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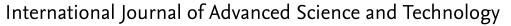International Conference on Sustainable Development
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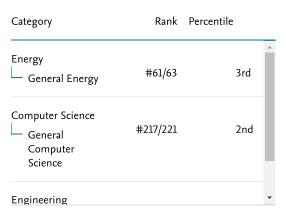CiteScore   CiteScore rank & trend   Scopus content coverage

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Teacher's Perceptions of Curriculum Changes in Indonesia

Ihsana El Khuluqo*, Connie Chairunnisa and Abdul Rahman Ghani
Post Graduate School, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia

Abstract

Teachers and principals' perception toward the change of curriculum makes various controversies in the implementation of teaching and learning in schools. The objective of this research is to find out how far the reaction of teachers and principals to respond the change of KTSP Curriculum into 2013 Curriculum (KURTILAS). 20 teachers and principals (10 teachers and 10 principals) become the respondents. The method of this research is conducted on qualitative approach because the instrument in the research is the researches themselves. The technique in collecting the data is conducted through emails' questionnaire in two rounds. In this research, the data collection is conducted on two rounds. After the first round, the instrument given to the respondents and researchers looked into the answers from the respondents, and then researchers gave additional questions to them on the second round in order to deepen and clarified the questions from the first round. The subjects of the research are teachers and principals who already implemented 2013 Curriculum in their schools. The technique in analyzing the data is conducted on descriptive qualitative approaches by collecting, reducing and presenting the data, and makes the conclusion. The outcomes of this research shown that teachers and principals need socialization and training, start from organizing the administration of learning, learning models, and scoring model especially about giving score in attitude on 2013 Curriculum.

Keywords: *teachers, principals, 2013's curriculum, perception.*

1. INTRODUCTION

Many researches stated that teachers are the key of success of curriculum's alteration (Kirk & McDonald, 2001) (Little, 1993) (Spillane, 1999). Their knowledge, believes and perception play significant role in implementing the effective changes (Little, 1993). states that responding to the change is an interactive action for teachers in personal, collaborative and sustainability forms. Institutions hope that teachers able to accept and implement the curriculum based on the procedures designed by the developers. It means that teachers formulate their own meaning and perception when the alteration of new curriculum introduced to them. (Minjeong & Youl, 2013) say that teachers who accept the change of curriculum will have consequences when the implementation attempted in class. Teachers' perception is presumed as their own perspective of how someone involved in pedagogical practices. Therefore, by comprehending what teachers assumed as the goal in curricular change is very important to the success of curriculum.(Bongani, 2010) Education, Science and Skills Development, Human Sciences Research Council, Pretoria 0001, Gauteng Province, South Africa state that at first, change of curriculum shortly explains current trends in curriculum's alteration and give several reasons behind their outcomes and adoption of background and contexts of curriculum change in South Africa. In Indonesia, curriculum change in top down formula is always initiated by public trial then followed by government's policy, continued to socialization, and eventually the delivery process of implementation and evaluation. Indonesia's education had also experienced curriculum change from KTSP Curriculum (bottom up) into 2013 Curriculum (top down).

2. METHOD

The design of methodology in this research exposes qualitative approach in questionnaire given to 10 teachers and 10 principals. This research is conducted on 10 elementary and secondary levels in Jakarta. The objective of descriptive and qualitative research is to find out the phenomenon within the contexts (Karasar, 2005). Qualitative model can expose real phenomenon and able to explain basic reasons and principals (Ural & Kilic, 2006). Respondents of this research consist of 10 teachers and 10 principals from various levels of education. Data collected by emails. On the first round, all respondents of this research are given the questionnaire. After four respondents gave the questionnaire, it analyzed and returned to them by the researchers for email questionnaire round two with questions to deepen and clarified the answers from the first round's questionnaire. The research that conducted in qualitative approach has already been known because the instrument in the research is the researchers themselves (Cassell, 2005) (Turato, 2005). In this research, the data collection is conducted in two rounds. After the first round, instrument is given to the respondents and researchers look to the answers from respondents. Furthermore, researchers give additional questions to the respondents on the second round to clarified and deepen questions and answers from respondents on the first round. Therefore, the instrument in this research is the researchers themselves. In this first round's questionnaire, respondents are asked their opinions about the change of KTSP Curriculum into 2013 Curriculum, how to face the problems in applying the 2013 Curriculum. Are there trainings on the change of 2013 Curriculum and how teachers' preparation in curriculum's change.

3. RESULTS AND DISCUSSION

On the questionnaire from the first round, 10 principals; Rustimawati, Kurniawan, Nova, Ahmad, Nanan Unan, Afandi, Hakim, Yusri, Saipudin, Ratih, they answered the questionnaire by email on December 7th 2018 and 10 teachers Yessi, Rusmini, Sriyatun, Nurika, Daniati, Siska, Anggoro, Abdullah, Sulaiman, Hadi, they also answered by email on December 9th 2018. Those principals such as principals from elementary school, junior high school, senior high school, and vocational schools are come from various levels of education. It can be highlighted that those who gave similar answers, gave different perceptions, however they exposed equality in responding to the change of curriculum. Those principals, Yusri, Rustimawati, Kurniawan, Nova, Ahmad, Nanan Unan, Afandi, Hakim, Saipudin, Ratih, are the principals from Junior High School in South Tangerang emphasized that the change of curriculum from KTSP into 2013 Curriculum gives numerous controversies among the principals especially the change on the standard of curriculum's content about the difficulty in implementation due to the factor of lack of socialization to schools, although the goal of curriculum's change is to encourage students to have more competency in observation skills, questioning, thinking, and ability to present the learning outcomes that students perceived from learning process.

Interconnected model of professional growth is used to determine teachers' learning process during collaborative design of curriculum's material in the context of curriculum's innovation. Nine studies published by six different countries about teacher's collaborative curriculum design are analyzed to identify the learning process which is formulated by collaborative curriculum's design. It is concluded that the interconnected model of professional growth, although preliminary developed to identify the learning process from each teacher, can also be utilized to identify learning process developed by collaborative curriculum design in teacher's team. On the first round, the result of questionnaire from 10 teachers from elementary, junior and senior high schools, they are: Yessi, Rusmini, Sriyatun, Nurika, Daniati, Siska, Anggoro, Abdullah, Sulaiman, Hadi emphasized that the problems in conducting the curriculum change on the first step of implementation of new learning pattern still utilized the combination of KTSP and 2013 Curriculum. Teachers must pro-active in creative learning, innovative in learning so that

students are motivated to explore and extend their knowledge about the lesson which organized in a theme from the results of interviews. On the other hand, the trainings and workshops conducted by the principals and government ought to enhance 2013 curriculum from planning, learning, scoring, training, and report filling. The change of new curriculum also need to have technical guidance / educational training consist of: (1) concept of curriculum; (2) utilization of books by students and teachers (3) lesson plan and evaluation and (4) the practice of guided learning and also designing lesson plan of new curriculum. (Jessica & Lesley, 2013) Remaking The professional teacher: authority and curriculum reform. Globally, national curriculum's policy is ready to be renegotiated. This negotiation is formed by both decreasing national and international accountability regime, and more changes into centralization and standardization of curriculum. The new Australian Curriculum (AC) is also included. AC is an event of important education policy, where the understanding about the authority of professional teachers is redefined on how evaluation upon the document of teacher's professional authority, defending, promoting, and explaining AC. Describing the analysis of document policy and interview with high level decision makers, we're on the opinion that AC opens a room in policy to reposition teachers' job by promoting the perspective of teacher's professional authority as an obstacle and defined through the documentation of written curriculum.

Experience from principals and teachers about the preparation of new curriculum program in official meetings are formulated into the plan of school's activities and budget. Teachers demanded to be more creative because before initiating teaching – learning process, they need to initially make the program of lesson plan so that the proper scenario can be made and suitable to learning objective and teachers also suggested to create media of learning to support the material which further will be delivered in class. Teaching skill is definitely become a capital to teach even in integrative thematic learning that integrate a number of lessons into one theme. Teachers ought to upgrade their knowledge, read the books, surf in the internet, and joint the discussions and trainings about curriculum change. (Minjeong & Youl, 2013) Teachers' Perceptions of the recent curriculum reforms and their implementation: What can we learn from the case of Korean elementary teachers.

This study observe: (1) how Korean's elementary school teachers consider recent curriculum reformation; (2) from where their perception come from, and (3) what support needed by teachers to conduct curriculum reformation in active and effective manners. This study shows that teachers generally hide negative feelings and not creative in curriculum reformation. This feeling gives negative impact to their involvement and commitment to conduct reformation. There are problems need to consider for teachers' training and support developed from our analysis about teacher's perception about curriculum reformation and its implementation, they're: first, teachers receive insufficient professional development about educational programs that support the implementation of curriculum. Second, teachers lack of opportunity to work through implementation issue and difficulty with fellow teachers. Third, contextual and cultural problems prevent the implementation of curriculum reformation. Based on these findings, researchers give suggestions to teachers and curriculum developers. The outcomes of second round's questionnaire from teachers and principals, they are: Nanan, Kurniawan, Ahmad Saifudin, dan Yessi. The questions given for this second round is to clarified and deepen questions about problems encountered by teachers and principals in curriculum change. And also, deepen the questions about type of training needs by teachers and principals to apply new 2013 curriculum.

The answers from the respondents that used to handle problems of curriculum change are the urgent need of training and technology guidance to all subject teachers. The trainings and technology guidance needed to implement the new 2013 Curriculum are: organizing the

administration of lesson, learning models utilized in new curriculum, scoring model consist of cognitive, affective and psychomotor aspects, especially the creation of rubric score.

4. CONCLUSION

Findings from this research exposed that the perception from teachers and principals show the problems around the change of curriculum. It is more orientated to the implementation from curriculum change that extremely lack of distribution on its implementation, whether the socialization to schools that will use the curriculum start from the development of learning administration (syllabus, lesson plan, annual program, and semester program), learning models utilized in new curriculum, learning model consist of cognitive, affective, and psychomotor aspects, especially the creation of score rubric. In addition, it is very important that this new curriculum can be smoothly operated by conducting constant monitoring and evaluation and will be continuously perfected every time it encounters problems on its operations. However, the critics related to implementation process show that the introduction of thematic curriculum is not deep enough although teachers generally expose enthusiasm upon the change of new curriculum. Teachers say that they do the best they can to try to implement new curriculum as effective as possible.

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Connie Chairunnisa - Teacher's Perceptions of Curriculum Changes in Indonesia

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