

Overcoming obstacles in implementing 2013 curriculum policy

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Abstract

Teachers as curriculum implementers face various obstacles in its implementation. This study reports on teachers' views on the implementation of curriculum policies 2013 (K-13), the obstacles encountered, and efforts to overcoming and managing obstacles. The number of participants is ten teachers who have implemented K-13. Data were collected through the group, individual interviews and questionnaires. Data were analysed using a percentage model, Likert scale measurement. The study results: the teacher's view of the implementation of the K-13 policy was classified as bad. Most of the teachers have difficulty implementing K-13. The obstacles faced are that the teacher has difficulty determining learning media, applying project-based learning methods, lack of infrastructure, and learning assessment difficulties. Recommendations for future improvements: need continuous training, adequate infrastructure, activate subject teacher deliberations, monitoring and evaluation.

Keywords: 2013 curriculum policy, implementation 2013 curriculum policy, manage obstacles, teachers' opinions.

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1. Introduction

The study of curriculum reform and issues surrounding teacher agency is an interesting topic of study today. Some research results report that teachers as curriculum implementers face obstacles in implementing the new curriculum (Allen et al., 2018). Park & Sung (2013) report that educational programs change forces a more noteworthy workload on instructors on the off chance that they do not make critical changes. The instruction educational programs in Japan incorporates instruction ethics, which incorporate standards and objectives, hours of ethical instruction and other school exercises. Even though the hone of instructor instruction is impacted by the composed educational modules and must be controlled based on examined prerequisites, it can contrast from what perspectives are decided by the educational modules [see Cave (2016) for the hone of Japanese instruction in change; see Bamkin (2020) for the change of ethical instruction in Japan]. In this manner, rather than depending on official archives, the execution of ethical instruction in classrooms and schools—how the composed educational programs are changed into an instructed curriculum—guarantees examination.

Ethical instruction is an acute angle of instruction in Japan. It acknowledges brilliance within the educational modules instructors committed to ethical advancement (see underneath) as part of teaching the entire individual (Bamkin, 2018). Over the decades after its revamping after the occupation, the hone of ethical instruction has ended up progressively child-centred and centred on empowering freedom and interdependency (Anzai, 2015).

Curriculum evaluation is an important and decisive part in the study of curriculum implementation. In Indonesia, curriculum evaluation has not received serious attention. Policymakers prefer to change or replace the curriculum without conducting a thorough evaluation of the curriculum that has been and is currently running. Then, it was claimed that in Indonesia, graduates struggle in getting jobs after graduating from higher education. Muluk et al. (2019) infers that the curriculum in Indonesia should combine or include several skills, such as interpersonal, communication, multimedia, leadership, management and critical thinking skills to improve the graduate's quality.

Curriculum evaluation should receive serious attention in obtaining input on how educational institutions respond to and prepare students for change, not merely seeing their academic achievements. Curriculum evaluation is needed to anticipate rapid changes that are taking place and their implications for educational praxis. Another problem is the practice of curriculum evaluation is related to the lack of articulation spaces for *stakeholders*. The ongoing curriculum evaluation emphasises more perspectives from policymakers and experts, while a more down-to-earth perspective derived from the views of teachers, students and local communities is often marginalised in identifying the validity and relevance of the curriculum. Future curriculum development should be developed based on the evaluation of the achievement of curriculum standards and at the same time be able to reveal the existence of the curriculum in meeting the demands of relevance to the social context of the curriculum user community (Al-shanawani, 2019).

The curriculum is one of the arrangements to accomplish instructive objectives. The educational modules could be plans and courses of action concerning the targets, substance, and learning materials and strategies utilized as rules for sorting out learning activities (*Law of the Republic of Indonesia Number 20 Concerning the National Education System*, 2003), ultimately determining graduates' types and qualifications of an educational institution. The 2013 curriculum (K-13) in

Indonesia could be an encouraging step in improving the competency-based educational programs, spearheaded in 2004 and the 2006 instruction unit level educational curriculum, which incorporate coordinates demeanour, information and aptitudes competencies. K-13 curriculum are changed from time to time and is still actualized until as of late. Mulyasa (2018) reports that the K-13 curriculum, which too called the K-13 curriculum, accentuates fabric balance, including competencies full of feeling, cognitive, psychomotor and character. As the most instructive staff, the educator must be somebody who can apply the four instructor competencies to be specific academic, proficient, social and individual. The educator's errand inside the instruction system shows up by his portion as the party that must sort out or supervise the curriculum's components, the presentation system of subject matter, the system of organization, and the system of appraisal.

2. Method

This research is mix-method research using qualitative methods by Merriam & Tisdell (2016) and quantitative methods by Sugiyono (2016) to be used to analyse teachers' opinions of the implementation of the K-13 curriculum, teachers' constraint in implementing the K-13 curriculum and efforts to overcome them and teachers' opinion for further improvement. The research was conducted at state junior high schools in Samarinda, East Borneo, from June to November 2018. The research involved nine teachers with a bachelor's degree and one school principal with a master's degree (4 men and 6 women; with 10–35 years of teaching experience, who had attended training and had applied K-13), who were recruited intentionally, were asked to fill out an approval form and were given a briefing about the research process and its benefits.

Unstructured group interviews were conducted, with 30-minute field notes and voice recording transcripts to capture common issues regarding implementing K-13 curriculum policies and general responses to K-13 curriculum policies. The results of the group interviews were first analysed, and then we proceeded with creating and distributing questionnaires that aimed at assessing the themes and percentage of questionnaires per sub-theme, namely (1) sub-themes of teachers' opinions of the K-13 curriculum learning planning, consisting of seven items in the questionnaires; (2) sub-themes of teachers' opinions about the material in K-13 curriculum, four items in the questionnaires; (3) sub-themes of teachers' opinions of learning activities in K-13 curriculum, 35 items of questionnaire and (4) sub-themes of teachers' opinions of evaluation of learning in K-13 curriculum, four items in the questionnaire. The results of the questionnaire were percentage (Arikunto, 2019) and given a category. The categorisation of the percentage of teacher's opinion uses the following conditions: very not good (0-25), not good (26-50), quite good (51-75) and very good (76-100). Measurement techniques were rated on a 4-point Likert scale ranging from very good (4), good (3), fair (2), and poor (1) (Sugiyono, 2016).

To investigate point by point information around the impediments confronted by instructors in actualizing K-13 curriculum approaches, teachers' endeavours to overcome deterrents and to investigate the conclusions of instructors for advancement within the future, the interviews were proceeded as organized and open independently. In a secure, Indonesian-language room, interviews were carried out in a family air, which was at first concurred to be 25–40 minutes per member, the acknowledgement of more than 40 minutes. Based on the assertion, the meet seems to proceed on WhatsApp or portable media with principals enduring for more than 1 hour, in loose conditions at domestic. The information was dissected specifically utilizing NVivo subjective information investigation computer program (Edwards-Jones, 2014).

3. Results and discussion

3.1 Results

The research findings regarding the teacher's opinion regarding the K-13 curriculum policy implementation consisted of four sub-variables: the teacher's opinions about the planning of the teaching and learning process, regarding the subject matter in the K-13 curriculum, the teaching and learning process, the teacher's opinions regarding the evaluation of the teaching and learning process.

Table 1. Teachers' opinions regarding the implementation of K-13 curriculum policies

No	Sub-variable	Score acquisition	Ideal score	Percentage (%)	Category
1.	The teacher's perspective on the 2013 curriculum preparation, teaching, and learning process.	171	280	61.07	Quite good
2.	The teacher's viewpoint on the 2013 curriculum's content.	83	160	51.88	Quite good
3.	Teacher feedback on the 2013 curriculum's teaching and learning practices.	730	1400	52.14	Quite good
4.	Teacher input on the 2013 curriculum's assessment of the teaching and learning process.	46	160	28.75	Very not good
Total		1030	2000	51.5	Quite good

Source: Primary data, 2015.

The opinions of teachers towards the implementation of the K-13 curriculum are presented in detail in each sub-variable in Table 1.

3.1.1. Teachers' opinions of K-13 curriculum learning planning

The results of seven statement metrics regarding teachers' perceptions of learning preparation in the K-13 curriculum are summarized in Table 2.

Table 2. Teachers' opinions of K-13 curriculum learning planning

No	Indicator	Score acquisition	Ideal score	Percentage (%)	Category
1	It is relatively simple for teachers to analyse the relationship between graduate competency requirements, core competencies, and basic competencies in order to prepare the teaching and learning process.	24	40	60	Quite good
2	It's simple to create lesson plans that meet graduate competency requirements, core competencies, and basic competencies.	24	40	60	Quite good
3	It's simple to analyse and determine the teaching and learning process's goals based on specific competencies.	23	40	57.50	Quite good

4	It is not difficult to prepare a lesson plan that applies to traditional procedures and the scientific method.	23	40	57.50	Quite good
5	It is not difficult to create a lesson plan that includes common procedures and a scientific approach.	23	40	57.50	Quite good
6	It is simple to select the right teaching and learning process system to use in teaching and learning activities.	23	40	57.50	Quite good
7	It is simple to determine the necessary teaching and learning media to use in teaching and learning activities.	23	40	57.50	Quite good
Total		171	280	61.07	Quite good

Source: Primary data, 2015.

Implementation of the K-13 curriculum in learning planning is still challenge. The findings of the teacher's opinion on the preparation of the teaching and learning planning, included in the quite good category (61.07%).

3.1.2. Teachers' opinions on the materials in the K-13 curriculum

The study on teacher perceptions of the 2013 curriculum content contains four statement metrics, the findings of which are summarized in Table 3.

Table 3. Teachers' opinions on the materials in the K-13 curriculum

No	Indicator	Score acquisition	Ideal score	Percentage (%)	Category
1	It is simple for the teacher to comprehend the content, structure, and scientific mentality found in teacher and student books.	23	40	58.21	Quite good
2	Each chapter's content, as well as material related to other scientific fields and their application in everyday life, is simple to grasp.	20	40	50	Not good
3	It is not difficult to incorporate information that is thought to be important as a supplement to the content in student books.	20	40	50	Not good
4	It is simple to develop students' abilities and skills in exchanging and processing knowledge in order to enrich the content in student books.	20	40	50	Not good
Total		83	160	51.88	Quite good

Source: Primary data, 2015.

The implementation of the K-13 curriculum policy in understanding the material is still considered difficult. The results showed that the evaluation results of the teacher's opinion on the material were in the quite good category (51.88%).

3.1.3. Teachers' opinions of on learning activities in the K-13 curriculum

Table 4. Teachers' opinions of on learning activities in the K-13 curriculum

No	Indicator for	Score acquired	Ideal score	Percentage (%)	Category
1	Teachers can easily optimize the use of school resources and equipment to meet the teaching and learning process's objectives.	21	40	52.5	Quite good
2	It is not difficult to incorporate Information and Communication Technologies (ICT) into the teaching and learning process	29	40	72.5	Quite good
3	It is very easy to use Indonesian as a means of communication and information transmission.	37	40	92.5	Very good
4	It is simple to increase self-awareness of environmental opportunities, which can then be used to help the teaching and learning process.	16	40	40	Not good
5	It's easy to raise self-awareness of the environment's ability, which can then be used to help with teaching and learning.	15	40	37.5	Not good
6	It is not recommended in the case of learning programs in schools and communities.	21	40	52.5	Quite good
7	In terms of coordinating teaching and learning events in schools and neighbourhoods, it is not difficult.	33	40	82.5	Very good
8	In terms of planning teaching and learning events in schools and neighbourhoods, it is not difficult to achieve.	10	40	25	Very not good
9	It is simple to instil in schools the values of integrity, discipline, commitment, and caring.	24	40	60	Quite good
10	Instilling the values of empathy, collaboration, cooperation, and deliberation in the execution of teaching and learning activities is not difficult.	21	40	52.5	Quite good
11	It's not difficult to use the opportunity for ethnicity, religion, race, culture, and gender diversity to promote teaching and learning activities.	21	40	52.5	Quite good
12	It's not difficult to make the best use of the teacher's and student's books in order to achieve the teaching and learning process's objectives.	33	40	82.5	Very good
13	It's simple to supplement the material in student books with information from the media.	37	40	92.5	Very good
14	It is simple to use the internet to broaden the variety of content available for teaching and learning.	29	40	72.5	Quite good
15	In teaching and learning practices, implementing the scientific approach to the	15	40	37.5	Not good

teaching and learning process model of exploration learning, project-based learning, and problem-based learning are not complicated.

16	In group work, inspiring students to think critically, take action, and establish interpersonal relationships is not difficult.	29	40	72.5	Quite good
17	It is simple to integrate the teaching and learning process in a way that engages, inspires, entertains, challenges, and motivates students to actively participate in the process.	20	40	50	Not good
18	It's simple to analyse observable phenomena and accidents related to the execution of teaching and learning practices.	12	40	30	Not good
19	It's simple to investigate visible phenomena and accidents relevant to the execution of teaching and learning practices.	20	40	50	Not good
20	It is simple to analyse phenomena and accidents that occur during the implementation of teaching and learning activities.	15	40	37.5	Not good
21	It's simple to give students enough room for initiative, imagination, and independence based on their skills, interests, and physical and psychological growth.	12	40	30	Not good
22	Project-based learning (project-based teaching and learning process) is simple to implement in subjects.	20	40	50	Not good
23	Facilitating, training, advising, and mediating in the project-based teaching and learning process is easy to implement.	10	40	25	Very not good
24	In the project-based teaching and learning process, it is not difficult to incorporate in terms of developing a fun learning environment.	25	40	62.5	Quite good
25	It is not difficult to design project planning, provide students with experience, organize projects, and make joint time allocations with students.	25	40	62.5	Quite good
26	It is not difficult to do in terms of implementing problem-based learning in subjects.	17	40	42.5	Not good
27	It is not difficult to inspire students to take an active role in solving real-world problems.	21	40	52.5	Quite good
28	Through the problem-based learning approach, it is not difficult to provide learning opportunities for students to gain mastery of competency levels, basic skills, and teaching and learning process resources.	15	40	37.5	Quite good
29	In terms of integrating discovery learning in the subject, it is not difficult.	29	40	72.5	Quite good
30	Through the discovery learning teaching and learning process, it is simple to enable students	29	40	72.5	Quite good

	to use, unravel, assemble, modify, build, and create new objects.				
31	It is not difficult to move from a teacher-centred to a student-centred teaching and learning method.	15	40	37.5	Not good
32	Encourage students to participate in a variety of activities to collect knowledge, compare, categorize, interpret, incorporate, reorganize materials, and draw conclusions using a simple discovery learning method	12	40	30	Not good
33	It's simple to encourage students to discover an idea, theory, law, or understanding through examples they experience in their everyday lives.	12	40	30	Not good
34	It is not difficult to encourage students to think intuitively and develop ideas on how discovery learning can be implemented.	15	40	37.5	Not good
35	Encourage students to think intuitively and formulate theories about the application of discovery learning is not difficult to accomplish.	15	40	37.5	Not good
Total		730	1400	52.14	Quite good

Source: Primary data, 2015.

The implementing the K-13 curriculum policy in In Samarinda, the teaching and learning process is still considered difficult. It is shown by the outcome of the teacher's assessment. opinion on learning activities is quite good (52.14%). Of the 35 assessment indicators listed in Table 4, there are four indicators in the *very good* category, 14 indicators in the *quiet good* category, 14 indicators in the *not good* category, and the rest in the *very not good* category.

3.1.4. Teacher's opinions on the evaluation of the learning process in the K-13 curriculum

The results of the teacher's views on the assessment of the learning process in the K-13 curriculum are summarized in Table 5 as four predictor statements.

Table 5. Teachers' opinion on learning assessment in the K-13 curriculum

No	Indicator	Score acquisition	Ideal score	Percentage (%)	Category
1	It is simple for teachers to create authentic evaluations of learning processes and outcomes.	16	40	40	Not good
2	It is simple to incorporate authentic evaluations into the teaching and learning process	10	40	25	Very not good
3	It's simple to rate and recap authentic evaluations of learning processes and outcomes.	10	40	25	Very not good
4	It's simple to report on assessments, whether they're for results, portfolio, or project appraisals.	10	40	25	Very not good
Total		46	160	28.75	Not good

Source: Primary data, 2015.

The implementing the K-13 curriculum policy in the evaluation process of the learning process It is still considered extremely difficult in Samarinda. It has been proven by evaluating the teacher's opinions on the evaluation of the teaching and learning process is not bad (28.75%). Of the four indicators of the statement, all of them fall into the not good category.

3.2. Discussion

This study's discussion includes four main themes, namely the teacher's opinion on the application of K-13, obstacles faced in implementing K-13, efforts to manage obstacles, and teacher opinions for future improvements.

3.2.1. Teachers' opinions of K-13 implementation

The report in Table 1 illustrates that the teacher's opinion on implementing the K-13 curriculum policy is within the quite good category (51.5%). In Table 1, sub-variable number one shows that the teacher's opinion on learning planning in the K-13 curriculum is classed as quite good (61.07%). Most of the teachers still have difficulty in compiling lesson plans. Interviews with P1, P2, P3, P4, P5, P6, P7, P8, P9, and P10. It's not easy to examine the relationship between graduate competency levels, core competencies, and basic competencies in lesson planning, according to reports. Since this program is still relatively new, not all schools have adopted it, and not all teachers are aware of it. Creating lesson plans that are aligned with industry best practices and procedures, and many teachers find it difficult to use a scientific approach in their classrooms. Supported the Regulation of the Minister of Education and Culture number 81A of 2013, it confirms that teachers should develop learning tools by the K-13 curriculum principles. Because, although the program is appealing, it is useless without the help of the teacher's ability to execute it (Krissandi & Rusmawan, 2015).

Sub-variable number 2 in Table 1 shows the teachers' overall experiences of the K-13 instructional content are positive (51.88%). Most teachers believe that understanding both teacher and student books' content, structure, and scientific mentality is difficult. Teachers have a hard time integrating applicable knowledge as a supplement to content in student books. Despite the fact that Regulation No. 81A of 2013 by the Minister of Education and Culture requires teachers to recognize learning materials that support basic competencies, this is not the case. According to Retnawati's (2015) study, teachers' difficulties in planning learning are a result of their lack of understanding of the curriculum. Teachers struggle to design scientific learning or other curriculum-recommended methods.

The third sub-variable in Table 1 indicates that applying the K-13 curriculum policy within the teaching and learning process remains difficult. The assessment of the teacher's perspective on learning tasks yielded pretty positive results (52.14%). There are only four sub-themes categorized as quite good from the 35 sub-themes of the assessment; the remainder is not good, even very bad. It's difficult to evaluate all of the sub-themes (understanding the fabric, structure, and scientific mentality found within the teacher's and students' books) in general. According to Retnawati (2015), introducing scientific learning through enabling students may be difficult for teachers due to scholars' varying abilities and, as a result, a lack of books by K-13. Retnawati emphasizes that the obstacles found in learning activities are associated with learning implementation. Since they lack self-confidence, teachers have a tough time conditioning students to consciously ask questions (Retnawati, 2015).

The application of Table 1 sub-variable number 4 states that, K-13 in the learning evaluation process is considered very difficult. The study results on the teacher's opinion on the evaluation of learning were categorized as very not good (28.75%). The majority of teachers have no idea how to measure and evaluate student learning. Authentic evaluations are thought to be extremely difficult to summarize and report on. Teachers' obstacles in authentic evaluation, according to Armadeni et al. (2019), are due to their lack of comprehension of authentic assessments. Kusumastuti et al. (2016) reported that the obstacles in implementing K-13 include: teachers are not ready and challenging to change their mindset, lack of K-13 guidelines and socialization, and the book's contents are not appropriate.

3.2.2. Obstacles encountered by teachers in implementing the K-13 curriculum

This study reports four main problems that are obstacles to the implementation of K-13 curriculum policies, namely obstacles in planning the K-13 curriculum learning, obstacles in understanding the learning materials of the K-13 curriculum, obstacles to learning activities in the K-13 curriculum, and obstacles to an evaluation in learning in the K-13 curriculum.

Obstacles to planning lessons in the K-13 curriculum in general, teachers are still not proficient in compiling learning plans, which refer to the standard process and scientific approach, which refers to the project-based learning model, problem-based learning, and discovery learning, there are obstacles in determining the learning method suitable to be applied in learning activities. Teachers must create lesson plans based on fundamental concepts, such as the linkage and incorporation of core competencies, basic competencies, learning materials, learning activities, evaluation, and learning tools, according to Minister of Education and Culture Regulation 81A of 2013.

Obstacles in the K-13 curriculum's teaching and learning process, according to research, teachers also face challenges in using school facilities and resources, information technology, instilling integrity, discipline, accountability, and caring at school, and using the internet. Retnawati's (2015) research reports that activating students' scientific learning is also a difficulty for teachers. In her research. The issues with the learning process, according to Retnawati, were related to the introduction of learning. Teachers have a hard time getting students to ask questions because they are always unaware about their own views.

Obstacles to measuring and evaluating learning in the K-13 curriculum; most students have trouble assessing and evaluating their learning. Authentic evaluations are thought to be extremely difficult to summarize and report on. According to Armadeni et al. (2019), teachers' difficulties with authentic evaluation are largely due to their lack of understanding of the procedure. Four competencies are assessed: spiritual attitudes, social attitudes, knowledge, and competency skills. Assessment and reporting issues become more difficult as teachers' lack of understanding within the assessment and teachers' lack of expertise in using information technology. According to Retnawati's (2015) study, teachers' lack of understanding of evaluation leads to complex assessment and reporting issues. Another research project, Kusumastuti et al. (2016), according to the study, obstacles to implementing K-13 include (1) teachers who are not ready or willing to change their attitude, (2) teachers who lose their assignments and teaching hours in many subjects, (3) a lack of guidelines and socialization of the K-13 curriculum, and (4) the book's contents.

Several research results report three main problems in the occurrence of obstacles in implementing the K-13 curriculum policy. The first finding assesses the rush to implement the K-13 curriculum policy. Both teachers, as their agents of change, are not actively involved in curriculum

planning. Third, the implementation of the K-13 curriculum policy lacks supporting resources (Madondo, 2020).

3.2.3. Teachers' efforts to manage obstacles

Based on the interviews with participants, information was obtained that the teacher's efforts to manage the obstacles to learning the K-13 curriculum are as follows. First, discussing/sharing among teachers (answers P6, P3, P4, P9). Second, ask the K-13 curriculum instructor (answers P6, P3, P4, P9). Third, use the internet and other media to find the latest up-to-date material, such as newly published books (answers P1, P6, P9). Fourth, following the training held (answer P1), Fifth, experimenting with the different learning styles provided by the K-13 curriculum (answer P1). Sixth, incrementally improving the current learning implementation strategy (answer P1). Seventh, perform gradual assessments consistent with the teacher's understanding (answer P1).

3.2.4. Teachers' thoughts on how to change the situation in future

The following are teachers' views on potential learning changes using the K-13 program. There should be regular and continuous training, especially assessment (answers P1, P6, P9). Furthermore, testing should be made easier to apply in the learning process (answers P1, P6, P9, P3, P4). Schools should have adequate infrastructure, especially when using the network (answers P1, P6, P9). Content teacher consultations should be reactivated in each district or city (answers P1, P6, P9, P3, P4). Finally, it is necessary to continuously monitor and evaluate after completion of training (answer P1). This opinion supports Zainal (2015) findings that greater efforts are being made to disrupt students' activities by introducing credible, competent teachers with intensive renewal or training and detailed knowledge of the curriculum. Teachers' opinion supports Mulyasa (2018) that the K-13 curriculum and its approach to development are governed mainly by a team of teachers who are members of the topic of teacher consideration.

Madondo's (2020) research findings report that teachers fail to interpret the new curriculum due to the little guidance and support provided when it was introduced. It follows that agency best practices for implementing curricula should increasingly include in-service training before implementation. Rusman (2015) reports that the steps that must be taken as a teacher to interpret and implement the curriculum ensure an increase in management and processing goals to improve learning and education. Ball et al. (2008) reported on the need for teachers to understand content knowledge as they interpret and apply the curriculum. Content knowledge can serve as one of the agency's best curriculum implementation practices (Rusman, 2015). Teacher understanding is tied to the content and availability of teaching resources, such as textbooks and resource books, to improve. It can be concluded that teachers need to be given the opportunity and sufficient time to study and interpret the content with other practitioners' help from urban areas as best practice agents before implementing the curriculum. Based on the study findings, rural teachers understand that practical interpretation of the curriculum influences classroom instruction and children's mastery of concepts.

4. Conclusion

The following conclusions can be drawn based on the analysis and discussion findings: first, in general, the teacher's opinion on the implementation of the K-13 curriculum policy in 2015 is considered to be bad; in general, teachers continue to have difficulty planning, implementing and evaluating K-13 curriculum learning activities.

Second, the obstacles teachers face in teaching and learning in the K-13 curriculum are: (1) there are indicators in the teacher's book that do not correspond to core competencies; (2) it is difficult for teachers to develop lesson plans related to discovery-based and project-based learning; (3) it is difficult for teachers to identify appropriate teaching aids for learning activities; (4) applying project, task, and discovery-based teaching methods is time and cost limited; (5) lack of facilities and infrastructure to support learning activities; (6) daily evaluations are difficult to summarize; (7) the evaluation that the teacher must give is too multifaceted and complex; (8) there are far too many evaluation instruments to choose from, (9) teachers' lack of familiarity with the different assessment models available in the K-13 curriculum; (10) the K-13 program is only being applied in a restricted way; and (11) at any given time, the components of the lesson plan are subject to change.

Third, teachers' efforts to overcome obstacles to learning the K-13 curriculum, namely: (1) organizing discussions/exchanges between teachers; (2) ask K-1 cur course teachers; (3) for the most up-to-date information, use the Internet and other media, such as newly published books.; (4) attend the training provided; (5) testing the various teaching models presented in the K-13 curriculum; (6) Attempt to progressively change the current lesson plan; (7) make a gradual evaluation, according to the teacher's instructions.

Fourth, the teacher's opinion about future improvements in the K-13 curriculum: (1) There must be regular and continuous training, especially on assessment; (2) Assessment must be made easier to apply in the learning process; (3) schools must have adequate infrastructure, especially for internet use; (4) Reactivation of subject teacher discussions in each district or city; and (5) Following the completion of training, continuous monitoring and assessment is required.

5. Recommendations

Based on the research that has been done, recommendations that can be given are as follows. First, schools need to provide practical tools and the proper infrastructure to support the education and learning process. Second, there are priority programs to improve teacher expertise through continuous training, especially for teachers trained in the K-13 curriculum.

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