Curriculum reform in Indonesian Primary Education

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Curriculum reform in Indonesia
Outline of Presentation

- National Curriculum
- Teachers
- External Factors
- Internal Factors
- Classroom
Reasons for change

- Scientific Approach
  - Thematic/Integrative presentation of the content
  - 12 year compulsory education
  - Longer school hours
  - Moral values as additional competence for all subjects

Future Competences
- 21st Century Skills
  (e.g. communication, critical thinking, tolerance)

Public Perception towards educational condition
- e.g. focus on cognitive aspect, over workload, lack of character building

Negative phenomena
- e.g. drugs, corruption, plagiarism, cheating,

Future Challenges
- e.g. globalization, environmental issues, IT advances

Public Perception towards educational condition
- e.g. focus on cognitive aspect, over workload, lack of character building
Scientific Approach

General Definition
• An approach to activities that share the goal of discovering knowledge

Indonesian Context
• Observing, Questioning, Associating, Experimenting, Networking

Potential problems
• Teachers’ resistance
• Teachers’ creativity
• Unequal educational facilities across the country (Machmud, 2011)
### Graduate standard

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Skill</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example: Religious Self esteem Responsible</td>
<td>For example: Critical Effective and Creative in both abstract and concrete domain</td>
<td>For example: Knowledgeable in science, IT, Arts, Culture, Human rights, Nation, Citizenship and civilization</td>
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</table>

### Example of competence standard

<table>
<thead>
<tr>
<th>Core Competence</th>
<th>Basic Competence</th>
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<tbody>
<tr>
<td>- Comprehending and implementing religious practices students believe in</td>
<td>- To be appreciative of the opportunity to learn a foreign language, as realized in learning spirit.</td>
</tr>
<tr>
<td>- Comprehending, applying and analyzing factual, conceptual and procedural knowledge</td>
<td>- Comprehending the objective structure and linguistics elements of spoken and written text</td>
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The Implementation of the 2013 Curriculum in the Classroom
Teachers’ Qualification
(Teaching certificate, Teacher Law 2005)

• 4 year Bachelor degree

- Portfolio:
  - 90 hours of training

cited from Supriyatna (2010)

Potential Problem:
No system to regularly improve teachers’ performance after passing certification
Factors that influence teachers’ teaching practices

- Internal Factors:
  - Beliefs
  - Motivation
  - Professional Competences

- External Factors:
  - Professional Development
  - Supervision
## External Factors

<table>
<thead>
<tr>
<th>External Factors</th>
<th>Problems</th>
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</thead>
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<tr>
<td><strong>Professional Development</strong></td>
<td></td>
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<tr>
<td>Pre-service teacher training</td>
<td>• Lack of coordination with schools</td>
</tr>
<tr>
<td>In-service teacher training</td>
<td>• Limited coverage</td>
</tr>
<tr>
<td></td>
<td>• Expensive</td>
</tr>
<tr>
<td></td>
<td>• Ineffective (compact program)</td>
</tr>
<tr>
<td></td>
<td>• Unsustainable</td>
</tr>
<tr>
<td>MGMP (Subject Teacher Forum)</td>
<td>• Low frequency of meetings</td>
</tr>
<tr>
<td></td>
<td>• Unattractive activities</td>
</tr>
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</table>
# External Factors

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<th>Supervision</th>
<th>Problems</th>
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</thead>
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<tr>
<td><strong>Main duty:</strong></td>
<td>Unsatisfied academic and managerial supervision caused by:</td>
</tr>
<tr>
<td>- Academic and Managerial supervision</td>
<td>- High workload</td>
</tr>
<tr>
<td>- Monitoring and Evaluation</td>
<td>- Unsatisfactory Recruitment</td>
</tr>
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**Required Competence:**
- Personality
- Managerial supervision
- Academic supervision
- Educational Evaluation
- Research and Development
- Social
Internal Factors:
Teachers’ beliefs

Reality:
40% adopters (greater understanding of curriculum and rationale for its change)
60% non-adopters (lack of engagement with the pedagogy and curriculum issues).

Questions:
Do teachers have enough knowledge about the new curriculum?
Do teachers know their role in order to implement the new curriculum successfully?
Internal Factors: Professional Competencies

The EFL professional competencies

- command of English
- knowledge of relevant disciplines
- the ability to teach
- responsibility as professional
  (Madya 1997 cited in Madya 2003)

Reality

- Lack teaching competencies
- Average mark for NCT was 42/100- 98.3% registered teachers sat the test (Cited from Jakarta Globe, March 19, 2012)
- Average mark of NCT for English teachers: 34

Responses from teachers:
1. Validity issue on the NCT
2. Technical problems

Have they taken some action for their own personal development?
- reflection on their own teaching practice,
- Reading publications, sharing experiences with other teachers
Internal Factors: Teachers’ Motivation

Extrinsic & Intrinsic motivation

Work Performance

Successful implementation of curriculum
Classroom

School time

Learning Activities

Text book

Assessment

Size

Facility and infrastructure

Students
The Implementation of EFL Curriculum in the Classroom

Diagram:
- Teacher
- Classroom
- Internal Factor
- External Factor
- Curriculum

Arrows indicate relationships:
- Teacher influences Classroom
- Classroom influences Internal Factor
- Classroom influences Curriculum
- Curriculum influences Teacher
- External Factor influences Classroom
Points to ponder...

• Can the 2013 curriculum improve the teaching practice in Indonesian curriculum?
• Do the determined core competence, basic competence and teaching method meet the students’ needs and characteristics?
• Are teachers of English aware of their own capability and role as English teachers in the frame of implementing the national curriculum?
References


