



Implementation of 2013 Curriculum in Teaching English at Rural Areas Junior High Schools in Luwu Utara Regency

Nita S⁽¹⁾, Andi Tenri Ampa⁽²⁾, Erwin Akib⁽³⁾

Universitas Muhammadiyah Makassar, Indonesia

E-mail: ⁽¹⁾nita.sld104@gmail.com, ⁽²⁾anditenri.ampa@unismuh.ac.id, ⁽³⁾erwin@unismuh.ac.id

Received: 20 August 2022; Revised: 16 October 2022; Accepted: 22 November 2022

Abstract

The aims of this research were: (1) to find out how teachers in rural areas implement the 2013 curriculum in teaching English (2) to find out what problems are faced by English teachers in rural areas in implementing the 2013 curriculum. This research used a qualitative method. The subjects of this research were English teachers of SMPN 9 Seko, SMPN 1 Seko, and SMPN 2 Seko. The total number of subjects was five English teachers. The procedure of this research was collected by doing observation and interviewing the English teachers using questionnaires. The results of this research showed that: first, implementation of the 2013 curriculum in Seko District as a rural area is still not going well and ineffective because there are still components of the teaching and learning process that have not been implemented systematically and precisely in the teaching and learning process. Second, the result based on the interview was the first problem that the teachers faced in teaching English in rural areas is the unavailability of learning media and most of the students still used their local language or mother tongue as a daily language which makes students usually do not understand well when teachers explain the lesson.

Keywords: English teachers, implementation of 2013 curriculum, rural areas

Introduction

The idea of this research is the implementation of the 2013 curriculum in rural areas in one of the districts in Luwu Utara regency. As we all know, the 2013 Curriculum for the Indonesian educational system has been gradually implemented since the start of the 2013/2014 academic year. The government creates the 2013 curriculum for a variety of reasons, including the need to improve competency, communication skills, critical thinking capacity, and moral considerations for students (Kemendikbud: 2013). The main points of 2013 Curriculum development, according to former Minister of National Education Muhammad Nuh, are refining mindset, strengthening curriculum management, deepening and broadening materials, reinforcing the learning process, and adjusting study need to balance the result of the learning process (Kemendikbud: 2013).

According to Kemendikbud, the 2013 cur-

riculum can educate future competency, communication skills, the ability to think clearly and critically, and the ability to think about the moral aspects of a situation (Kemdikbud, 2013). Students are taught to have environmental responsibility, interpersonal skills, and the capacity to think critically in this program (Kurniasih & Sani, 2014). In a number of areas, it is defined by the development of attitudes, knowledge, thinking abilities, and psychomotor skills. It should be relevant to life's demands, evolving abilities and interests, and sensitive to development of science and technology. According to Lazim (2013), the 2013 curriculum should be implemented in an environment that emphasizes student-centered learning, self-concept formation, increased thinking skills, opportunities for students to assimilate and accommodate concepts, laws, and principles, and opportunities for students to practice communication skills.

Based on the explanation above, a talented

and creative teacher is required to ensure the proper application of the curriculum in the teaching and learning process by utilizing a scientific method. In 2013, the teacher was the most important figure in curriculum implementation. According to Mulyasa (2013: 41), the teachers' creativity is the most important component in determining the success of curriculum implementation. The effectiveness of a teacher in the classroom is determined by her ability to teach. To carry out the intended program, the instructor should be competent and have a higher level of responsibility. In this situation, the teacher is expected to teach students how to be productive, creative, and innovative in order to achieve the national education goals, which are determined by numerous major figures. The figures were related to the headmaster's leadership, instructor innovation, student engagement, socializing, facility, learning sources, conducive academic environment, and school committee participation.

Several studies have looked into how teachers have adopted the 2013 Curriculum in their classrooms. However, the majority of this research focused on schools in metropolitan settings. As a result, the researcher wants to see how English teachers at junior high schools in rural areas implement the 2013 curriculum in teaching English. The school chosen as the study's research site is in the Luwu Utara Regency. In this case Seko district is a district located in Luwu Utara regency in the North of South Sulawesi. The location of Seko district is far in the mountains, that's why Seko district is very isolated. This is compounded by the muddy road condition, not to mention that the rainy season is prone to landslides. Such road conditions make Seko district very difficult to access by the outside community. To go to the district capital, the community of Seko must travel 130 kilometers. The path condition is also not easy because it has to pass a muddy road and wallow. It takes 2 or 3 days to travel to the city or district capital. That is why Seko district is an isolated district.

However, as we all know that in early 2022 a new curriculum will be implemented, namely a prototype curriculum or 2022 curriculum which will begin to be tested on the driving school program. The purpose of this new curriculum is to restore learning during the COVID-19 pandemic. Minister of education Nadiem Makarim said that in the 2022 curriculum the

subjects of technology and information (TIK) at the junior high school level are mandatory subjects, while the 2013 curriculum is only an elective subject that can be used or not. Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 371/M/2021 stated that in the 2022 curriculum to take advantage of the technology platform, education units need to have several requirements, they are access to electrical devices, access to the internet, technology, information and communication as well as basic abilities to utilize technology, information and communication. Based on this, the researcher wants to know what problems the English teachers face in teaching and how the teachers will implement this new curriculum in schools located in rural areas with various kinds of problems such as the absence of electricity. Of course, problems like this need to be reconsidered when the government wants to replace a new curriculum of education. That's why the researcher wants to examine how the implementation of the 2013 curriculum in rural areas is expected to be an example or reference to see from various aspects for implementing the new curriculum in 2022.

Materials and Method

This study was a qualitative research method with ethnographic research. It describes the way English teachers implement the 2013 curriculum in teaching English at rural area junior high schools. Qualitative method is a form of social science analysis that gathers and works with non-numerical data in order to explain significance and better understand social life by studying specific populations or locations (Emzir 2012).

The subject of this research was English teachers of junior high school in Seko District, Luwu Utara Regency, which consist of 5 English teachers from 9 Junior High Schools. The researcher is taking the English teachers as participants who have teaching experiences of at least two years as teachers in rural areas.

To obtain the data, the researcher used two techniques of data collection that had been followed by classroom observation and interview. The procedure of collecting data is as follows: In the procedure of collecting data, the researcher was to meet the English teachers in order to determine available time to perform observation and interview. The researcher observed the teachers when they were teaching English in the classroom. The researcher interviewed the teacher

about their perception of the implementation of the 2013 curriculum in rural areas and what problems the teachers faced in the implementation of the 2013 curriculum. In this research, the data was collected by doing observation and interviews in the classrooms. In the observation, the researcher was not involved in the teaching learning process which is done by the English teachers and their students. The researcher was only observed and monitored. Besides, the researcher made a recording as well. Recording was useful to help the researcher in re-observing herself before taking the conclusion. The research instrument that was used in the observation was the observation guideline and questionnaire related to the teaching learning process in the class. After that, In order to dig information deeply about the data, the researcher also had an interview. Interview is useful to complete the data about what problems the teacher faced in implementing the 2013 curriculum in rural areas. Research instrument that was used in the interview is an interview guideline and a tape recorder to record the interviews.

Following Miles and Huberman's method for qualitative analysis, the data analysis process was divided into three main parts:

1. Data reduction

In this first phase, the researcher collected the data with the stage as it was written in the procedures of collecting data. The researcher collected the data related to the two research questions by using the instrument, such as: observation, audio, notes, and deep interview. In collecting the data, firstly the researcher observed the teacher in teaching and learning activities in the classroom. As a non-participant observer, the researcher was watching the process by sitting at the back while writing field notes. In writing field notes, the researcher wrote and recorded everything that the researcher saw and heard. Importantly, the researcher did not inform the observer teacher about the specific objective of the observation to keep the presentation situation as real and natural as possible. At the end of collecting the data, the researcher conducted an interview with the teachers to answer research questions. The interview was recorded through audio recording.

2. Data display

Miles and Huberman (2014:14) stated that a display is an organized, compressed assembly of information that permits conclusion

drawing and action. In this case, the researcher has organized the data into three types; observation, audio recordings and deep interviews. In the data display process, after transcribing the data into a written transcript, then the researcher was identified (coding), selected (labeling), and classified based on the analyzing needs which were related to the topic of the research. The transcript coding to answer the research questions. So the researcher was able to get a clear picture of the needed data.

3. Concussing, drawing, and verification

Miles and Huberman (2014:11) state that conclusions are also verified as the analyst proceeds. Where verification may be thorough and elaborate with lengthy argumentation and review among colleagues to develop extensive efforts to replicate a finding in another data set. In this final stage, after displaying and coding the data, the third stream of analysis activity was conclusion drawing and verification followed by evidence obtained when the research took place.

Results And Discussion

Findings

1. The implementation of the 2013 curriculum by the English teachers in Seko District.

a. Preliminary activities

1) Apperception and motivation: In the apperception and motivation section in the preliminary activities, there are five aspects that must be met by teachers in teaching using the 2013 curriculum, namely preparing students physically and psychological by greeting, linking the current learning materials with previous experiences, asking challenging questions, conveying the benefits of learning materials and demonstrate something that relates to the theme. However, all the observed teachers did not fulfill the third aspect, they were not asking challenging questions. The teachers directly convey the learning materials that they will teach in the classroom.

2) Submission of competencies and activities plans: All the teachers who have been observed have carried out the aspects that will be achieved in this section. There are two aspects, namely conveying the abilities that will be achieved by students and conveying activity plans such as individual, group work, and making observations.

b. Main activities

- 1) Application of educational learning strategies: There are five aspects that must be achieved by teachers in the main activities in this section. Namely, carrying out learning according to the competencies to be achieved, carrying out contextual learning, and carrying out learning according to the planned time allocation. However, there are three teachers who do not carry out learning in accordance with the allotted time. Some teachers have not concluded the learning materials but the time allocation has run out because students have not finished doing the assignments that are given in the class.
- 2) Application of scientific approach: In the second part of the main activities, all teachers have fulfilled the aspects to be achieved in the implementation 2013 curriculum, such as asking why and how questions, asking students to ask questions, facilitate students to try, observing, and analyze, ask questions for students to reasoning, presents the activities of students to communicate and also use learning strategies and learning methods.
- 3) Utilization of learning resources/media in learning activities: All teachers have demonstrated skills in the use of teaching and learning resources and also demonstrated skills in the use of instructional media but there are no interesting messages conveyed or generated because teachers only focus on learning resources and learning media.
- 4) Involvement of students in learning activities: In this section there are four aspects that have been achieved by the teachers namely, fostering active participation of students through the interaction of teachers, students, and learning resources, showing an open attitude toward students' responses, showing conducive interpersonal relationships and fostering the joy or enthusiasm of students in study. However, there was one teacher who did not respond positively to students' participation when students answered questions that were not in accordance with the answers during teaching and learning activities.
- 5) Use of correct and proper language in learning activities: The teachers have to use written language that is good and correct but all teachers do not use spoken language clearly and fluently. So that the teachers combine regional languages, Indonesian,

and English in teaching and learning process because students in Seko district still use their native language and do not understand when the teachers only used English in explaining the subject matter.

c. Closing activities

In the closing activity, there were some teachers who did not collect their work as portfolio materials, the answers to the practice questions were not checked by the teachers because time was up and they were used as homework. However, the teachers still reflect or make summaries by involving students and carrying out follow-ups by providing directions for the next activity.

2. The problems are faced by English teachers in implementing the 2013 curriculum in rural areas.

Researcher conducted interviews by asking several questions to find out what problems are faced by English teachers in implementing the 2013 curriculum in rural areas. Based on the results of the interviews, it can be concluded that there are several problems that are faced by English teachers in teaching using the 2013 curriculum. Namely, the limitations of learning media such as textbooks and dictionaries, language barriers because students still use their native language, and also the availability of internet and electricity that can be used on electronic devices such as computers which are also one of learning media. So teachers find it difficult to apply the 2013 curriculum optimally in rural areas such as Seko district.

Discussion

Both teachers basically understood how to apply the 2013 curriculum in the English teaching learning and knew what to do in the learning based on the 2013 curriculum. First, about the implementation of the 2013 curriculum in rural areas. There are some aspects that some teachers do not do in the learning process. Among them are the following: in the preliminary activities, all the English teachers did not fulfill the third aspect, because they were not asking challenging questions. The teachers directly convey the learning materials that they will teach in the classroom. In the main activity, there are five aspects that must be achieved by teachers in this section namely, application of educational learning strategies, application of the scientific approach, utilization of learning resources/media in learning activities, involvement of students in learning

activities, and use of correct and proper language in learning activities. Based on the results of the research through observation in the classroom when the English teachers taught using the 2013 curriculum, there are several aspects that are not implemented by teachers. There are three teachers who do not carry out learning in accordance with the allotted time. Some teachers have not concluded the learning materials but the time allocation has run out because students have not finished doing the assignments that are given in the class. In the third aspect of the main activity, no interesting messages are conveyed or generated because English teachers only focus on learning resources and learning media. In the aspect of the involvement of students in learning activities, there was a teacher who did not respond positively to students' participation when students answered questions that were not in accordance with the answers during teaching and learning activity. In the aspect of using correct and proper language in learning activities, the teachers who have used written language are good and correct but all teachers do not just use spoken English language. So that the teachers combine regional languages, Indonesian and English in teaching and learning process because students in Seko district still use their native language and do not understand when the teachers only used English in explaining the subject matter. The last aspect is closing activities. In the closing activities, there were some teachers who did not collect their work as portfolio materials, the answers to the practice questions were not checked by the teachers because time was up and they were used as homework. However, the teachers still reflect or make summaries by involving students and carrying out follow-ups by providing directions for the next activity.

Second, about the problems faced by the English teachers in implementing the 2013 curriculum in rural areas. Based on the interview, researcher made some discussion as follows: There are several problems that teachers faced in implementing the 2013 curriculum. The first problem is the availability and completeness of facilities and infrastructure that are still lacking such as guide-books for teachers, student handbooks, and dictionaries used to facilitate teaching and learning process. The second problem is there are several schools that require additional classrooms, teacher rooms and do not yet have a library. The third problem, there is no internet and electricity network that can be used for electronic devices such as computers. The last problem is most students still use the regional language which makes the

teacher have to combine the regional language, Indonesian and English in the teaching and learning process. According to the teachers, to be able to implement the 2013 curriculum effectively it also needs to be supported by several aspects such as facilities and infrastructure that support the teaching and learning process.

Conclusion

Researcher drew several conclusions from this research which are presented as follows:

1. Implementation of the 2013 curriculum in Seko district as a rural area is still not going well and ineffective because the results of the research from observation show that there are still components of the teaching and learning process that have not been implemented systematically and precisely in the teaching and learning process.
2. Based on the results of the interviews, it can be concluded that there are several problems with English teachers in teaching using the 2013 curriculum. Namely, the limitations of learning media such as textbooks and dictionaries, language barriers because students still use their native language, and also the availability of internet and electricity that can be used on electronic devices such as computers which are also one of learning media. So that teachers find it difficult to apply the 2013 curriculum optimally in rural areas such as Seko district.
3. The teachers hope that the 2013 curriculum can develop curriculum development and the education system in Indonesia. However, the limitations of the existing learning media in Seko district can hinder the good teaching and learning process for teachers and students. Teachers also expect how to implement a curriculum that can be applied in all regions in Indonesia, especially in rural areas.

Suggestion

The writer would like to express her deepest post propound and gratitude to her parents and the writer realized that many hands have given their help and useful suggestions for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express his appreciation and sincere thanks to my supervisors.

References

- Atmarizon D. (2016). *The Implementation of Scientific Approach in Teaching English at the Tenth Grade of Senior High School 7 Padang*. Journal Pendidikan Bahasa, Sastra dan Seni Volume XVII 1-18. Sumatra Barat, Indonesia.
- Dominggos, Etevanus, Johanis. (2016). *An Analysis of the Readiness and Implementation of 2013 Curriculum in the West Part of Seram District, Maluku Province*. Pattimura University. Indonesia.
- Kemendikbud. (2013). *Permendikbud No. 81A/2013 – Implementasi Kurikulum: Pedoman Umum Pengajaran*. Jakarta: Kementerian dan Kebudayaan.
- Kemendikbud. (2014). *Permendikbud No. 103/2014 – Pembelajaran Pada Pendidikan Dasar dan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Kemendikbud. (2016). *Permendikbud No. 22/2016 - Standar Proses Pendidikan*.
- Kemendikbud. (2021). *Permendikbud No. 371/M/2021–Program Sekolah Penggerak*. Jakarta: Menteri Pendidikan, Kebudayaan, Riset dan Teknologi.
- Kurniasih,Sani.(2014)”Strategi – Strategi Pembelajaran” Alfabeta:Bandung:64
- Lazim. M. (2014). *Penerapan Pendekatan Saintifik Dalam Pembelajaran Kurikulum2013*. Yogyakarta : P3TK Seni dan Budaya Yogyakarta.
- Miles and Huberman. (2014). *Analisis Data Kualitatif*. Jakarta: UI Press Kementerian Pendidikan dan Kebudayaan. *Pedoman Pelatihan Implementasi Kurikulum 2013*. (Jakarta: BPSDMPK-PMP 2013).
- Mulyasa. (2014). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung. PT Remaja Rosdakarya.