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Analysis on The English Teachers' Understanding In Implementing the 2013 Curriculum

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Abstract—This research aimed at analyzing the problems of secondary English teachers working for schools around Yogyakarta in implementing the 2013 Curriculum (C-13). The specific targets were analyzing data concerning: teachers' understanding of C-13 content; teachers' problems in applying C-13; and the result of analysis related to English teaching documents used by the observed teachers. This was a Multisite-case Study involving 25 secondary English teachers. The data were in the forms of primary or qualitative data (*i.e.* interview results with teachers) and secondary or quantitative data (*i.e.* various documentation of teachers' administrations available at the observed schools) and unstructured interview results. The compiled data were analyzed based on the type of data respectively. The interview results were analyzed using Aiken's V formula, while the secondary data (the relevant documents) were analyzed using content analysis of McDonough & McDonough model. The analysis results showed that most teachers were found mismatching especially in: understanding the implied message of the terms 'integrated'; embedding the 9 items of moral values suggested in the C-13 to teach; and finding discourses which really matched with the C-13 target and the learners' needs all at once. The problems had affected mismatching in their teaching's implementation. This fact of course, needs further solutions through the next advanced study.

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Keywords—case study; C-13; profession; integrated skills; Aiken's V

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I. INTRODUCTION

The Law of Republic of Indonesia Number 14 Year of 2005 regarding Teachers and Lecturers mandates that teachers and lecturers are considered as professions. According to the law, "profession" is a special job that is given a salary in accordance with one's expertise or task (Depdiknas, 2005). This implies that teachers can only be held by professionals in their relevant fields. One of the characteristics of a professional is that she or he must be able to carry out her or his responsibilities both as a teacher and an educator, including in understanding and implementing the current used curriculum, namely the 2013 (C-13). This study was related to the existence of dualism of the implementation of the education curriculum, especially of English courses in secondary level (junior and senior high schools), namely the 2006 and the 2013 Curriculum. The dualism of using both the 2006 and the C-13, was caused by some of the teachers' less-understanding in implementing the C-13 by the time of this research was conducted. Even, there were still many teachers who had problems in implementing the C-13.

Early information obtained through interviews and seminar forums involving a number of English teachers indicated that the reasons for not being ready for C-13 implementation were as follows: (1) the lack of socialization regarding the development procedures into the planning of the teaching program, especially the content; (2) lack of understanding of teachers in developing curriculum content into teaching programs including formulating the curricular goals such as Core Competence which is previously in the 2004 Curriculum (C-04) and C-06 were called Competency Standard (CS), and Basic Competence (BC) into the

more detailed objectives of learning indicators; (3) teachers' difficulties in finding materials that meet with curriculum indicators and content as well as needs analysis (NA) of national, institutions, students and graduate users; (4) teachers' difficulties in preparing teaching materials and their evaluation; (5) lack of teachers readiness in improving teaching quality through research implementation, especially classroom action research (CAR) (Hermayawati, 2013).

The aforementioned five aspects are the main issues that really require an immediate solution, keeping in mind that all secondary schools have been recommended to implement the C-13 since 2016 ago. In fact, there is no principally significant difference between the C-13 and the C-06. The principle difference between the C-06 and the C-13 is, that the C-06 focuses on the more scientific discourse development with the available time allocation 3-4 hours per-week, while the C-13 which is also allocated for 3-4 hours per-week (for junior and senior high schools), addresses more to cultivate integrated skills and discourse containing moral values, such as: honesty, discipline, independence, collaboration, caring, responsibility, self-confidence, critical, creative and respect.

In relation to the existence of the C-13 implementation, the preliminary observations of this study indicated that there were still many teachers who had not been able to develop English teaching materials containing the aforementioned moral values written above, especially when associated with the presentation of the discourse that must be presented through the development of integrated skills, such as listening and speaking, reading and writing, or integrated for the four language skills. In addition to such problems, teachers as citizens of local communities should also participate

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actively in advancing the areas where they work for. One of them is, by supporting the regional vision and mission realization through the relevant education field. As it is known that the vision of Yogyakarta Special Region (DIY) is: "Being the leading province in education, culture and tourism in Southeast Asia in the year of 2025" (Bappeda DIY, 2005). This vision must be accessed, through the field of English language education (ELE) for the ELE curriculum content should match with the needs of the region where the graduates live. The forms of activities may include: (1) curriculum development through syllabus design that is adapted to the needs analysis of the region, students, institutions and graduate users; (2) the design of learning materials and their evaluations; (3) media design and methodology in accordance with the discourse adapted to the vision and mission and needs analysis as mentioned above.

Referring to the problem as described above, in general the purpose of this study was to analyze the difficulties of secondary level English teachers in implementing the C-13. It was carried out in 8 schools that have mutual understanding with the English Education Department, Faculty of Teacher's Training and Education, University of Mercu Buana Yogyakarta. The schools are spreadly located in Seyegan Sleman, Sedayu Bantul, and Yogyakarta City. The specific targets of this research were collecting and analyzing data concerning: (1) teachers' understanding on the C-13 content and its characteristics; (2) teachers' problems in implementing the C-13; (3) the availability of documentation related to the teachers administration; and (4) assessment of learners learning outcomes. All of obtained data were then, analyzed to formulate the research findings. The result of this research is in the form of an accurate data which can be used as the basis for determining both the practical and theoretical policies. Practical policies are needed by the relevant stakeholders, whereas theoretical policy can be used as a basis to advance the next relevant study.

II. LITERATURE REVIEW

A. The nature of Teacher Profession

The first article of the first chapter of Law Number 14 of the Year of 2005 on Teachers and Lecturers defines that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on early childhood formal education, basic education, and secondary level education. According to the Law, the word "professional" is defined as "A work or activity undertaken by a person and a living source of income that requires expertise or skill that meets certain standards of quality or norm and requires professional education."

In performing their professional duties, teachers are demanded to have a number of competence such as: a set of knowledge, skills, good personality, and experienced that should be mastered by teachers in performing their professional duties. The demanded teacher's competences include pedagogic, personality, social, and professional competences that must be

gained through professional education (Kemendikdik, 2016). This means that practically, teachers should have pedagogic competencies including in understanding the content and developing the current used curriculum, i.e. the C-13 normatively in accordance with its characteristics.

B. Characteristics of The 2013 Curriculum (C-13)

Characteristics of a curriculum, including the C-13 for English Education are designed by taking into account theoretical and juridical aspects. Its theoretical aspect refers to the concept of language and its learning. Its juridical aspect refers to applicable legislation, when the curriculum is designed and implemented in schools. In the meantime, language theory refers to functionalism theory and cognitive and constructivist learning theory. In addition, the learning process should also access the concept of mixed (eclectic) educational philosophy between Reconstructionist theory, Essentialism and Progressivism. In principle, the three theories aim at building learners' learning skills in understanding and implementing the target content of the material that is learned actively in order to achieve its learning objectives.

The juridical foundation of the C-13 design is Law No. 20/2003 on the System of National Education (Sisdiknas), National Education Goals (NEG), and Government Regulation No. 19/2005 on National Education Standards (NES). For more details, the connection between the theoretical and juridical aspects of C-13 is presented in Figure 1.

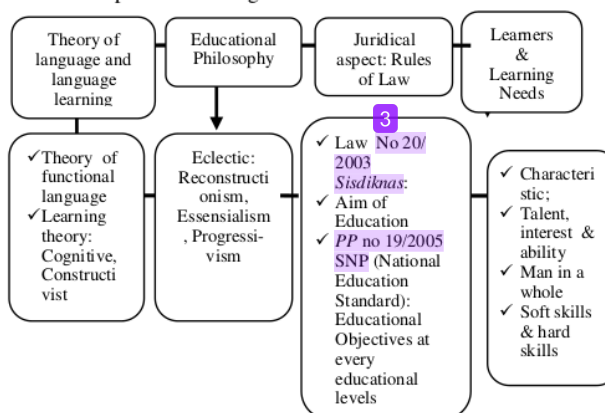


Fig 1. The connection between the theoretical and juridical aspects of the C-13

In line with the Aim of National Education (Article 3 of Law No. 20 of 2003 Sisdiknas) which emphasizes: "The development of the potential of learners to become human beings who believe and pious to God the Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen, the main characteristics of the C-13 especially of English are directed to be learners who have spiritual attitude that includes believing and cautious to God the Almighty, (2) have social attitude such as noble,

healthy, independent, democratic and responsible; (3) are knowledgeable; (4) are skillful, proficient and creative. In addition to the various provisions as previously mentioned, the education process should also refer to the humanistic concept of humanizing human being (Kemendikbud, 2014). Systemically, the learning process includes learning English, involving several components, namely Objectives, Teaching Materials, Learning Process and Assessment or Evaluation cyclically. This means that if the learning process is less successful, the four domains must be reviewed. As an illustration, the learning process cycle is presented in Figure 2.

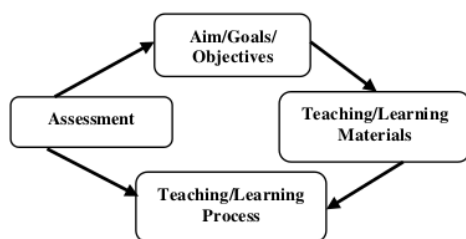


Fig 2. The Basis of English Teaching Curriculum (FGD TEFLIN, 2013)

C. Principles of Curriculum Understanding

It has been mentioned above that curriculum comprehension is principally and cyclically focused on objectives, teaching materials, learning processes and assessment (See Figure 2). The followings are the principle of curriculum understanding.

Firstly, the objective aspect in the C-13 is presented in the form of Core Competence and Basic Competence (CC & BC) in which implementation are translated into the targeted performance indicators. The formulation of competency achievement indicator for four language skills covers cognitive, attitude and behavior aspects based on the result of teaching material identification analysis and consideration to learners ability which then, formulated in the more detail in the learning objectives (written in lesson plan).

Secondly, the aspect of teaching materials (which is commonly in the form of package book) is the content of the curriculum as a means of achieving the target language, in which compilation is directed to the following five principles: (1) The book is written in reference to the curriculum concept (CC, BC, Syllabus); (2) In teaching there are two types of books (Students Book and Teacher's Book); (3) Students Book should be more emphasized on the learners activity-based; (4) Each book contains a learning model and a project that can be undertaken by the students; and (5) Teacher's Book contains guidelines for teachers in teaching materials to students. The content of teaching materials should be in the form of authentic, contextual and actual discourses that must be presented both orally and in written way as a means of acquiring language as well as developing the mastery of cognitive competence (thinking ability), affective, behavioral and

psychomotor or skills as it is suggested by Bloom and/or Krathwohl's taxonomy since 1950s.

Third, the learning process should be carried out eclectically by involving various receptive (listening and reading) language and productive activities in the form of speech and writing practice. The process of language learning should be emphasized on the activities of learners in spoken and written language and submitted humanist by embracing the concept of learning philosophy in a reconstructive, essentialist and progressive practices. In accordance with the nature of the three theories above, in English learning, reconstructive concepts are applied by linking the learning materials to the needs of students and the user community and the essential concepts related to the target skills learning through language practice (Ma'ruf, 2014), while the concept of progressivism is associated with the provision of authentic, contextual and actual discourse concerning everyday life, as well as the creativity of learners as the learning actors.

Fourth, the assessment aspect is held with the purpose of obtaining information about the learners' learning outcomes. To assess the effectiveness of the process of learning program, of course, requires assessment activity as a means of measurement. The assessment process in the C-13 is directed to four principles, as follows: (1) measuring students' thinking level from low to high-order thinking; (2) emphasizing questions that require profound thought, not just rote or memorizing; (3) measuring the students working processes, not just the students working achievement; and (4) using student learning portfolios.

In advance, the various principles and aspects concerning the direction of the development of the C-13 education programs as described above can be used as the basis for designing syllabus development programs, teaching materials and standardized measurement tools. In addition, to referring to the contents of the current used curriculum, the regional vision where the school resides, the institutional, and the learners needs analyses also should be considered. Such aforementioned principles are so far, universally used in education in various countries. In conducting such educational program principles, many countries have implemented Humanistic and Constructivist approaches.

Humanistic theory is a paradigm, philosophy or approach of education and perspectives that believes that learning is viewed as an activity of each individual to meet one's potential. This theory developed since the 1960s. The followers of this theory were Abraham Maslow, Carl Rodgers, and Malcolm Knowles. The main points of this theory are: self-actualization, the teacher acts as a facilitator, freedom in learning, dignity or identity and potential. (www.learning-theories.com/humanism.html).

If the humanistic concept respects individual existence, constructivist learning theory places more emphasis on the student's existing potential-centered discovery learning (Papert, 2016). The role of students in this case is as an actor who has the authority to develop himself as optimally as possible according with the natural capacity. In this case the teacher acts as

a motivator, facilitator and mentor in the learning process and achievement of the targeted learning goals. Both theories had actually been taught by Ki Hajar Dewantara, who is well-known for their educational trilogy concept, i.e. *Ing Ngarsa Sung Tuladha* (teacher should be able to be a good model), *Ing Madya Mangun Karsa* (teacher must be able to motivate learners to develop learner's self-ability), *Tut Wuri Handayani* (teacher gives students the freedom to overcome their own problems). Learners with innate nature are given the freedom to overcome their own various problems. In this case, teachers may only do the *Tut Wuri Handayani*, if the problem can harm the learner's life or position, by taking action against the problems (Suparlan, 2014).

Ki Hajar Dewantara viewed that education is defined as a pillar of the nation. One of the criteria of a developed nation is in its education quality. Teachers as the leading human resources should have a high commitment in carrying out their professional duties. Nevertheless, some of the results of the author's research so far have not shown the commitment significantly. This is probably due to the relatively low ethos and commitment of most teachers in developing the quality of themselves (Hermayawati, 2013) through progressive efforts rather than waiting for 'helping hand' from the related parties. In relation to the above concepts, this research was conducted in order to continually encourage the observed teachers to be always active and progressive in advancing education and teaching for the sake of improving their qualities through the relevant professional organizations, including in the effort to carry out the current used curriculum, including the C-13 responsibly.

It has been pointed out previously that the design and development of a language learning curriculum should be based on the language concepts, language learning, and educational philosophy as well as referring to the juridical aspect that has been established by the government. In addition to the needs of learners and institutions, language learning should also accommodate the needs of its graduate users, including areas where the graduates will work for. Therefore, the vision and mission of the region where educational institutions domicile, should also be considered as a basis for analyzing the learning needs.

For example, all educational institutions located in the Special Region of Yogyakarta (DIY) should consequently embed the vision and mission of DIY as the basis for analyzing the needs that must be considered in the preparation of the learning program. With regard to the vision of DIY as the leading City of Education, Culture and Tourism in Southeast Asia in 2025 (Bappeda DIY, 2005), the writer intend to identify preliminary data through this research in particular to find out whether or not the observed secondary teachers as curriculum developers have realized the importance of accommodating the regional vision and mission as one of the considerations in setting their teaching objectives and teaching materials.

III. RESEARCH METHOD

A. Participants

This research was conducted on 8 junior and senior high schools that have MoU (Memorandum of Understanding) with the Faculty of Teachers Training and Education University of Mercuri Buana Yogyakarta (UMBY) with 20 teachers as the research subjects. The main target was all English teachers at the schools who have implemented the 2013 Curriculum (C-13).

B. Design

In accordance with the research problem, this study used Multi-sites Case Study. According to Yin (2002: 18-29) a case study (CS) is an empirical inquiries through the investigation of phenomena in real life by utilizing multi-sources. It involves five important components, namely: (1) research questions, (2) propositions (If any), (3) the units of analysis, (4) the logic that links the data to the proposition and (5) the criteria for interpreting the findings. The Case Study is also defined as a descriptive research approach to address deep and comprehensive educational issues involving limited research subjects that can be individual, institutional, or community-specific groups (Sanjaya, 2013: 73).

In its implementation, case studies focus on assessing the conditions, activities, developments and various important factors related to and supporting these conditions and developments. This type of research is mostly done in the field of social and education in the framework of diagnosis, to formulate the prognosis (estimated problems and assistance provided) as well as treatment as the basis of healing or therapy on the appeared problems (Sukmadinata, 2007: 78). Furthermore, he argued that a case study research belongs to a category of qualitative methods that have several benefits for: (1) theory development; (2) improvement of practice, (3) policy determination; (4) clarification of various social issues and actions; (5) special studies that are not possible to be examined by regular research using quantitative-statistics (ibid: 100-101).

Referring to the above concept of case study, this research is expected to be useful for the five aspects of benefits as written above, especially for schools and related resources in the understudied sites. It was sequentially conducted as follows: (1) identification of formulation and problem restrictions; (2) the compilation of the main questions, the determination of purposive samples; (3) data collection, analysis and interpretation; (4) preparation of reports; and (5) publications/dissemination of the findings.

In accordance with the characteristics of the Case Study, data collection was conducted using open questionnaire instruments, documentation, and structured interviews (inspired by Gall et al., 2003: 460) which was then developed into in-depth interviews in accordance with the situations and conditions in the research fields. As an illustration, the design of open questionnaires is presented in Table 1.

C. Instruments

Table 1. Instrument of Questionnaire (Inspired by FGD TEFLIN, 2013)

No	Standardized Components being questioned	Questionnaire Items
1. Objectives/Indicators	The teacher's understanding of the competencies expected to be achieved during the course of the Curriculum 2013	Explain about the existence of Core Competency and Basic Competence aspects in relation to the design of "English Learning Objectives suggested in the C-13!
	Examples of Learning Objectives and Indicators Achievement	Give examples of the formulation of a set of objectives / indicators of learning in the form of integrated language skills that contain the use of language functions as well as attitude aspects!
2. Learning Materials	The teacher's understanding of the concept of designing teaching materials based on the characteristics demanded by the current used curriculum (C-13)	Explain about your tips or considerations in choosing and / or designing English teaching materials in normative or standardized and in accordance with C-13!
	The teachers ability in designing teaching materials in accordance with the characteristics demanded by C-13	Give examples of teaching materials that develop integrated language skills including the use of various language functions as well as attitude building according to your own perceptions.
3. Learning Process	The teachers ability in preparing the design of learning programs in accordance with the characteristics demanded by the current used curriculum (C-13)	What do you consider in designing the learning process based on the C-13?
	Teachers' understanding concerning their roles and roles of students in the process of language learning	What are the role of teachers and the role of students in the language learning process in your opinion ?
4. Assessment	Teachers' understanding in the concept of assessment based on the C-13 characteristics	What do the teachers understand about the "Assessment" aspect in relation to the implementation of C-13?
	Teachers' ability in designing assessment instruments conceptually and their practices related to C-13 characteristics	What model or type of assessment is the most effective and the most valid to be applied in relation to the implementation of C-13 according to your mind ?.Could you show the instrument samples?

The design of the open questionnaire instruments concerning the difficulties of teachers in implementing the C-13 can be seen in Table 3. Analysis model related to the ability of teachers in implementing the C-13 is designed in the form of statements presented in the main instrument of this study in the form of an open-ended questionnaire and structured interviews which are then deepened by in-depth unstructured interviews according to the situation and conditions at the time of the interview. The content of the interview was then analyzed descriptively and validated using the "Peer-debriefing" model. Peer debriefing is a technique of validating data through checking the information truth by involving relevant informants outside of the research setting (McDonough & McDonough 1997). In this research, it involved the school principals and the chosen related learners.

1. Structured Interview Instrument

Conceptually, structured interviews are conducted to control the reliability of data by giving the same questions to each respondent or research subject to avoid data bias (Cohen, et al., 2000). In this study interview was addressed to the English teachers in the

target junior and senior high schools. In this case, the open questionnaire instrument (See Table 2) was designed according to the systemic learning rules and lasted cyclically (See Figure 2). The design of the instrument was in the form of structured interviews in which the objects were the teacher's understanding on the normative curriculum development, the existence of language theory, language learning, educational concepts and philosophy as well as the juridical aspects underlying the design of the C-13 development as presented in Figure 1. As an illustration, the structured interview instrument concerning teachers' understanding in developing the C-13 is presented in Table 2.

Table 2. Structured Interview Instrument (It was developed based on the current situation and condition)

No	Question Variable	Items of Question
1	Teacher's understanding on the nature of the 2013 Curriculum (C-13) and the 2006 Curriculum (C-06)	How far is the teachers' understanding of the C-13 and What do they know about the difference of the C-13 with the C-06?
2	Various difficulties and obstacles in implementing the C-13	Do you experience difficulties or obstacles in implementing C-13? What are their obstacles and Why?
3	Tips to overcome difficulties and obstacles in the C-13 implementation	How are the tips or efforts of the teachers in overcoming difficulties/ constraints?
4	Efforts to provide and/or design the learning program (language learning program design/ development) using C-13 which has been done	Do you design their own learning program for students, such as syllabus, lesson plan, worksheet and evaluation tool?
5	Efforts to provide teaching materials and enrichment in accordance with the characteristics of C-13	How are your efforts in providing their teaching materials and enrichments?
6	Techniques and learning strategies applied in the learning process using C-13 consequently	What techniques and strategies do you often apply during their learning process?
7	Model/ type of evaluation materials in accordance with the demands of C-13	What model or type of evaluation of learning do you often implement?
8	Assessment model used for the test: formative, sub-summative, summative based on the C-13 characteristics	How do you carry out their formative tests, sub-summative and summative tests?
9	Tips to overcome students' learning difficulties to develop / improve their acquisition of language	What do you commonly do to overcome the learning difficulties of students' oral language practices?
10	Tips for developing the upper category students' abilities.	What kind of tips have you been trying to develop your upper category students learning capacity?

2. Documentation Instrument

Documentation instrument in this case study research was designed with the purpose of collecting data concerning the existence of the design of learning programs in the form of teacher administration, syllabus, lesson plans, teaching materials or student worksheets, and supplementary materials. Normatively, every professional teacher should design all these

components independently and/or in groups with a high school teachers association called MGMP (*Musyawarah Guru Mata Pelajaran*) of the relevant field. In fact, previous research indicated that there were still many teachers who had not designed the various components independently or in groups (Hermayawati, 2007, 2013). Therefore, this study was conducted to analyze data concerning the existence of the design of the learning program and its assessment either through structured interview as presented in Table 2 followed by more in-depth interviews with other teachers and/or principals (Peer-debriefing Technique) as well as the various available documents.

3. Evaluation of Teacher Implementation in Using the C-13

Evaluation of the implementation of teachers in implementing the C-13 was accomplished to the availability of the various available documents, such as: the Core and the Basic Competences recommended within the C-13, Lesson Plan, the learning and enrichment materials and evaluation program. The analysis of document evaluation results was mainly done on the following matters: (a) the suitability of the syllabus and lesson plans with the required C-13 (the Core and the Basic Competences) demands; (b) the suitability of the syllabus with the lesson plans; (c) the fit of the lesson plans with the learning material; (d) the suitability of the form, the type and the content of the evaluation of the lesson with the objectives and the predefined learning indicators. The results of the review of the above components were then analyzed using the "content analysis" model based on the concept of the C-13 characteristic (inspired by FGD TEFLIN, 2013) and the defined regional vision as previously described.

D. Data Collection and Analysis

This study employed qualitative data that were in the forms of collected open questionnaire results, structured interviews, documentation, and in-depth interviews. The questionnaires and interviews were conducted on 20 secondary level English teachers working for 8 schools that had MoU (Memorandum of Understanding) with the Faculty of Teachers Training and Education UMBY, i.e. SMPN and SMAN Seyegan Sleman, SMP and SMA Kesatuan Bangsa, SMPN and SMAN Sedayu, Bantul, SMP IX and SMP XIV Yogyakarta. The results of collecting questionnaires and structured interviews were analyzed using construct validity computation since the measurement of the studied data was based on the relevant concepts or theories (Gall et al., 2003: 460). In this case, the basic theories to be used were language theory, language learning and Educational philosophy as outlined in advance. The results of closed questionnaires and structured interviews were analyzed using Likert Scale formula.

The gathered other data were documents consisted of various components of instructional administration including the provided curriculum, syllabus, lesson plan, teaching material and assessment results. They were all analyzed using content analysis technique to obtain information concerning the matching of the content of the components with needs analysis, institutional and regional vision, mission, with its

curricular objectives. Each data was then, analyzed descriptively using Aiken's V formula (as suggested by Azwar, 2016) as follows.

$$S = r - lo \quad (1)$$

$$V = \sum S / [n (c-1)] \quad (2)$$

Fig 3. Aiken's V Formula (in Azwar, 2016)

Notes:

Lo = The lowest validity score (= 1)
c = The highest validity score (5)
r = The score given by a rater
S = Rater
n = Sum of Rater
V = Coefficient number of content validity from 1 to 5

The document content analysis was conducted on all variables studied, such as: (1) teacher's understanding on the C-13 content and its characteristics; (2) teachers problem in implementing the C-13; (3) documentation and English learning activities held in the observed 8 secondary schools; and (4) assessment of the learners learning outcomes.

IV. FINDINGS, DISCUSSION AND SUGGESTION

A. Findings

1. Teachers Understanding Concerning the C-13 Content and Its Characteristics

As it has been mentioned earlier that this multi-sites case study involved 20 teachers spreaded in 8 secondary schools, with the details: 6 teachers of SMPN and SMAN Sedayu Bantul, 6 teachers of SMPN and SMAN Seyegan, 5 teachers in SMP IX and XIV and 3 teachers in SMA Kesatuan Bangsa. The 28 schools have cooperation in collegial *Tridharma* (education, research and community service) with the Faculty of Teachers Training and Education UMBY, and become the target of this study. Based on the results of structured interviews analysis, it was obtained the data regarding the teacher's understanding of the content and the C-13 characteristics as follows. A total of 17 junior and senior high school teachers who teach at 8 schools stated that they had already understood the C-13, while teachers in SMA Kesatuan Bangsa had not, because they implemented the Australian curriculum.

However, based on the content of statements submitted by most teachers (18 from 20 persons) indicated that they did not yet normatively understand the C-13 which essentially concerns with the learners integrated skills and moral values development that were actually demanded within the English language education curriculum. In fact, there were only two high school teachers who were relatively able to explain the intention of both demanded aspects (integrated skills & moral values) conceptually.

Table 3. Results of structured interviews with 20 teachers

No	The standardized aspects being interviewed	Teacher's Confession (of 20 Persons)	
1	Teacher's understanding of C-13 and C-06	17 understand	3 teachers did not understand yet
2	Various difficulties and obstacles in implementing C-13	17 had not any problem	3 teachers implemented foreign curriculum
3	Tips to overcome difficulties and obstacles of C-13 implementation	14 tried to solve their own difficulties	6 discussed with other teachers
4	Efforts to provide / design the learning program (language learning program design / development) using C-13 which has been done	15 teachers used the available syllabus and develop their own lesson plans	5 teachers tried to develop their own syllabus and lesson plans
5	Efforts to provide teaching materials and enrichment in accordance with the characteristics of C-13	18 teachers used the available teaching materials provided by the Directorate General of Secondary Schools	2 teachers tried to develop their own teaching materials in the form of hand-outs
6	Techniques and learning strategies applied in the learning process using C-13 consequently	17 teachers used interactive learning	3 teachers used PPP (Presentation, Practice, Production)
7	Material evaluation and type of evaluation in accordance with the demands of C-13	14 teachers used evaluation materials from the available package sources designed using multiple choice model	6 teachers used their own designed materials with the various types such as multiple choice, completion, matching, sentence/ paragraph arrangement
8.	Assessment model used for test: formative, summative, summative based C-13	20 teachers used performance model of the evaluation results/achievement	-
9	Tips to overcome students' learning difficulties to improve their language acquisition	20 teachers gave their students tasks/home assignments and language practice	-
10	Tips for developing the upper students language competency	6 teachers guided their upper category students to participate various English competitions held outside of their classes and/or schools	14 teachers asked the upper students category to support the other average and lower students through group discussion learning

However, the C-13 understanding of the two teachers had neither been implemented optimally in practice nor in the standardized concept. It was known from the results of the teaching program analysis that showed that the most learning indicators they formulated had not been directed to the nine moral aspects development as included in the C-13 namely: honesty, discipline, independence, gatherings or collaboration, caring, responsibility, self-confidence, critical or creative and respect. As an illustration, Table 3 shows the results of the structured interviews.

2. Teacher Problems in Implementing the C-13

Based on the result of structured interview addressed to secondary level English teachers, it was found that 18 people among the 20 participants to be interviewed, stated there were no significant problems they experienced in implementing the C-13. Nevertheless, almost all of them complained that they never got socialization related to the new curriculum implementation directly from the related authorized institutions. They only received an explanation from the English Teachers Association (ETA) called MGMP (*Musyawarah Guru Mata Pelajaran*) at the district and/or regional level. In general, teachers are commonly under-management of ETA and access any novel educational and pedagogical information from the association, including the provision of syllabus, lesson plan and the teaching materials.

Two persons of the twenty observed teachers had tried to develop their own lesson plans and teaching materials in the form of hand-outs, while the others used the Students Worksheet commonly offered 19 many publishers, besides using Package Book from the Directorate of Primary and Secondary Education, the Ministry of Education and Culture. Meanwhile, teachers of SMP and SMA Kesatuan Bangsa, located in Sedayu, did not use the C-13 but adopted 16 English Teaching Curriculum from Australia. Three junior and senior high school teachers to be interviewed revealed that they did not understand the C-13 in depth but they admitted not to have serious difficulty when using the Australian English Teaching Curriculum (AETC). If getting into trouble, they claimed to discuss it with other teachers.

$$\begin{array}{ccccccc}
 4 - 7 & 8 - 10,67 & 12 - 13,33 & & & & \\
 \hline
 & & & & & & X \\
 \text{low} & \text{average} & \text{high} & & & &
 \end{array}$$

3. Documentation and English Learning Activities in the Secondary Schools Target

The observation result showed that 17 teachers had English learning syllabus based on the C-13. However, almost all syllabuses were not the teachers own designs. According to most teachers' recognitions, the English syllabuses they used were available at schools that were obtained from the ETE (English Teachers Association) or what so called MGMP (*Musyawarah Guru Mata Pelajaran*) for the senior high schools, and some were from the Principals Working Deliberation what so called MKKS (*Musyawarah Kerja Kepala Sekolah*) for the junior level. They develop the provided syllabuses in the form of lesson plans based on the available teaching materials. In this case, there were three teachers who did not use syllabus and their own lesson plans design because they used the package books that were already available at schools.

4. Assessment of Student Learning Outcomes Using the C-13

In carrying out assessment, all teachers claimed to use the portfolio system. As it is known that according

to the time of its implementation, assessment is held in three stages, namely formative assessment (after several face-to-face learning process), sub-summative (today is called Mid Semester Exam) and Summative (Final or Semester Exam). For the last level in junior and high schools, evaluation is also carried out nationally (National Exam). The final learning achievement for the last semester and the end of the year are derived from the average scores of all student performance, which include outcomes: assignments inside and outside the classroom, formative tests, summative tests and the performance of language practices. All the results of the test are compiled and computed to be averaged into final score.

For the average score of graduation exams, teachers were commonly suggested to use the formula $2P + Q + 2R / 5$. The formula is described as follows. Coefficient P is the daily score (formative), Q is the Midterm Test score and R is the Final Exam score. All of the understudied schools also implemented the Minimum Criteria of Students' Achievement that is called *Kriteria Ketuntasan Minimal* or KKM in short. KKM is the minimum standard score that must be achieved by each student in each course. As it is known, that so far every school determines the KKM between 7.0 and 7.6 for English subject. This is a relatively high standard for each student to achieve.

B. Discussion

It has been previously described that the data in this study was obtained through structured interviews deliberately designed by focusing the question items on the four aspects being investigated, namely the ability of teachers in: formulating objectives and indicators of learning; designing and/or developing teaching materials, implementing the learning process, and carrying out the assessment as a benchmark of the success of the teaching program. These four aspects were broken down into 20 questions that must be answered by each teacher. The results of the data collection were then analyzed by utilizing rubric or guidance of psychological scale range of ordinal categories of coefficients that spread from 1 to 3. The lowest coefficient of understanding (P) and score 3 are given if the teacher is highly rated towards the C-13 understanding. The determination of the score scale coefficient is based on the interview result by answering the 20 items that have been categorized into 4 aspects as mentioned above. As an illustration, Table 4 presents the results of data analysis computation.

Based on the results of the data collection as presented in Table 4 and the calculation using the psychology scale of the ordinal categories, it can be concluded as follows: (1) there were two teachers who had high comprehension skills in using the C-13; (2) there were 16 (sixteen) persons who had not fully understood on how to implement the C-13 standardizedly; and (3) there were 2 (two) teachers who did not understand the C-13 because they used foreign English curriculum, namely SMA and SMP Kesatuan Bangsa.

Table 4. Data Analysis Using Scale Range 1-3 with 4 Observed Components

Subj ect (X)	The Observed Ability Components												Total score
	(1) Formula ting Objec- tives / Indicato			(2) Materials Design/De velopment			(3) Teaching/ Learning Process			(4) Assess- ment			
	21												
	EU	U	NU	EU	U	NU	EU	U	NU	EU	U	NU	
1	3	0	0	3	0	0	3	0	0	3	0	0	12
2	3	0	0	3	0	0	3	0	0	3	0	0	12
3	0	2	0	0	2	0	0	2	0	0	2	0	8
4	0	2	0	0	2	0	0	2	0	0	2	0	8
5	0	2	0	0	2	0	0	2	0	0	2	0	8
6	0	2	0	0	2	0	0	2	0	0	2	0	8
7	0	2	0	0	2	0	0	2	0	0	2	0	8
8	0	2	0	0	2	0	0	2	0	0	2	0	8
9	0	2	0	0	2	0	0	2	0	0	2	0	8
10	0	2	0	0	2	0	0	2	0	0	2	0	8
11	0	2	0	0	2	0	0	2	0	0	2	0	8
12	0	2	0	0	2	0	0	2	0	0	2	0	8
13	0	2	0	0	2	0	0	2	0	0	2	0	8
14	0	2	0	0	2	0	0	2	0	0	2	0	8
15	0	2	0	0	2	0	0	2	0	0	2	0	8
16	0	2	0	0	2	0	0	2	0	0	2	0	8
17	0	2	0	0	2	0	0	2	0	0	2	0	8
18	0	2	0	0	2	0	0	2	0	0	2	0	8
19	0	2	0	0	0	1	0	2	0	0	2	0	7
20	0	2	0	0	0	1	0	2	0	0	2	0	7

Notes:

EU : Extremely Understand = 3

U : Understand = 2

NU : Not Understand = 1

Continuum : 1-3 → -1, -2, -3 +1, +2, +3

Assessment Item = 4 Lowest scale range $4 \times 1 = 4$;

Highest scale range = $4 \times 3 = 12$;

Normal Scale Range = 12-4; SD = $8/6 = 1,33$

So, if: $X < [12 - 1,0 (1,33)]$

$[12 - 1,0 (1,33)] \leq X < [12 + 1,0 (1,33)]$

$2 + 1,0 (1,33) \leq X \rightarrow$ This can be illustrated as follows:

The results of the data computation indicated that there were only two teachers who had really understood in implementing the C-13 conceptually standardized, two people did not understand and the rest (16 people) had understood to implement the C-13 but their understanding were not yet totally conceptual, especially concerning the implementation on the "integrated" and "moral values" aspects demanded in the C-13 content (as the Content Standard). It was said so, by considering that the 2013 curriculum should be developed with a refinement of mindset related to the concept of today's modern learning patterns, such as: (1) learners-centered learning; (2) interactive learning between teachers - learners - communities - natural environment and other sources/media; (3) learning is

designed in a network (learners can gain knowledge from anyone and from anywhere that can be contacted, and can be obtained via the internet); (4) learning should be active (learners are encouraged to actively seek information through a scientific approach); (5) group-based learning (team work-based); (6) multimedia-based learning; (7) users-based learning by reinforcing the development of the special potential that each learner possesses; (8) learning pattern using plural sciences; and (9) learning that develops critical thinking patterns. The learning pattern should be included within the syllabus and developed in line with the current used curriculum (<http://www.guru-id.com/2016>) namely the 2013.

C. **26** *gestion*

Referring to the aforementioned research findings, it is suggested as follows: (1) practically, it is suggested for the secondary English teachers and principals to consequently implement the aspects demanded by the current curriculum by having mutual understanding to sit together with others in the English Teachers Association what so called *Musyawarah Guru Mata Pelajaran* or MGMP in short, and establish relationship with the Principals Working Deliberation what so called *Musyawarah Kerja Kepala Sekolah* or MKKS in short, for the sake of updating any educational issues progressively; (2) theoretically, it is suggested for the next relevant studies to make use of these findings as the basis of developing the more appropriate and conceptual language learning program for the sake of optimizing the learning outcomes quality.

This is considered crucial to do by the relevant university researchers, since so far, most teachers still depend on the existence of the package book only, without developing the book content to be more really fixed with their learners, institutional, regional and users' needs.

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