Curriculum and students' success in learning English: An Indonesian context

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Abstract

This article aims to determine the students' achievement of the English language while implementing the K-13 curriculum. This research used a descriptive qualitative method. The researcher used a purposive sampling technique. To collect the data, the researchers used time triangulation, by observation and interviewing English teachers at different times, that is, in the morning and during the day. Documentation was used as supporting data to get more information about students' achievement of English in implementing k13. The affective and psychomotor domains in the checklist table regarding student achievement that the researcher gave to the teacher showed that on average, students were quite good in the affective domain. On the other hand, the psychomotor domain was not very good. The researchers concluded that the student achievement of English in implementing K13 was not successful.

Keywords: Achievement ; affective domain ; English language ; implementing K13; psychomotor domain ; student achievement

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1. Introduction

Teaching is an activity designed to support the student learning process by paying attention to the responses experienced by students (Amin, 2013) . It is a knowledge transfer activity in which a teacher has to provide understanding and experience about something. As stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a process of interaction between educators and students and learning resources that take place in a learning environment. The teacher is one of the determining factors in the success of a teaching-learning process (Wang et al., 2022; van der Zanden et al., 2021; Yılmaz Bodur et al., 2023). It is a person who teaches and is tasked with educating and providing understanding to students (Mustika, 2016). In another function, they are as media to implement a system of education. According to Anugrahwati (2015) & Soleimani, (2020), learning is an effort that deliberately involves and uses the professional knowledge that teachers have to achieve curriculum goals.

The curriculum is a system that regulates education. Previously, Indonesia has undergone several changes, one of which is the 2006 Curriculum or KTSP (Education Unit Level Curriculum) which officially applied nationally with the issuance of PP. 19/2005 and Pemdiknas no. 24/2006. The development of KTSP is guided by competency standards, basic competence (KD), content standards (SI), and graduate competency standards (SKL), which are used as a guide for learning in schools, with the focus on reaching the minimum potential at each grade level and the end of the education unit (Lina & Suryana, 2013). Where in the KTSP learning design, it is identical to the teacher-centered, its role dominates in the teaching-learning process. Then, a new curriculum policy emerged in 2013 known as k13, the occurrence of this new curriculum change is quite significant starting from grammar, competence, the approach used, and aspects related to the 2013 curriculum itself such as spiritual aspects, attitude, knowledge, skills and the application of character learning. The curriculum is a learning guide designed to support certain subjects, one of which is English lessons. Based on observations made by researchers at SMP 3 Gamping, all subject teachers in the school have applied the 2013 curriculum. The learning method in the 2013 curriculum focuses on the activeness and creativity of students with a scientific approach, where the learning process consists of several steps that are observing, questioning, associating, experimenting, and networking (Ekawati, 2017).

1.1. Theoretical framework

1.1.1. Student achievement in English

From a young age, the idea that learning is an endeavor to accomplish a goal is ingrained, with the idea that learning is a continual, lifelong activity that is not restricted by time, place, or age. By the mandate contained in the fourth paragraph of the 1945 Constitution of the Republic of Indonesia, learning is an effort to educate the nation's life. According to Juniarto (2017), learning is a behavior that someone tries to create to acquire a new concept, understanding, or knowledge. "Learning is the acquisition of new habits, knowledge, and attitudes"(Darsih, 2014). From these three theories, it can be concluded that learning is the right of all citizens; this leads a person to a mature process of thinking. Achievement in learning is a certain change in each individual through an experience to form a different mindset and behavior from the previous one.

Learning achievement is the success of students in achieving the targets set in a subject after participating in the learning process periodically (Helmi, 2017). According to Juwita et al. (2017), achievement is the result of learning activities expressed in the form, of numbers, letters, and sentences that can reflect the results achieved by each student. Meanwhile, according to Rahmayanti (2016), learning achievement is the level of actual ability that can be measured, in the form of mastery of knowledge, attitudes, and skills achieved by students as a result of what they learn. From the above understanding, it can be concluded that learning achievement is the result of students' efforts in the mastery of science (cognitive), attitudes (affective), and skills (psychomotor) obtained through learning that they did before and proven by a series of numbers and letters.

1.1.2. The implementation of curriculum 2013

A curriculum is a "plan or program of all experiences which the learner encounters under the direction

of a school" (Khasanah, 2015). Mardjuki (2018), argues that curriculum is "that which a student is supposed to encounter, study, practice and master what the student learns". Curriculum according to Fussalam (2018) is an instrumental input in achieving educational goals that are dynamic and undergo change and development. Apart from that based on opinion, Suyatmini (2017) referring to the National Education System Law, states that there are three important components in the curriculum, such as the educational objectives component, the process component, and the evaluation component. According to Kurniaman et al. (2017), the basic principle in the curriculum is about how the teacher's ability to implement an authentic, challenging, and meaningful learning process for students as expected by the goals of national education.

Based on some of the opinions above, it can be concluded that the curriculum is a system designed as a temporary learning guide following the times and the teacher is in control of the successful application of the curriculum in implementing the teaching and learning process. Likewise, regarding the policy of changing the KTSP curriculum to the 2013 curriculum is the government's effort to improve the quality of education in Indonesia, by regenerating and perfecting the previous curriculum. This is intended to provide higher quality education to achieve the skills expected in the future such as the ability to communicate, and think clearly and objectively.

1.2. Purpose of study

After conducting research for two weeks at SMP N 3 Gamping, precisely in October, the researchers found several problems faced by English teachers and students related to the implementation of K13. Students' achievement has decreased from the previous one due to difficulties in understanding the material presented during online learning. The teacher feels that the curriculum 2013 is time-consuming in administrative preparation and terms of assessment. Teachers did not master the use of IT properly, so the goals of basic competencies to be achieved are not well absorbed by students. School wifi with standard speed is often lost, which makes it difficult for teachers to carry out learning via Zoom or Google Meet. The student network is erratic due to the geographical conditions of each student's home and the adjustment of the cards used in this. It greatly affects students in receiving and understanding the material being taught, and the last is the lack of enthusiasm for students' participation in online learning English studies and the lack of support from their parents. Based on those observations, it becomes the basic reason for the researchers to find out how students succeed in learning English when curriculum 2013 is being implemented at SMP N 3 Gamping.

2. Methods and materials

The study used time triangulation, by observation and interviewing English teachers at different times, that is, in the morning and during the day. Documentation was used as supporting data to get more information about students' achievement of English in implementing k13.

2.1. Ethical consideration

Every participant was asked to provide their informed consent. No individual, community, or environment was harmed in any way by this study.

3. Results

3.1. Implementation K13 In SMP N 3 Gamping

The teacher is an important component in implementing the curriculum in the classroom (Nurazaman, 2016). The teacher's role in implementing the 2013 curriculum can affect student achievement in learning. Based on the theory, the implementation of the 2013 curriculum on learning activity by the teachers is implemented in three dimensions, those are preparing of learning, teaching and learning process, and learning evaluation.

3.1.1. Preparing for teaching

Several things must be considered by teachers in teaching preparation according to Purwanto (2016), namely: a). The use of learning media that can support student learning motivation, b). Determine learning

objectives that are by student competencies, student psychological development, and learning intact. c). Development of a learning implementation program. According to the researcher's interview with the English teacher at SMP N 3 Gamping regarding the use of learning media, they said: *I usually use more varied media such as projectors to play video. In addition, sometimes the media are themselves (students), I also invite students to role-play and use things around them that can be used as learning media.*

This is also supported by the statement of the principal of curriculum regarding the media to support success in implementing the 2013 curriculum in learning English, such as "*We have wi-fi, teachers, and students can access wi-fi in all classes, besides now all classrooms also have LCDs available to support teachers and students in teaching and learning activities. So, these facilities support the teaching and learning process.*"

In the current situation, which requires students to study at home, all available facilities cannot support student learning while studying at home. This can be handled by the school by taking advantage of government assistance by distributing free quotas to students so that they can stay optimal in carrying out learning from home. The second point is to determine learning objectives that are by student competencies, student psychological development, and learning intact. According to the following curriculum statement: *to determine it is not only in English subjects but all subjects must be based on the complexity, carrying capacity, and intact of the learners. This is reflected in K13 SMP N 3 Gamping. We must examine the complexity of the level of difficulty and the characteristics of the subjects, how are the carrying capacity, and the students' intact use of SMP N 3 Gamping by paying attention to the average grade of the primary school report cards for each prospective student. This is to assist in determining the KKM in each subject.*

The discussion of the curriculum as contextual praxis states the importance of the role of the teacher in generating commitment from students to achieve certain predetermined targets. Likewise, subject teachers play a role in compiling learning materials according to student competencies in the form of a matrix commonly known as semester programs and annual programs. The matrix contains learning targets containing materials that students need to achieve in one semester in one year.

The third point is the development of a learning implementation program. Permendikbud No. 22/2016, explains that lesson planning is designed in the form of a syllabus and lesson plan (RPP) which refers to the content standard. The syllabus is a reference for preparing a learning framework for each subject study material. Meanwhile, lesson plans are face-to-face learning activity plans for one or more meetings. From the results of interviews with English teachers and the curriculum time, it was stated that the lesson plans for English subjects were determined by the results of joint deliberations with English teachers in one area. Then the results are adjusted to the conditions of students in each school.

According to Government Regulation No. 19/2005 (Afriani & Atmazaki 2017) regarding the National Education Standards Article 20 regarding learning planning includes a syllabus and a learning implementation plan that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. That way, the English teachers at SMPN 3 Gamping have implemented the lesson planning properly according to the provisions of the 2013 Curriculum. Relating to Purwanto (2016), to support the implementation of teaching and learning interactions, several things need to be mastered by the teacher, following: a. The explanation is easy to understand, b. Scientific mastery is correct, c. Mastering teaching methodology, d. Able to manage and control student situations in class well, e. Become a good study partner for students, so that students feel comfortable and motivated to learn.

The checklist table from the outcomes of the researcher's observations for the following validated the data field the researchers provided, which showed that the teacher was competent at mastering learning (table 1):

Table 1
Table checklist of teaching observation

OBSERVATION INSTRUMENTS FOR TEACHING ACTIVITIES

School Name : SMP N 3 Gamping
Subject Teacher   : Fanny Pardede, A. Md. Pd
Subjects   : English
Observation date: 15th October 2022

No.	Aspek Pengamatan	Pertanyaan Pemandu	Ya	Tidak
1.	Opening Lessons	• Opening lessons with greetings / prayers / checking student attendance • Linking the benefits of mastering competencies in students' lives or with previous competencies	√ √	
2.	Method	• The method used involves students actively experiencing/carrying out the stages of learning activities by the competencies to be achieved. • The method used involves students to work together with other students. • The method used involves students to explore and expand competency attainment. • Using various media • Build a classroom atmosphere to create a pleasant classroom atmosphere	√ √	 √ √ √
3.	Accuracy of material	• The material presented is by the basic competencies and indicators in the curriculum. • The main material is elaborated/developed from indicators adequately. • The material presented is accurate (true to the theory).	√ √ √	
4.	Mastery of Material	• Teachers master and can demonstrate competencies that should be mastered through examples/modeling. • Teachers can respond to student questions and comments appropriately and adequately.	√	 √
5.	Assessment and Reflection	• The teacher encourages students to express and conclude what they have learned. • Teachers conduct assessments with tools that match the competencies and criteria	 √	√
6.	Supporting factors	• Use of communicative language. • Gaze and gestures indicate a calm and confident attitude. • How to dress and dress politely, modestly, and naturally, politely and respectfully for all students.	√ √ √	

Likewise, according to the students, when asked questions about the learning delivered by the

teacher, the responses are as follows:

Student [Code: IT-S01]: *Um, the teacher is fun when giving explanations in class, it's fun and doesn't make us sleepy because the teacher often invites us to sing between lessons. Other than that, the explanation is detailed, because it's fun we almost didn't realize that the lesson time was up.*

Student [Code: IT-S02]: *not tense and nervous, the explanation is easy to understand and fun.*

Researchers can examine the entire teaching-learning process based on observations and interviews, where the teacher had her greatest performance. It was based on the teacher's created lesson plan design. However, because the instructor is not proficient with digital media in the context of online learning, the material was not understood by the students.

Kurniaman et al., (2017) explained that the 2013 curriculum contains standard qualifications for student graduation in mastering the knowledge, skills, and attitudes of those are known as Graduate Competency Standards (SKL). For that, we need an assessment of every student's development. Syah (2008), stated that evaluation is an assessment of the success of students in achieving the goals that have been set in a program that aims to determine the progress achieved by students in a certain period and serves to increase graduation. There are several types of assessments that teachers can use in describing the progress students have during learning.

The English teacher at SMP N 3 Gamping used two types of assessment in measuring students' understanding during the learning process, including formative and summative evaluation. The following is an explanation of the results of the interview with the English teacher: *before the pandemic, the evaluation was usually done after the end of the lesson, I took a few minutes, to do questions and answers to evaluate. Then if they can answer the questions that I give, I will give a reward. The reward is in the form of a sticker or an asterisk on the list of values. The questions given are not too many, only about five because it aims to provide a brief formative evaluation. By what they learned at that time. Before the evaluation at the final stage for one basic competency I will give questions to several people at random. Whereas the type of evaluation carried out during a pandemic using the Google form for one KD, the implementation time is more flexible. You have to prepare according to the readiness of students; many factors trigger students not to be able to take evaluations on time.*

According to Syah (2008), formative evaluation is a daily test that is carried out at the end of each learning unit or module presentation while summative evaluation is commonly carried out at the end of each semester or the end of the year, as material for official Reports on students' academic progress, as well as determining whether or not students pass to a higher class. The teacher acknowledges that of the two forms of assessment, the evaluation just considers the cognitive component, leaving out the affective and psychomotor components since they are preoccupied with administrative planning for additional learning resources in addition to the assessment.

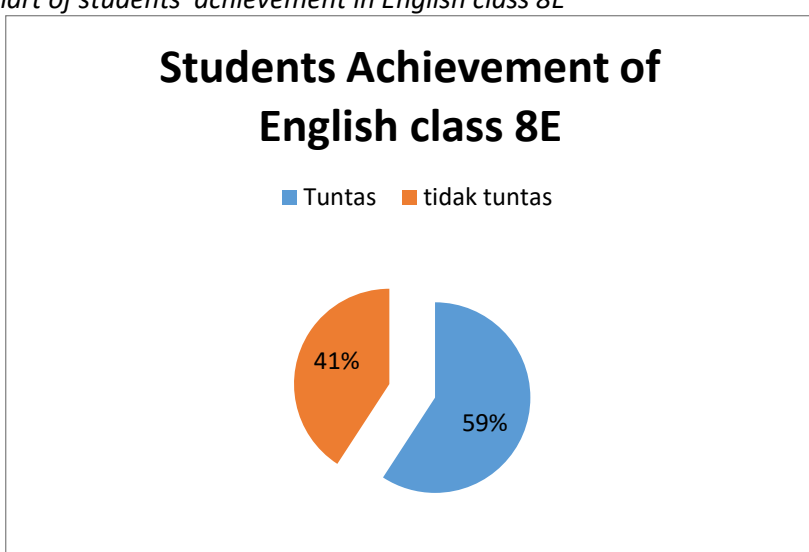### 3.1.2. Students' Achievement of English in SMP N 3 Gamping

The data below (Fig 1, Fig 2, and Fig 3) shows the student's achievement of English in class 8D -8F at SMP N 3 Gamping on cognitive domains. It is a documentation of student's grades then those data in an accumulation of combined summative assessments and formative assessments in each class.

Figure 1
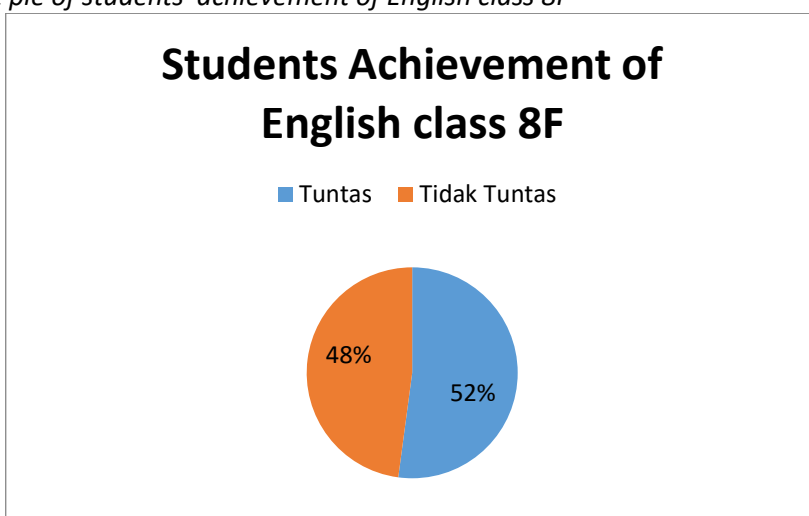*Pie chart of students' achievement of English class 8D*
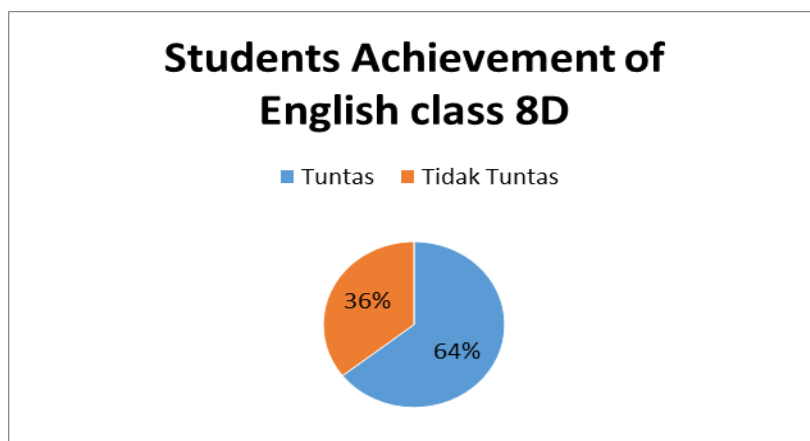
Figure 2
Pie chart of students' achievement in English class 8E

Figure 3
Chart pie of students' achievement of English class 8F

The three charts (Fig 1, Fig 2, and Fig 3) show the results of student learning completeness in English subjects in each class, that more than 50%. It can be concluded that students' understanding in the cognitive

domain is quite significant as well as the results of the checklist of student achievement by the teacher below (table 2):

Table 2
Table checklist of students' achievement by teacher

No	Statement	Yes	No
1	Students can show, compare, and relate something that is observed carefully	√	
2	Students can mention things that they remember well and correctly		√
3	Students can define something simply according to their understanding	√	
4	Students can apply something precisely	√	
5	Students can describe or classify something specifically	√	
6	Students can conclude the intent and purpose of the discussion appropriately		√
7	Students show an attitude of accepting or rejecting certain situations and conditions		√
8	Students show their willingness to participate in an activity in class		√
9	Students appreciate something that they consider important and useful in the things around them	√	
10	Students show internalization by admitting and believing in something honestly	√	
11	Students appreciate and apply something that has been obtained in the learning process in everyday behavior		√
12	Students master several skills well	√	
13	Students are proficient in expressing something verbally and non-verbally		√

4. Discussion

Learning achievement is something that cannot be measured because of its wide scope. However, Syafi'i et al., (2018) and Syah, (2008) provide limits for being able to measure student learning achievement into three domains including the cognitive, affective, and psychomotor domains. Each student tends in each domain. Nonetheless, student achievement is the result of students' efforts in mastery of science, attitudes (affective), and skills (psychomotor) obtained through learning that they have done before, but the role of the teacher is very important in supporting and facilitating students to gain proper abilities and understanding. There are three dimensions in the implementation of the 2013 curriculum, one is learning evaluation or what is commonly known as authentic assessment. According to Afriani & Atmazaki (2018), authentic assessment includes three types, such as the attitude, cognitive, and psychomotor domains, each of which has different types of assessment, including the domain of attitude includes observation, self-assessment, peer-to-peer assessments, and journals; Assessment of knowledge includes assessment of written tests, oral tests, and assignments; Skills assessment includes performance, projects, and portfolios.

The results of the research obtained through interviews and documentation contained inappropriate data. After analyzing the results of the interview with the English teacher at SMP N 3 Gamping, the researcher concluded that the teacher had carried out a learning evaluation or authentic assessment using several types of assessment. Meanwhile, the documentation data obtained is in the form of a list of scores based on the types of assessment written tests, oral tests, and assignments. The reason for this is that educators claimed the 2013 curriculum took a long time to complete since it distracted them from really teaching by requiring them to complete administrative tasks before beginning the teaching-learning process. Teachers often have

challenges when creating lesson plans since they must select teaching strategies and resources based on the needs of their pupils. Because the lesson plan is a teaching guide, it cannot be rushed.

Another obstacle faced by students is laziness, student enthusiasm since online learning has decreased. This can be seen with the number of students in one class who take part in learning only half of the part who participate in intensive learning. The factor of student laziness is influenced by two things, including internal factors, namely those that come from himself, and external factors that come from outside such as the family environment, school environment, or community (Tomul et al., 2021; Saeed et al., 2023). Parents are responsible for the success of student learning while at home, by assisting when learning and support for students to be able to take part in online learning regularly.

Based on the results of the research data, a case was found regarding the condition of the parents of students who were busy working so they could not pay attention to children's development while learning from home. In another case, it was found that parents have been visiting colleagues during children's studies so that children did not take online learning and parents did not remind their children to do it. From the information collected, it can be concluded that student achievement is not only influenced by the role of the teacher and the student's ability to understand something but environmental factors can be influenced by the student support system psychologically. Results of student achievement score of English in SMPN 3 Gamping class 8 accumulated in the pie chart show an unsatisfied percentage. Nonetheless, it is important to recognize the role of English teachers because they have worked very hard to do their best and are successful in helping students reach their goals in the subject by allowing those who are unable to do so more time. Differentiating questions between students' degrees of difficulty creates a positive learning environment, and the instructor makes an effort to establish a friendly rapport with them so that they feel at ease and can easily comprehend the content being taught.

5. Conclusion

From the results of data analysis and discussion of student achievement In Implementing k13 at SMP N 3 Gamping, it has been explained that the components in the implementation of the 2013 curriculum have 3 dimensions of those are: preparing of learning, teaching and learning process, and learning evaluation. Based on observations and interviews with English teachers at SMP N 3 Gamping, it show that the English teachers are not optimal in implementing these components. Likewise regarding the student achievement benchmarks which include cognitive, affective, and psychomotor aspects.

The average score of the grade 8 pupils in the cognitive domain was found to be fairly good, based on the analysis's findings. While students were generally quite good in the affective domain, they were not very good in the psychomotor domain, according to the checklist table regarding student achievement that the researcher gave to the teacher. However, the researchers were unable to locate any data or documents that included psychomotor students or assessments that were effective. Thus, the researcher concluded that K13 implementation at SMP N 3 Gamping did not successfully improve student achievement in English.

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