method, the teacher has its own difficulties, in the KTSP curriculum, the teachers found difficulty in applying the concepts. The lecturing method makes the teacher must understandable and have an extensive knowledge, so the students can understand the material given. This result also revealed in previous research which stated that the teachers' main constraint in teaching by using KTSP is the lack of literature (Uran, 2018). In the 2013 curriculum, it was difficult for teachers to develop basic competencies and increase students' motivation to think critically, because the 2013 curriculum emphasizes to make the students able to find problems with solutions to the material being taught. The

obstacle factor that arises among them is caused by factors 1) lack of training or workshops involving many teachers in each school 2) limited learning media in these schools (Jusnita & Ismail, 2018)

CONCLUSION

In applying the curriculum in schools, the teachers still found many obstacles. KTSP curriculum and the 2013 curriculum, both have their own problems. For example in the application of KTSP, the teachers thought that was very difficult to explain the GBA (Genre-Based Approach) syntax and knowledge about the structure of the text. In other words, the teacher still lacks the basic concepts associated with GBA (Genre-Based Approach) that are based on text and context. The method of lecturing or "*ceramah*" makes the teacher must have a high intellect in the material to be taught for students. While in the 2013 curriculum, teachers find it difficult to translate basic competencies into material desired by the government and also in terms of assessments that are considered confusing and unreasonable. Besides that, the teacher's constraints also arise in terms of improving or stimulating students to play an active role and be able to think critically in the learning process.

ACKNOWLEDGMENTS

First of all the researcher would like to express deepest gratitude to Allah SWT who give mercy and blessing so the researcher can finish this journal. Appreciation and thanks the researcher gave to IKIP Siliwangi as the institute who provide the facilities and opportunity to develop the potential of the researcher in making papers. The researcher also would like to thanks to Mr. Yana, M.Hum as a supervisor and Mrs. Aseptiana Parmawati, M.Pd which has helped and gave meaningful advice, correction, suggestion and never ending spirit conducting this research until this journal was finished on time.

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