


The 2013 Revised Curriculum and Independent Curriculum Implementation in English Classes

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A B S T R A C T

The purpose of this study is to learn more about the implementation of the 2013 revised curriculum and the independent curriculum in two Jakarta senior high schools. It also intends to ascertain teachers' opinions of the two curricula, as well as the difficulties and solutions they faced while putting the two curricula into practice. The government released an independent curriculum in 2019 to replace the 2013 revised curriculum, which was altered due to the pandemic and deteriorating literacy abilities of students. This new curriculum is being tested in a number of schools for the 2022–2023 academic year. Each school used both curricula, with four teachers from the two distinct schools participating. Qualitative approaches were employed in this study, including document analysis, observations, and interviews. The outcomes demonstrated that the tests and learning activities in both curricula were implemented precisely. The variations seen in the assignments and resources in the separate curriculum. Making learning objectives from learning outcomes in the independent curriculum is another challenge that teachers face. Teachers, however, had a favorable opinion of the 2013 revised curriculum and projects. Based on the study's findings, it is still difficult to determine learning because of the varied skill levels of the students and the ineffective application of the independent curriculum. The objectives of the new curriculum must therefore be met by teacher preparation, particularly when it is implemented fully in 2024.

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INTRODUCTION

Usually, curriculum revisions result from flaws in the prior curriculum. The Covid-19 pandemic began in 2019 and has continued to this day, and the need for improvement are to blame for the current curriculum change. Most basic English teachers claim that online learning is inadequate because to changes in learning throughout the shift from offline to online sessions (Fahriany et al., 2022, p. 5539). Learning loss, or the inability to attain competency and fall behind in learning, is one of the effects of the pandemic on students (Marlina, 2022, p. 68). Students are less enthusiastic to study, and their lack of interest in learning English can be attributed to the student's unsupportive home and school environments (Situmorang et al., 2022, p. 220). Additionally, according to (2016, p. 108), implementing it has numerous difficulties, including developing lesson plans (Damayanti, 2022, p. 711), knowing the evaluation procedure and scoring criteria, and knowing the technology teachers lack. A learning recovery policy has been implemented in Indonesia due to this situation, despite widespread criticism of the country's quick adjustments.

Curriculum

The curriculum is a learning plan that uses objectives and material as a roadmap for teaching and learning activities in order to produce outcomes that will have a lasting impact

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on students. The curriculum includes two well-known curricular paradigms that addressed the critical components of curriculum development. The Tyler Rationale and commonplaces from the curriculum are presented. The two paradigms contested concepts for curricular development. Teachers and curriculum designers must be familiar with this paradigm to design effective student classes. The ideal curriculum should be developed since it forms the foundation for instruction in teaching and learning. An excellent teaching and learning process may achieve the process's goals, and competent learners may be generated.

Joseph Schwab's top five curriculum tenets list serves as the paradigm. In curriculum inquiry, Schwab's commonplaces on education are especially useful (Syarief, 2017). They are extensively used since they apply to all curriculum efforts and have broad support. Any attempt at curriculum reform, according to Schwab (1973), must abide by these five fundamentals in order to be effective. He chose commonplaces to connect curricula to a tradition which was significantly different from what was dominant in the region at the time. The teacher, the students, the subject matter, the context, and the curriculum itself are the five components that give a curriculum credibility (Null, 2023). A teacher's competence to instruct students in a certain subject can be gauged by looking at their experience. It is critical to consider the needs, interests, and backgrounds of the students – learners who learn from the teacher – for the curriculum to have an impact. "Subject matter" refers to educational materials like textbooks and teaching techniques. Context also includes elements like the setting and school, much like the learner's aspect. Curriculum development, the final category, consists of practice, purpose, and integration. Making a curriculum is an active process that affects how well pupils accomplish specific goals and ties in with other practices. The best curriculum designers find a balance among the five fundamentals.

The evaluation introduced four stages to the policy-making process. Examples of the products of these decision-making processes that can be seen and defined include policy documents, curricula, teacher training programs, instructional tools and materials, and educational acts (Johnson, 2012). Evaluation is the methodical collection and analysis of all pertinent data needed to promote curriculum enhancement, assess a program's effectiveness and efficiency, and assess participant attitudes in the context of the particular institutions involved (Brown, 2012). The evaluation section of a curriculum should link all other program elements together and provide them context. All of the curriculum's components must act as data sources, and each one must be examined from various perspectives. As a step of post-curriculum planning, evaluation, and development are also helpful (Alnaji, 2022).

2013 Revised Curriculum

As a change to the 2013 curriculum, the 2013 revised curriculum went into effect in 2016. This new curriculum makes an effort to address the feedback on learning assessment from TIMSS and PISA (Misdi, 2013). The curriculum employs a scientific approach to help Indonesian society become capable of leading happy lives as independent people and responsible citizens, distinguished by their fidelity, productivity, creativity, innovation, practicality, and their capacity to make significant contributions to the advancement of society, the nation, the state, and the global civilization (Kemendikbud, 2022b, 2022a).

The new curriculum (Larson, 2014) made English a requirement for junior and senior high school students in order to teach and develop skills (Misdi, 2013). A Genre Based Approach is frequently used to teach English (Misdi, 2013). The 2013 curriculum on competency and communication skills in English for expressing a viewpoint or an idea highlights the English material taught in the school curriculum as well (Isadaud et al., 2022). Achievement Skills in English:

1. Grade 10

The significance of identification, congrats and praise, text descriptions, notifications, recount texts, narrative texts, and songs is composed, processed, reasoned, and captured by students.

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2. Grade 11

Students write, consider, justify, and deliver queries, information requests, formal invitations, analytical expositions, personal letters, cause-and-effect arguments, and songs.

3. Grade 12

About giving services, job applications, captions, news items, duplicates and ideas, text procedures, and songs, students compose, process, reason, and produce.

There is no unique allocation from the KD and KI above, where the majority of them concentrate on making and creating, including listening, reading, writing, and speaking.

The Independent Curriculum

Numerous industries have been impacted, including education, as a result of the pandemic that has been raging in Indonesia for the past three years. Many Indonesian youngsters are unable to comprehend basic reading (literacy) or apply simple mathematical principles (numeration) as a result of learning loss, according to Buku Saku Kurikulum Merdeka (Nurani et al., 2022). This is demonstrated by the pupils' lower accomplishment levels, which are expected to be 583 for reading but are only reached by 532 students when there is no learning loss. For numeration, it should be 522, but students only achieve 482 (Anggraena et al., 2022). Additionally, the learning gap is felt as a result of online learning, particularly in underserved areas like lagging, remote, and first-world regions (Chaterine, 2021).

Several schools started using the independent curriculum in 2022 as a trial run, and it will be used exclusively starting in 2024. This action made the learning loss caused by the Covid 19 epidemic that struck Indonesia lessened (Pertiwi et al., 2022). In addition, the curriculum is independent and is anticipated to support the government-designed policies affirmations for all children in Indonesia's last, most remote, and most privileged parts (Manalu et al., 2022). It is based on Fitriyah and Friends (2022) and intended to allude to some ideas, including:

1. Focus, consistency, and coherence are issues in science that need to be addressed.
2. Having the capacity to convey multidisciplinary and decision-making expertise.
3. Uniqueness, flexibility, and alignment.
4. Engagement, student independence or empowerment, and teacher autonomy or empowerment.

This curriculum recognizes the value of English in communication-based on its support for studying the language beginning in elementary school. Nurani et al. (2022, p. 25) claim that they found that the English curriculum required all Indonesian pupils to study English and that learning quality was distributed equitably. The method employed is text-based, emphasizing mastery rather than only fundamental abilities like problem-solving, learning from many contexts, helping students become autonomous learners, using real-world scenarios, and peer evaluation (Yandri, 2022). This also relates to learning to reach learning objectives when learning English. Important learning objectives are broken down by phase and level.

Depending on the level of English proficiency, achievements for each aspect are broken down as follows:

a. The E phase (Grade 10)

Students are required to be able to communicate in order to start and continue dialogues or debates about everyday topics like interests, expressing opinions, and making comparisons. In the reading portion, students must be able to comprehend and respond to texts that are narrative, procedural, expository, recounting, and report-related by looking for, analyzing, and understanding the main ideas and developing plots, as well as identifying the author's intentions and using interventions to understand implied information. Students must be able to design, create, compose, and review narrative text punctuation and descriptions, procedures, expositions, recounts, and reports.

b. F phase (Grade 11 and 12)

Students are required to have the communication skills necessary to initiate and carry on dialogues or debates on everyday topics, including expressing and defending viewpoints, making comparisons, and assessing them. Students should be able to comprehend and respond to narrative, description, exposition, procedure, argumentation, and discussion texts independently while reading by looking for, analyzing, and understanding the main ideas and developing plots as well as by recognizing the author's intentions and making an effort to understand implied information. Students must be able to organize, plan, and construct primary sentences in their paragraphs, utilize time markers to indicate sequence, and connect or distinguish concepts across and within paragraphs using conjunctions, conjunctions, and third-person pronouns.

Teachers will adjust to the new curriculum during the transitional time between the 2013 revised curriculum and the independent curriculum. Despite the fact that it has been five years, one of the researchers who compared the KTSP and the 2013 Curriculum discovered that many of their methods were more successful in that school (Matin, 2017). Another reason stems from the finding that teachers' learning activities in the 2013 curriculum and the 2013 revised curriculum were identical, despite the change's intention to improve both teaching and learning (Munandar et al., 2021, pp. 70–71). Therefore, the writer is interested in watching and analysing how these two various curricula are implemented in the schools during the adaption phase. The objectives are to comprehend 1) The implementation of two curricula in two high schools, 2) The difficulties faced by teachers in those English classes, and 3) The perception of English teachers regarding the independent curriculum and the 2013 revised curriculum.

METHOD

A qualitative research methodology will be used in the investigation. A qualitative investigation is necessary for comprehending a research issue, claims Creswell (2015). It was used via data collection, observation, and interviews with some teachers from two schools. When interviews are used, it becomes more about examining, delineating, and clarifying circumstances, emotions, and perceptions (Bryman, 2016; Cohen et al., 2018). To convey the gathered facts, a more narrative and comparative prose is used (J. W. Creswell, 2014). Because the case study was concentrated on a specific circumstance in one organisation or school, it was a qualitative method. That situation was shown through thorough data collection from multiple sources of information at a particular time.

Respondents

The phrase population has to be understood more in qualitative research. In terms of people, locations, and activities, it is commonly referred to as social settings (FITK UIN Syarif Hidayatullah, 2019). To use the qualitative method, some respondents were chosen for observation and interview based on their English teaching experiences with the two curricula.

Two South Jakarta high schools produced the respondents. Both of these institutions used to be favorites. However, since the zoning system of student admittance brought on the pandemic, there is no longer a favorite school's predicate. Both schools had results that were among the top 10 in South Jakarta for the computer-based college admission exams, according to Wulandari (2021). The teaching ethos and teacher quality of the preferred institutions persist despite changing restrictions.

Each school employed two distinct curricula: grades 11 and 12 followed the 2013 revised curriculum, while grades 10 followed the independent curriculum. Participants included English teachers who used the 2013 revised curriculum and the independent

curriculum, as well as students who used the independent curriculum and the 2013 revised curriculum.

Data Collections

The author needs research tools to retrieve data when gathering data. A tool is a tool used in quantitative or qualitative research to measure, watch, or record data. The author will employ observations and interviews for this qualitative research to get in-depth findings.

For interview

Interviews allow researchers to look into phenomena that are difficult to see, claim Mackey & Gass (2021). In order to get more detailed information from participants, unstructured interviews were used in this study (Sugiyono, 2013). The interview is structured to address the research questions. Before the observation, the first interview served to describe the initial study question. After watching classes, a second interview was conducted to better understand how they felt about the curricula and to get the answers to the second and third research questions.

For observation

The approach suggests acquiring data through the author's observation rather than speaking with participants. The second and third research questions about the effect of applying the curriculum on English language learning should be addressed in the form for observations. The Albana (2016) tools were adopted and modified, and efforts were made to include them in the 2013 revised curriculum. Additionally, the independent curriculum's tools came from the independent curriculum's teaching criteria.

Data analysis

The author described, clarified, and interpreted the research's data. It is critical to audit precise and structural data in accordance with the study topic. For interview data, the author will read the audio interview, transcribe it, code it to ensure the accuracy of the data, and then summarize the important aspects of the interview, which will correspond to the subject of this research. To answer the research question, the observations will next be categorized in accordance with it. There are seven phases to analyzing qualitative research, according to Creswell (J. W. Creswell, 2014).

1. Data organisation: Each curriculum will be followed when transcribing and organizing the data from interviews and observations.
2. Data Comprehension: The researcher examined the data attentively and comprehended its context.
3. Data Coding: Data collecting using pre-labeled categories. Curriculum, lesson plans, instructional strategies, as well as unforeseen factors like student struggles, were taken into consideration.
4. Data Description: It generates descriptions backed up by participant viewpoints and quotes that have undergone data coding.
5. Data Representation: To make the findings easier to understand for the reader, the data is given as tables and comparative descriptions.
6. Data Interpretation: To validate the data, the outcomes of the descriptive and comparative investigations are interpreted and compared to the body of previous research.

FINDINGS AND DISCUSSION

The findings of data collection are presented in this chapter. Four teachers from senior high schools A and B provided the information. The 2013 revised and independent

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curricula are used in each school. Teacher 1 is an English teacher who follows the 2013 revised curriculum, and Teacher 2 is an English teacher in Jakarta's Senior High School A who follows a separate curriculum. The 2013 revised curriculum is used by English teacher 3 and an independent curriculum from Jakarta's senior high school B is used by English teacher 4. According to the instruments created based on the curriculum they utilized, all teachers were observed and questioned.

The Implementation of Two Curricula in Two High Schools

Results of Interviews Regarding the Application of the Curriculum

Lesson plans are created differently in the 2013 revised curriculum, according to teacher interviews. While teacher 3 created it independently, teacher 1 collaborated with other English teachers to create it. In teacher 2, the teacher creates learning objectives, chooses learning activities, and uses a more impromptu teaching style. According to the interviews that were performed, the results were consistent with earlier study from Damayanti (2022). The teachers lack interest in administrative issues and knowledge of this curriculum. This assertion was stated in the interview that is below. Instead, teacher 4 took it upon herself to modify the material's depth to the needs of the students.

P: How are learning outcomes created?

T2: Making such things gives us a pain; I've been creating lesson plans for a very long time. We are plagued with many things like that, therefore it is simpler for us to merely seek for aid from services that provide lesson plans. Even in the field, it can be challenging to be optimistic because the majority of admittance channels are gated. It simply goes that way. For teaching, it's only on the moment; occasionally, Miss, the concept also seems impromptu.

Another distinction was in the feedback given; teacher 3 gave students the chance to do peer teaching and peer feedback for particular materials. However, teacher 1 put more emphasis on teacher assessment and views students' engagement as a replacement for remedial instruction. While teacher 2 did not administer daily tests to the students and remedial was based on the students' participation in class, teacher 3 continued to use tests and remedial to assess students' abilities in the independent curriculum.

Additionally, there were many parallels between how teachers plan lessons and assign homework. Like Munandar and colleagues' findings (2021), there were no differences in the learning activities for either approach to implementing the curriculum. Teachers allowed their students to participate more actively and creatively in their learning. They offer questions for brainstorming and encourage pupils to learn more about the subject. Another everyday learning activity is practicing your language skills.

Results of the Curriculum Implementation Observations and Document Analysis

According to the observation findings, the two schools were given different amounts of time. Using a block approach, school A condensed the learning hours from each meeting of a subject into a single time period (Hadian et al., 2022). When teaching using the 2013 updated curriculum, not all applications of the scientific method are employed by teachers. However, teacher 3 tried to employ all five scientific methodologies while teacher 1 only applied three of them.

Both teachers have evaluated and confirmed students' grasp once more as a kind of evaluation for the independent curriculum teacher, who is expected to make sure all pupils have an equal understanding. Teacher 2 only spoke to engaged pupils, occasionally checking to see if they were paying attention. Unlike teacher 4, whose pupils are all more attentive to

their studies. In this instance, the new curriculum continued to use the learning completeness criteria.

Since the teacher did not create her own lesson plan for the independent curriculum, there are no instructional strategies from the teacher to prepare the information to be given. A good curriculum, meanwhile, needs a balance between the following five commonplaces (Null, 2023). In fact, the teaching strategies from the autonomous curriculum are still used by both teachers in the new curriculum. Because teachers are given the flexibility to decide for themselves, another teacher from the independent curriculum struggles and fears getting the depth of the content wrong. This results from a lack of teacher comprehension and comprehensiveness in instruction. In this instance, the MGMP, Diknas (the education department), and other schools implementing it first have supplied two to three pieces of training. However, as it is still extremely early, training should still be required, exactly as it is in 2020 for the 2013 curriculum (Dewi et al., 2020, p. 1481).

The new curriculum nevertheless falls short of its intended usage in this area. Referring to the features of the independent curriculum itself, namely the development of soft skills from the Pancasila profile building project for students, concentrating on key concepts, and flexible learning with teacher discretion to adjust the learning stages (*Kurikulum Merdeka*, 2023), the use of the same as the previous curriculum demonstrates that there hasn't been any change from teachers to deepen learning. Fitriyah and Wardani (2022, p. 238) are cited for a number of the ideas. The independent curriculum placed a strong emphasis on the concepts of concentration, steadiness, coherence, and flexibility. This is supported by the fact that pupils who still don't understand the content aren't allowed to study more about it in depth. There is a lack of flexibility because learning equalizes the information and focuses on all pupils with varied capacities.

Another trait, the Pancasila profile-building initiative for pupils, has been implemented well and has had good teacher feedback. Students who participate in the Pancasila profile-building initiative will experience and learn from their surroundings as one of the ways to develop the Pancasila learner profile. The project raises important technological, cultural, health, and environmental challenges. In essence, it is exploratory, and student-centered to foster independence and deepens discussions by drawing on real-world examples to make them meaningful (Satria et al., 2022, pp. 8–9). According on the interview findings, teachers believed that this project could help pupils become more independent and creative.

The Difficulties Faced by Teachers and How They Solve in Those English Classes

Teacher 1 claimed that the disparity in infrastructure and amenities, particularly in the areas, prevented this curriculum from functioning as it should. Additionally, according to teacher 3, the curriculum's effectiveness rests on the instructor's inventiveness because the information is too compartmentalized. Teachers must adapt to students' skills because they face nearly identical challenges related to students' abilities, which are now increasingly diverse. How teachers approach it also vary. For example, teacher 1 adapts tests to include all students and create a motivating environment. In contrast, teacher 3 distributes time to serve both children who are severely underachieving and children who are already performing above average so that neither group is left out. The interviews below contain the statements.

T1: In order to view his mouth when he asks a question, the teacher must likewise concentrate in front of him. There are some distinctions, but nothing noteworthy, as I want him to strive his best without feeling inferior to the rest of us. Nevertheless, he is driven. For instance, if he needs to create a poster for a task but is unable to complete it because he is blind, the task will be changed, which is quite similar to how pupils explain or tell in English.

*The 2013 Revised Curriculum and Independent Curriculum Implementation in English Classes
and*

T3: It's difficult to make teachers package them better. Teachers must therefore exercise creativity and exploration. Similar to managing a class with very limited prior information. Very diverse, for example, some people have skills that are still at the junior high school level, and for others, learning to read Indonesian writing requires starting from scratch. The time must be divided, however, in order for teachers to assist both severely underprivileged children and children who are average or above average without being left out.

The training offered in this curriculum is rather extensive at the start of its adaption. The training now covers the new curriculum, and some topics, like the MGMP or subject teacher meetings, are appropriate for their specific subjects.

According to teacher 4, the content changed to just emphasise the text. Both positive and negative repercussions of these alterations are apparent. pupils' freedom and creativity can be developed through projects, and teachers can easily change the materials that will be given to the pupils. However, this is dependent on the instructor as a whole and the dearth of diverse learning resources.

The difference in student skills was a challenge for teacher 2, whereas teacher 4 had greater trouble creating instructional objectives and materials. The problem is discussed, and then instruction is offered. The teachers claim that several trainings have been provided, particularly from institutions that have already put it into practice.

Two teachers in the 2013 revised curriculum clearly understood the objectives, in contrast to the independent curriculum teacher implementation outcomes. The prior curriculum also experiences challenges due to the current problems, therefore it is not just the new curriculum that does. According to every survey participant, it originates from changes in new student admissions. A zoning system with a quota of up to 50%, 15% for affirmation, 5% for parental displacement, and the remaining portion for the achievement path is written in the Minister of Education and Culture Regulation No. 1 of 2021 (Ministry of Research, 2021), ensuring that there are no "favorite schools" that lead to a school having a very diverse range of student abilities. One of the challenges facing educators in the post-pandemic new normal was this.

Teachers stated during the interview that they had to modify their instruction to overcome the challenges. In order to prevent their capable classmates from passing them by, some teachers provide additional hurdles to pupils who struggle with comprehension. However, some educators adjust to fit most students' abilities. In actual practice, comprehensive learning is still practiced. Differentiated learning, typical of the independent curriculum, has not been utilized because it simply follows the teacher's propensity to select the learning method (Astuti, 2021).

To encourage kids to learn English, teachers also provide them extra work and time to have conversations outside of class. The aim of the curricula, independent learning, will be greatly aided by the students' motivation and interest in their studies (Tyler, 2013). Although teachers generally do not make a distinction between deaf or blind pupils and other students, there are situations when they do so while still valuing and facilitating their learning. Therefore, instructors' creativity and wholeness are required to apply the learning process not only for one curriculum but also for both. The independent curriculum can use solving to ensure that all students have an equivalent comprehension of the material.

It is given back to the government as the curriculum maker because teachers who use the independent curriculum find it challenging to determine learning objectives. In addition to training for comprehending implementation, a cogent curriculum with a limited scope is also necessary to avoid confusion during implementation (Johnson, 2012).

The Perception of English Teachers Regarding the Independent Curriculum and the 2013 Revised Curriculum

The two teachers thought the 2013 revised curriculum was a good one. Although teacher 2 believes it is the same, teacher 4 claims she likes utilizing the previous curriculum. When asked what could be done better, teacher 2 felt that the instructors' opinions had not been heard, and teacher 4 agreed that there would be no changes made in order to avoid lowering the aim itself. In the interview that follows, instructor 4 makes the claim mentioned above.

T4: Regarding the drawbacks, I believe that curriculum 13 is preferable because students learn more than only the text. And how we encourage people to talk through the text is somewhat challenging compared to the easier content regarding dialogue or interaction.

The Pancasila profile building project for students was the most noticeable shift in this first year of using the new curriculum. Teacher 1 believes that combining the best elements of each curriculum will be superior, but teacher 3 believes the same thing. Simply put, it depends on the teacher's ingenuity.

The 2013 revised curriculum are preferred by almost all teachers. The teachers deem the current use to be appropriate. Unquestionably, however, independent curriculum projects are viewed favorably by teachers in curriculum modifications as a means of developing students' soft skills. As a result, some educators argue against merging the two but also oppose changing the original expectations.

CONCLUSIONS

The Pancasila profile-building project for students is being implemented, but the teaching implementation remains largely the same, including the teaching technique and assessment. This is the research's most clear finding. The projects and resources offered are where the new curriculum adjustments occur. Materials, time allotment, learning completion standards, and question-creation varies according to each institution. As a result, the new curriculum's goals have not been entirely met. The results of teacher interviews regarding implementation also indicate challenges in adopting these two curricula, particularly in light of the new PPDB laws that result in the diversity of pupils in schools. Some educators deal with it by adapting to their students' talents, while others push pupils who are less capable to be on par with their more capable peers. Lastly, because the 2013 revision is now seen as more established, teachers are more in favor of implementing it. They concur that there are projects that are seen to be effective at enhancing students' soft skills. To avoid losing sight of the core goal of the curriculum modification, some teachers disagree with the adjustment while others believe merging two good things will make it better. Only the execution and opinions of English teachers using these two curricula were the subject of the study. Because the research time is near to the time of the final semester exams, time is also one of the research's limitations.

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