Research Article

The Teachers' Responses to Curriculum Changes in Indonesia

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ABSTRACT

Curriculum changes in Indonesia are made to adapt to the times. In the 21st century, the quality of learning must be related to students' analytical skills. This study aimed to analyze teacher responses to curriculum changes in Indonesia. The method used was a survey. Research subjects or respondents consisted of school principals, two students in each school, and teachers. Interviews were conducted with principals, vice-principals, teachers, and students, while the teacher also fills in a closed questionnaire prepared previously. The analysis used is descriptive, which is assisted by a percentage. The results show that the teacher's response does not match the characteristics of the new curriculum. The characteristics of the new curriculum consist of aspects of learning methods. In this aspect the majority of teachers use the lecture method, while the new curriculum recommends the discovery method. In the media aspect, the majority of teachers do not use learning media optimally. In learning outcomes, students' abilities can only be measured in aspects of remembering and understanding. The teacher cannot respond directly to curriculum changes. The teacher's methods and media must follow the new curriculum's character so that students' analytical skills in the curriculum can be measured optimally.

Keywords: Curriculum changes; Teachers response; Indonesia

Introduction

The problem that occurred in every school in Indonesia was an adaptation from KTSP Curriculum (previous curriculum) to the 2013 Curriculum (new curriculum). The problem experienced is related to the provision of facilities and infrastructure available at the school that

still does not support the holding of the 2013 curriculum. The government inaugurated the 2013 Curriculum. The lack of facilities was found as resistance in order to new curriculum implementation. Therefore, many schools in Indonesia must be improved regarding the con-

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formity among the new curriculum with the facilities. Curriculum changes in general to achieve sustainable education [1].

The problem is due to the government's decision to pay less attention to schools' development in Indonesia. There is an imbalance between schools in urban areas and schools in the periphery. In terms of teaching staff, schools in the suburbs are ready to implement the government's new curriculum. However, students are not ready to implement the changes to the existing curriculum. Also, every change of the Minister of Education and Culture always changes the existing school curriculum system. The new curriculum is developing the previous curriculum. However, not all schools in Indonesia are ready to implement the existing curriculum changes due to the lack of facilities or infrastructure that is available at the school, especially for schools in the periphery regions. The government's resources in the transition period also were as a resistance to implement the new curriculum. In general, many schools will be used the existing facilities to implement the curriculum [2].

Change the curriculum addresses to improve the quality of education. However, the uneven quality of facilities and teachers has become the primary resistance. Of course, this makes it difficult for schools to continue to adapt to the new curriculum, and there is no time to develop and implement a mature curriculum. Not all schools can adapt to the new curriculum in a short time. The previous research aimed to evaluate the education curriculum in Indonesia, mostly the 2013 curriculum. It is hoped that Indonesia's educational curriculum can run efficiently and effectively in the future. Curriculum development should be supported by learning instruments that are following technological developments therefore that it will improve the quality of education [3].

Curriculum changes have a positive impact on learning, however teachers in general are still hampered from developing teaching materials that are in accordance with the new cur-

riculum [4, 5, 6, 7, 8]. ICT facilities are still a major obstacle in implementing the new curriculum in Indonesia [9, 10, 11, 12, 13, 14]. Previous studies have measured the curriculum's quality based on aspects of learning tools, literacy, and learning facilities. Studies related to teacher responses to curriculum changes are still limited in Indonesia, even though teacher responses are significant to measure the curriculum's quality. Therefore, this study aimed to analyze the response of teachers towards curriculum change in Indonesia.

Methods

The survey method was used to measure the response of teachers toward curriculum change. This study was conducted at SMAN 4 Jember and SMAN 1 Ambulu in East Java. Data collection techniques were observation, interviews, questionnaires, and study documents. The observation was conducted to collect data by observing and recording the data in school and interviews with respondents to explore the expected information. Questionnaires were also given in order to provide respondents with a detailed and complete list of questions in writing. The documentary method was used to assist in data collection or information by reading letters, announcements, written statements, and other written material.

In this study, a questionnaire was given to 54 teachers. The interview was conducted with the schools' principal. Expert of education has validated the questionnaire. Indicators were used to develop the questionnaire (table 1) consist of (1) learning method, (2) school's facilities, (3) cognitive aspect. The Learning method indicator consists of lecture, demonstration, discussion, and practice doing. School's facilities indicators based on media of learning consist of audio, audiovisual, and audiovisual-kinesthetic. Cognitive aspect indicators consist of remembering, understand, apply, analyze. The data analysis technique used is descriptive analysis or descriptive statistics. Data from the Questionnaire has been analyzed descriptively as a percentage.

Table 1. Teacher's response indicator

Learning method	School's facilities (learning media)	Cognitive aspect
Lecture	Audio media	Remembering
Demonstration	Audiovisual media	Understand
Discussion	Audiovisual-kinesthetic media	Apply
Discovery	-	Analyze

Results and Discussion

Although the new curriculum has been designed to make students more active, the results in Figure 1 show that only a small proportion of teachers apply discovery learning in the learning process. The application of discovery learning, which requires much time and learning resources, makes teachers prefer the old

method. Discovery learning requires students to be allowed to find learning resources and references so that at this stage, the teacher should give students more time to learn learning resources. Figure 1 shows that the lecture method is most widely used, so that students' ability to analyze learning sources cannot be observed.

Figure 1. Learning methods applied after curriculum changes

Teacher responses related to learning media facilities are shown in Figure 2. Figure 2 shows that many teachers judge their schools to have learning media facilities following the new curriculum (2013 Curriculum). The characteristics of the new curriculum are related to discovery methods. In the discovery learning method, several media are needed to train

students to think critically, creatively, and innovatively. Learning media facilities must also be supported by teachers' understanding of learning outcomes and student psychology. The learning media has also been following the characteristics of the subject in social sciences and religion with audiovisual media. In contrast, the fields of science, sports, and arts use audiovisual-kinesthetic media.

Figure 2. Learning media applied after curriculum changes

The findings in figure 3 show that the new curriculum's learning process is still the same as the previous curriculum. The new design transformation trains students to think analytically, so it requires the application of discovery

learning methods. In this new curriculum, most teachers still apply the lecture method (Figure 1) so that students can only listen without being allowed to find complete learning resources.

Figure 3. Learning outcome after curriculum changes

Most of the teachers chose to use the lecture learning method (Figure 1). The lecture method can be applied easily and does not require a lot of preparation time. Teachers' motivation to improve learning quality also causes the discovery method not to be applied to the

new curriculum. These findings are supported by the research results of [15, 16, 17], which states that teacher motivation is shown by teacher performance in schools dramatically affects the quality of learning. Teacher motivation in teaching must be evaluated periodically

by the principal (internal team) and a team formed by the local government (external team). External teams will make teacher evaluations more objective than internal teams.

The teacher's response in Figure 2 shows the quality of learning media facilities in schools according to the new curriculum's characteristics. However, the quality of instructional media facilities is not used by teachers to optimize the learning process. The learning process in science and environmental-based subjects requires students to analyze problems by being given sufficient time and the right learning media. However, this study's results indicate that the teacher's learning methods do not utilize learning media optimally; therefore, the teacher's response is not in line with the new curriculum's characteristics. This study's results in line with the research by [18, 19] that the use of technology can improve cognitive aspects, soft skills, and student motivation.

In the cognitive aspect, the teacher's response to curriculum changes is not following the new curriculum's characteristics. The majority of teachers still apply the learning process, which aims to remember and understand the material. Supervision of the learning process needs to be conducted because the new curriculum's content increases students' analytical skills. All school resources need to be used to improve students' analytical skills and creativity. The study results are in line with research by [20, 21], which state that teachers need to give students time to respond to learning material analytical skills can be measured. Students must observe learning resources in 2 meetings. Each student is allowed to ask the teacher for learning content. In this stage, students are more active in finding learning resources. At meetings 3 and 4, the teacher will measure students' analytical skills by applying the discussion method to several small groups formed in a class. At meetings 5 and 6, students' analytical skills will be identified by the teacher accurately. The need for six meetings in developing student analytical skills is due to each student's different character.

Conclusion

Teacher response is significant to measure the effectiveness of implementing the new curriculum in Indonesia. Teacher responses cannot directly follow curriculum changes in applying learning methods and media following

the new curriculum. Therefore, the learning objectives achieved are still the same as the previous curriculum. The development of student analytical skills, which is the new curriculum's character, cannot be achieved if most teachers in Indonesia do not change their learning methods. Supervision by the government needs to be conducted regularly to apply the new curriculum's substance.

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