

THE TEACHERS' UNDERSTANDING OF CONTENT AND PROCESS STANDARDS OF 2013 CURRICULUM AND THEIR ABILITIES IN PREPARING ENGLISH LESSON PLAN

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ABSTRACT

Teachers' understanding of how both content and process standards affect their preparation on the lesson plan (RPP) is still weak. There is a lack of learning assessment, basic competence, indicators, teaching materials, and learning models and their use which is not appropriate based on the Indonesian 2013 curriculum. This research was aimed at finding out the English teachers' understanding of two main elements of the 2013 curriculum; content and process standards that lead the teachers to prepare appropriate lesson plan (RPP) which has a direct interaction with the instructional process. The selected samples were six English teachers from different levels of junior high schools in Banda Aceh. The questionnaire and interview guide were used as research instruments. The result of the teachers' understanding of the content standard of 2013 curriculum showed that the English teachers had an fairly good understanding of the standard of the content of the curriculum 2013 as indicated by an average score of 65.23, while teachers' understanding of process standard of curriculum 2013 showed the English teachers already had a good understanding of the standard of the content of the 2013 curriculum, as shown by an average score of 72.21. Overall, the average score of lesson plan (RPP) preparation was 65.16 which was categorized as being fairly good.

Keywords: *lesson plan (RPP), 2013 curriculum, content standard, process standard.*

INTRODUCTION

In education, curriculum is the most important thing besides teachers, tools, and the others. The curriculum is used to become the basic concept in education and to be the indicator of the success of education. Indonesia has applied many curricula for education such as the Curriculum 1968, 1975, 1984, 1994, 2004, 2006 and now, Indonesia has been trying to explore the 2013 curriculum. According to Kunandar (2011), every change of curriculum has its own purpose to advance the education in Indonesia by having its own characteristics although some parts remain the same.

Nowadays, most teachers have received certification allowance, which means that they have attended the training of PLPG (Education and Training of Teacher Profession) and received the title of professional teacher as mandated in the law of the Republic of Indonesia number 14 year 2005 on teachers and lecturers, that states:

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"Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, Pendidikan dasar, dan pendidikan menengah."

This statement implies that a professional teacher is not only capable of taking care of his or her students, but also preparing lesson plans, conducting learning process assessing and evaluating learning outcomes. Theoretically, teachers have been able to become professional teachers.

The implementation of this lesson plan includes the formulation of achievement indicators and learning objectives, the development of learning materials, the selection of learning methods, media and learning materials, learning resources, learning steps, and assessment of learning outcomes (Permendikbud No. 22 of 2016). To prepare this lesson plan, it requires sufficient knowledge related to the core competencies and basic competencies of the content standard of the 2013 curriculum, the mastery of the subject matter of professions, teaching methods, and evaluation of learning. Understanding and mastering of such knowledge will determine the success of the preparation of a good learning plan and appropriate demands of the 2013 curriculum.

However, the field facts gathered from early 23 to 25 February 2018 indicated that many junior high school teachers of some schools in Banda Aceh, especially English teachers still had difficulties in performing their duties, especially in preparing the lesson plan (RPP). According to the teachers, there were two factors that caused the obstacles, namely that (1) the standard of the curriculum contents is still difficult to understand by most teachers; and (2) the mastery of pedagogical skills is still low. It is assumed that more than 70% of teachers were unable to arrange lesson plans as a result of the above problems, so it is necessary to find an appropriate and effective solution.

As described above, planning of learning is the main task of a teacher, which is done prior to the learning process. To develop the plan, the teacher must understand the curriculum, especially the content of the subject matter that is presented, which is then developed into the formulation of indicators and objectives of learning achievement. Then, teaching materials, learning activities, and assessment of learning outcomes are developed based on indicators. However, as noted above, most teachers still had difficulty in developing/preparing the lesson plan because of two factors mentioned earlier.

However, since the two problems above were found in the preliminary study, there is a need to conduct a more systemic study to prove what was found in the preliminary study was scientifically true so that it can a reference for government to create a solution for the problems faced by the teachers. Thus, this present study was done to investigate the quantity of teachers experiencing problems due to both content and process standard (all aspects of knowledge contained in it).

LITERATURE REVIEW

Curriculum in General

According to Hamalik (2009), "Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not". Curriculum plays an important role in education. It can be the main key to achieve the success of education. In the past, curriculum was regarded as lesson plan (Arifin, 2013). However, along with the period development, the definition

of the old curriculum was neglected. Many experts have given definition of curriculum widely.

Curriculum can mean the subject taught in school or the course of study (Arifin, 2013), yet it contradicts to the definition of the word 'subject' which still exists today and has a narrower definition. Thus, some experts define curriculum in a broader sense as sequence of potential experiences set up in the school which is aimed to make people discipline in term of thinking and acting. It means curriculum is not only the subjects that are taught in the school but also all of the things that are needed for teaching process. According to Brown (2001), curriculum is for carrying out a particular language program. The concern is in the specification of linguistics-based teaching processes along with their objectives, sequencing, and materials.

The National 2013 Curriculum

Education in Indonesia has undergone several changes in the curriculum. In the last ten years, Indonesia experienced a change twice. The curriculum was changed because of some reasons. According to Arifin (2013) curriculum must be dynamic which means that the curriculum must always undergo the change in accordance with the times, science, and society needs.

The 2013 curriculum is a new curriculum that was initially implemented in 2013/2014. This curriculum is the development of a curriculum that existed before, namely curriculum competency-based that was initiated in 2004 and curriculum unit level in 2006 (Fadillah, 2013). However, the pressure point on 2013 curriculum is an increase and balance of soft skills and hard skills that include some aspects such as attitudes competence, skills and knowledge. Re-position the competence is derived from subjects turned into subjects that developed into competence. In addition, it is more of integrative thematic learning in all subjects. Thus, it is understood that 2013 curriculum is a curriculum developed to improve soft skills and hard skills.

There are four purposes of the 2013 curriculum (Fadillah, 2013). First, it improves the quality of education by balancing the hard skills and soft skills through the ability of attitudes, skills, and knowledge in order to face the global challenges that is always growing. Second, it establishes and improves human resources that are productive, creative, and innovative as the core capitals for the development of Indonesia. Third, it relieves educators in presenting the materials and preparing the teaching administrations because the government has prepared all components of the curriculum with textbooks used in learning. Fourth, it increases the participation of central and local governments and citizens in determining and controlling the quality of the implementation of the curriculum.

Learning Design of 2013 Curriculum

The theme of the 2013 curriculum is to produce Indonesian people who are productive, creative, innovative, and affective through strengthening attitudes, knowledge and skills, and integrated knowledge. To realize all of those in the implementation of the curriculum, teachers are required to professionally design effective and meaningful learning (fun), organize learning, choose the right learning approach, determine learning procedures and develop competencies effectively, and set criteria for success.

Teachers must realize that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously. The pedagogical aspect refers to the fact that learning takes place in an educational environment. Because of that

a teacher must accompany students towards learning success or mastery of a number of specific competencies. Psychological aspects show the fact that students generally have different levels of development, which require different materials. In addition, psychological aspects point to the fact that the learning process itself contains variations, such as learning motor skills, learning concepts, learning attitudes, and so on.

Didactic aspects refer to the learning arrangements of students by the teacher. In this case, the teacher must determine exactly which type of learning most plays a role in a particular learning process, keeping in mind the basic competencies that must be achieved. External conditions that must be created by teachers point to variations as well and are not the same between one type of learning and another although there are also the most dominant conditions in all types of learning. For this purpose, teachers must have extensive knowledge about the types of learning, internal and external conditions of students, as well as how to conduct effective and meaningful learning.

Fun, effective, and meaningful learning can be designed by each teacher, with several procedures. The first one is warming up and apperception. According to Arifin (2013), warm-up and apperception need to be done to explore students' knowledge, motivate students by presenting interesting material, and encourage them to learn new things. This heating and apperception can be carried out with these procedures. The first one is that learning begins with things that are known and understood by students. The second one is that students are motivated by teaching materials that are interesting and useful for their lives. The third one is that students are mobilized to be interested and eager to know new things.

The second one is exploration. This is the stage of learning activities to recognize the material and relate it to the knowledge that students have (Arifin, 2013). This can be accomplished with these procedures. First, teachers introduce standard materials and basic competencies that must be possessed by students. Second, they link the material standards and new basic competencies with the knowledge and competencies that are already owned by students. Third, teachers choose the fastest method and use it usually they already know the achievements they have achieved.

Characteristic of 2013 Curriculum

There are some characteristics of 2013 curriculum. First, it develops balanced spiritual and social attitude, curiosity, and creativity, intellectual and psycho-motoric skill. Second, school is an element of community giving learning experience where the students implement what they have learned in school to community and use community as learning source. Third, it aims at developing attitude, knowledge, and skill and implementing in any situations in school and community. Fourth, it gives enough time to develop attitude, knowledge, and skill. Fifth, competency is stated in core competency and explained more in basic competency. Sixth, core competency becomes elements that are organized in basic competency, where all basic competencies and learning processes are developed to achieve competency that is stated in core competence. Last, basic competence is developed based on each subject and educational level. It can be concluded that the characteristics of the 2013 curriculum are that in every learning it has a goal to develop spiritual, social, knowledge, and skills so that it can be applied by students in daily life. Armed with the learning experience gained, students will apply it in a variety of situations in schools and communities. The subjects in the 2013 Curriculum will strengthen and enrich subjects, and each level of education will strengthen and enrich each other's knowledge.

Lesson Plan

Lesson Plan (RPP), as a means of completeness of learning, is an important document in the learning process. RPP is a learning guide that aims to help teachers interact in the classroom in a guided way (Permendikbud, Number 22 Year 2016). Thus, this research is intended to find out whether the teachers especially English teachers of junior high school in Banda Aceh have sufficient knowledge related to the preparation of learning implementation plans, namely the content standard, process standard, and assessment standard.

According to O'Bannon (2008), a lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students.

Lesson Plan (RPP) is a crucial process in instruction. It helps teachers manage instruction more effectively. Without lesson plan, both teachers and students will not find the lesson meaningful and interesting as well. The worst, it will destruct students' motivation to learn. It will be different if lesson plan is accomplished properly and meaningfully, the teacher will lead instruction effectively and of course, it helps build teachers' confident to teach.

Content Standard

According to Permendikbud Number 64 of 2013, content standards are criteria regarding the scope of the materials and the levels of competency to be achieved by students at certain levels and types of education. The scope of the material is formulated based on compulsory content criteria determined in accordance with statutory provisions, scientific concepts, and characteristics of educational units and educational programs. Furthermore, competency levels are formulated based on criteria for the level of student development, Indonesian competency qualifications, and mastery of tiered competencies.

In general, the content standards include goals that cover everything that consists of various aspects that will be achieved and become learners' learning experiences. According to Ku and Soulier (2009), goals can be defined as the objectives of performance and the things learners want to achieve. Furthermore, Permendikbud No. 21 of 2016 concerning basic and secondary education content standards contains the level of competence and core competencies in accordance with certain levels and types of education. Core Competencies include spiritual attitude, social attitude, knowledge, and skills to increase students' acceptance of new standard material and competencies.

The third one is learning consolidation. According to Fadillah (2013), consolidation is an activity to activate students' formation of competencies and character and to link them to the lives of students. This learning consolidation can be done with the following procedures. First, teachers involve students actively in interpreting and understanding new material and competencies. Second, they involve students actively in the process of problem- solving, especially in actual problems. Thirdly, teachers put emphasis on structural links, namely the link between standard material and new competencies with various aspects of activities and life in the community environment. Lastly, teachers choose the most appropriate method so that standard material can be processed into students' competencies and characters.

The fourth one is formation of attitudes, competencies, and character. These three procedures can be done with the following steps. First, teachers encourage students to apply the concepts, understandings, competencies, and characters learned in daily life.

Second, they practice direct learning so that students can build attitudes, competencies, and new characters in daily life based on the understanding learned. Third, teachers use the most appropriate method so that changes in attitudes, competencies, and character of students are real.

The fifth one is formative assessment. The formative assessment needs to be done for improvement, which can be carried out with the following procedures. Firstly, teachers develop the ways to assess students' learning outcomes. Secondly, they use the results of the assessment to analyze the weaknesses or shortcomings of students and the problems faced by teachers in shaping the character and competence of students. Lastly, they choose the methodology that is most appropriate in accordance with the competency to be achieved. In effective and meaningful learning, students need to be actively involved because they are the centre of learning activities and the formation of competencies, and characters. Learners must be involved in targeted questions and answers and seek solutions to various learning problems. Students should be encouraged to interpret the information provided by the teacher, until the information can be accepted by common sense. Such strategies require the exchange of ideas, discussions, and debates in order to achieve the same understanding of standard material. Through effective and meaningful learning, competence can be better received and stored because it enters the brain and shapes characters through logical and systematic processes. In order for students to learn actively, teachers need to create effective strategies, in such a way, so that they have high motivation to learn. Such motivation can be created if the teacher can convince students of the use of the learning material for real life learners.

The sixth one is teacher's creativity. The key to determining the success of the implementation of the 2013 curriculum is the creativity of the teacher because the teacher is an important factor that has a big influence, even very determining for the success or failure of students in learning. The teacher as a facilitator must have at least 7 attitudes. The first attitude is that they do not over-defend opinions and beliefs, or lack transparency. The second attitude is that they listen more to students, especially about their aspirations and feelings. The third attitude is that they accept students' ideas that are innovative and creative even though they are difficult ones. The fourth attitude is that they increase more attention to the relationship with students as well as learning materials. Furthermore, they receive feedback, both positive and negative and accept it as a constructive view of themselves and their behavior. The sixth attitude is that they have tolerance of mistakes made by students during the learning process. The last attitude is that they appreciate the achievements of students although questionnaires, e.g., to further investigate their responses.

Technique of Data Collection

Researchers visited targeted schools and met with one of the English language teachers selected as research sample and explained the purpose of the distributed research instruments and then guided how to fill the instruments. In interviewing, a simple interview was conducted by the researcher to obtain additional information from the items contained in the research instrument. The interview was conducted informally in order to gain detail and pure information from the respondents.

Technique of Data Analysis

After collecting the data, the researcher conducted some steps in analysing the data.

To analyse the results, the researcher collected all the answer of questionnaires and interview to be then summarize into table and percentage

RESULT AND DISCUSSION

Result

Teachers' Understanding of the Content Standard of 2013 Curriculum

Table 1. English Teachers' Understanding of Content Standard

No	Name of Respondents	Score	Category
1	NA (SMP 19)	72.5	Good
2	KL (SMP 16)	70	Good
3	WT (SMP 2)	55	Not good
4	MS (SMP 18)	68.8	Good
5	IR (SMP 13)	63.8	Fairly good
6	RD (SMP15)	61.3	Fairly good
<i>Average</i>		65.23	<i>Fairly good</i>

Table 1 above shows that respondent 1 (R1), NA had 72.5 of total score categorized as being good; respondent 2 (R2), KL had 70,0 of total score categorized as being good; respondent 3 (R3), WT had 55 of total score categorized as being not good; respondent 4 (R4), MS had 68.8 of total score categorized as being good; respondent 5 (R5), IR had 63.8 of total score categorized as being fairly good; and respondent 6 (R6), RD had 61.3 of total score also categorized as being fairly good. Overall, it can be concluded that respondents of junior high schools in Banda Aceh possessed fairly good understanding of the content standard of the 2013 curriculum because the average score was 65.23.

Table 2. English Teachers' Understanding of Process Standard

No	Name of Respondents	Score	Category
1	NA (SMP 19)	74.2	Good
2	KL (SMP 16)	86.7	Very good
3	WT (SMP 2)	67.5	Good
4	MS (SMP 18)	68.3	Good
5	IR (SMP 13)	70.8	Good
6	RD (SMP15)	65.8	Fairly good
<i>Average</i>		72.21	<i>Good</i>

The table 2 above shows that respondent 1 (R1), NA had 74,2 of total score categorized as being good; respondent 2 (R2), KL had 86.7 of the total score categorized as being very good; respondent 3 (R3), WT has 67.5 of total score categorized as being good; respondent 4 (R4), MS had 68.3 of total score categorized as being good; respondent 5 (R5), IR had 70.8 of total score categorized as being good; and respondent 6 (R6), RD had 65.8 of total score categorized as being fairly good. Thus, the respondents of junior high schools in Banda Aceh already had a good understanding of the process standard of the 2013 curriculum because the average score was 72.21.

Table 3. Respondents' Understanding of Lesson Plan

No	Name of Respondents	Score	Category
1	NA (SMP 19)	88	Good
2	KL (SMP 16)	74	Fairly good
3	WT (SMP 2)	54	Not good
4	MS (SMP 18)	76	Fairly good
5	IR (SMP 13)	44	Not good
6	RD (SMP15)	55	Not good
<i>Average</i>		<i>65.16</i>	<i>Fairly Good</i>

Based on the findings in Table 3 above, related to the lesson plan prepared by the respondents from 6 junior high schools, it can be clearly seen that there were some weaknesses on the lesson plan (RPP).

The first respondent, NA, from the superior-level school prepared a good lesson plan as she obtained a score of 88 which could be seen from her understanding of all the components.

The second respondent, KL, from the superior-level school prepared the lesson plan (RPP) which was categorized as being fairly good by obtaining score of 74. She had good score in selecting teaching materials, but she had less score in selecting resources and learning media. In term of learning media, some students have different span memories in learning.

The third respondent, WT, from middle-level school prepared a poor lesson plan which only had a score of 54 categorized as being less good. She had problem related to the learning objective formulation, selection of learning media and assessment. The objective of the lesson does not specify what the students will actually do.

The fourth respondent, MS, who is also from the middle-level school prepared the lesson plan with a fairly good quality by obtaining a score of 76. She did not have a complete item on learning objective formulation, learning resources, learning method, and assessment, but she was good at selecting the teaching material. In term of assessment, it can be deduced that the teacher still had several problems.

The fifth respondent, IR, who is from the low-level school also prepared a poor lesson plan as it was done by the third respondent. She obtained score of 44 as she had a problem with the completeness of components of the lesson plan. The problems she had were with the indicator formulation, learning resources, learning model, learning method, learning scenario which consists of opening or initial activity, core activity, and closing activity.

The last respondent, RD, from the low-level school was not different from the fifth one. She also had a poor lesson plan (RPP) by obtaining a score of 52. She had the problem with the learning objective formulation, learning scenario and also indicator formulation.

Discussion

The implementation of the 2013 Curriculum as a new curriculum plays an important role in the development of curricula in Indonesia. Some changes in the new curriculum require teachers to have an understanding in specific areas such as in the content standard and process standard (Arifin, 2013). This is linked with the aim at finding out the extent of the teachers' understanding of content standard, process standard, and its effect on preparing the lesson plan.

In understanding the content standard, all the respondents show that they had a very

good understanding on it regardless of the level of their schools. According to Permendikbud No. 64 of 2013 on the Standards of Content, it explains about the criteria: the scope of learning materials and the level of competence that graduates must achieve to graduate at certain levels and in certain types of education.

In understanding the process standard, the respondents' understanding was not as good as in content standard, but the score was not categorized bad. According to the Ministry of Education and Culture regulation No. 65 of 2013 about Standards of Processes, standards of processes are criteria for implementation of learning to achieve standards of competence to graduate, SKL. It describes the teaching-learning processes in the classroom which mostly describes the syllabus, the lesson plan, and the scientific approach.

Lesson Plan is one of the references or guides that teachers prepare before starting the learning in the classroom. Permendikbud (2013) states that learning plan is a plan-face learning activity for one or more meetings.

According to Cicek and Tok (2014), lesson plan (RPP) affects not only teachers' instruction but also classroom management as well. Thus, confusion in what to teach and how to teach will not happen because everything is already prepared in the lesson plan and the instructional objectives that are going to be achieved are already formulated.

The lesson plan is developed from the syllabus to guide the learning activities of learners in achieving the basic competency (KD). According to O'Bannon (2008), lesson plan made by the teacher refers to the school calendars that have been agreed. This emphasizes that each of the steps and learning activities developed by a teacher in the lesson plan must consider the time available so that the learning objectives are truly achieved optimally. According to Permendikbud No. 81A Year in 2013, the education calendar is the timing of the learning activities of students during the school year that includes the beginning of the school year, effective week of learning, effective learning time, and holidays. The issues of two curricula in Indonesia are not making the English teachers surrender to follow the government's decision.

All the respondents who were involved as a sample of this research had not yet prepared the perfect lesson plan (RPP) based on the 2013 curriculum but however, they had prepared the better ones.

All the respondents' responses on the distributed research instruments show that the respondents have a good understanding of 2013 curriculum in term of content and process standard, but most respondents even did not have a good understanding of components of lesson plan which directly lead them to prepare a good and proper lesson plan as required in 2013 curriculum which gives the direct impact on the good or bad of the learning outcomes. The average score of their preparation of the lesson plan was 65.16 which was categorized as being fairly good.

CONCLUSSION AND SUGGESTION

In terms of understanding the content standard of 2013 curriculum, the respondents already had an understanding of the content standard of the 2013 curriculum which was categorized as being fairly good as the average score was 65.23. It can be concluded that even though the six respondents were from different school levels; two respondents were from superior school, two respondents were from middle-level school and another two were from low-level school, it does not affect their understanding of the content standard of 2013 curriculum. The score does not show any significance in their understanding of

the content standard.

In term of understanding process standard, the respondents' understanding of process standard of the 2013 curriculum which is categorized as good because it shows the average score 72.21. It shows that five of six respondents had an average understanding of the content standard of 2013 curriculum. Things that are still poorly understood by respondents in the standard process are the ways of integrating characteristic, literacy, High Order Thinking Skills (HOTS), and 21st century learning in the learning process that are still have weaknesses in both designing and implementing.

Understanding the above standards gives the impact to teachers' abilities in preparing the Lesson Plan (RPP). Related to Lesson Plan (RPP), there are several conclusions can be drawn. The first is that most of teachers actually had known the essential of 2013 curriculum and its lesson plan development theoretically, but they had lack of understanding how to develop scientific approach in learning activity, formulating indicator, and techniques of assessment in Lesson Plan (RPP) based on 2013 curriculum. The second is that it is related to the problems faced by teachers in developing Lesson Plan (RPP). The problems faced mainly in the lack of information that the teacher had in developing lesson plan based on curriculum 2013. Overall, the English teachers have a good understanding of the content standard and process standard, but they still find difficulties in preparing Lesson Plan (RPP). Thus, the average score of Lesson Plan (RPP) preparation is 65.16 which is categorized as fairly good.

There are several suggestions from this research. The first one is that the Department of Education and Culture of Banda Aceh should socialize and carry out training on how to develop the Lesson Plan (RPP) for junior high school teachers, especially, English teachers. The second one is that the Department of Education and Culture of Banda Aceh should empower English teachers to involve and active in the Teachers Professional Development Forum (MGMP) in order to help teachers discuss all the problems they have related to comprehension of subject materials, teaching strategies, and the difficulties in developing Lesson Plan (RPP). The third one is that the teachers themselves need to have sincere intention in improving their quality in teaching such as taking a part of both offline and online workshop carried out by other educational institutions. The last, for the teachers who still have problem in preparing a proper Lesson Plan (RPP) should follow the Teacher Professionalism Training Program (PPG) in order to improve their quality in term of understanding the 2013 curriculum that leads them to prepare a good and proper Lesson Plan (RPP).

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