

ENGLISH TEACHERS' KNOWLEDGE FOR IMPLEMENTING THE 2013 CURRICULUM

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ABSTRACT

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 knowledge in specific areas such as in the standards for content, teaching-learning processes and evaluation. The purpose of this study was to find out the extent of the teachers' knowledge on standards for content, standards for processes, and standards for evaluation for the 2013 curriculum. To fulfill the purpose of this study, a sample of English teachers was taken from three State Islamic Senior High Schools in Banda Aceh. The data collected was analysed by descriptive quantitative research methods; a questionnaire was used to collect the data. The results showed that the teachers level of knowledge for implementing the 2013 Curriculum was low. This can be seen in the three standards viz: teachers' knowledge of the standards for content, for the 2013 Curriculum was low, only 40 %; that for standards for processes was also low, 41%, and the teachers' knowledge about standards for evaluation was the lowest, only 36%. In order to resolve these problems, some recommendations have been made for improvement of the teacher's knowledge of how to implement the new, 2013 Curriculum.

Keywords: 2013 Curriculum, Standard for Content, Standard for Processes, Standard for Evaluation.

INTRODUCTION

A curriculum is a guideline in an educational system that consists of contents, methods, and goals for teaching-learning a subject. It contains a variety of teaching materials and learning experiences which are programmed, planned, and designed as a guideline for the teaching-learning processes to achieve the goals and objectives of learning for that subject as stipulated in Indonesian Government Regulation No. 20 for 2003 (Kemdikbud, 2003).

A number of efforts have been made to develop appropriate curricula in Indonesia. These efforts generally focus on developing content that relates to the students current interests and life experiences (Widyastono, 2014, p. 54). Yani (2014, p. 11) has recorded that the government has changed the curriculum eleven times, in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1999, 2004, 2006, and 2013.

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The Decree of the Ministry of Education and Culture No 81A Year 2013 (Kemdikbud, 2013) directs that the 2013 curriculum (K-13) be implemented starting in 2014. This curriculum was designed to be implemented from Elementary to Senior High School levels. To start with K-13 was only implemented in some schools as pilot projects. In another words, initially, not all schools in Indonesia were obliged to use this curriculum.

At the end of 2014, the new government, under President Jokowi, issued Regulation No. 160/2014 to suspend the implementation of K-13 (Kemendikbud, 2014). This stated that those schools which had been implementing K-13 must continue it's application as pilot projects (for evaluation purposes), and the schools which had not yet used the curriculum were requested to continue implementing the 2006 Curriculum. It explained that, whereas schools which had applied the K-13, i.e. the Indonesian Government Regulation No. 20 of Year 2013 for three semesters should continue using this curriculum, those schools that had only used the K-13 for one semester may stop using this new curriculum and return to using the previous 2006 curriculum.

The government suspended the K-13 for the purpose of evaluation in terms of teachers' readiness for the teaching-learning processes and because of problems with the appropriateness and/or availability of supporting text books and/or references, including their contents (Praditya, 2014). There are some changes in the new curriculum that require teachers to have knowledge in some specific areas of the new curriculum (K-13). Teachers need to understand pedagogical content knowledge such as mapping in KI and KD, preparing lesson plans, implementating and evaluating for the K-13 are examples of teachers' readiness to implement the K-13. Cochran (1991) has indicated that the integration of teachers' pedagogical knowledge and their subject matter knowledge can be a source for teachers' preparation whereby the teachers can improve their teaching.

Based on the results of interviews conducted with English teachers at SMAN 4 Banda Aceh, SMAN 5 Banda Aceh and at Labschool, Banda Aceh on January 16, 2014, the reseacher found that these teachers had difficulties in implementing the 2013 Curriculum. Such difficulties were due to lack of knowledge of various aspects of the curriculum: such as the standards for content, the standards for processes, and the standards for evaluation. Most of these teachers did not fully understand the substantial meaning of the standards for content so that they found it difficult when formulating learning indicators and preparing material. These teachers also lacked knowledge about standards for processes, particularly for practicing the scientific approach with the new curriculum. Thus, they found difficulty in preparing the teaching-learning processes. Most teachers do not fully understand both the concepts and the application of authentic assessment, which is recommended for use in teaching K-13. Thus, these teachers' lack of knowledge of the above three aspects should be explored in depth so that appropriate solutions can be formulated and proposed to the government.

LITERATURE REVIEW

Understanding of Curriculum in General Terms

Understanding the concept of curriculum is essential for teachers. Richards (2012, p. 39) has written that curriculum is a very broad field of inquiry that deals with what happens in schools and other educational institutions, the planning of instructions, and the study of how curriculum plans are to be implemented. In addition, Richards, Platt and Weber (1985) have clarified that curriculum is an educational program which covers

the educational purposes of the program, the teaching procedures and the learning experiences, and the assessment. This means that curriculum includes not only what pupils learn, but how they learn it, how teachers help them learn it, what styles and methods of assessment are to be used and what supporting material and facilities are needed to support the teaching-learning process.

Components of a Curriculum

There are some components of a curriculum that have been elaborated by various experts. Print (1997) defined five components of curriculum to help teachers to implement curriculum in the classroom. The following are some details from Print's components of curriculum.

The first component includes aims, goals, and objectives. 'Aims' refers to a general statement of the curriculum goal that is usually used for national education aims. 'Aims' are broadly phrased statements of educational intent, which state what is intended to be achieved by the curriculum. They are purposely stated in general terms because they are developed for a general level of education and for society as a whole.

A goal is more specific than an aim. Curriculum goals focus on the planned achievements of stakeholders in education. For educators a curriculum goal is a foundation for teaching because it indicates what has to be implemented in the teaching process. For learners, a curriculum goal focuses on the target to be achieved by the learners especially the knowledge and skills they should gain. While, an objective has more specificity than the other terms (aims and goals), an objective is concerned with the results of the teaching-learning process.

Print's second component is content or structure. Content or structure is the subject matter that must be learnt by the students in the learning processes. This component is very important within the content of the curriculum. According to Print (1997), there are three main sources that are needed for creating curriculum material for instance: knowledge, community, and learners. The name of the subject matter is the same as the name of the field of knowledge itself, for instance, mathematics, biology, history, and so on. The names of subjects related to the community are related to the community itself for example culture, sport, health, etc.

The third component is the teaching-learning process. This component is very important within the curriculum because it is a core aspect of a curriculum. It includes the introduction, contents and closing materials that will be followed by the teachers and the learners in the teaching-learning process. In addition, the teaching-learning process must be supportive and non-threatening in which both the students and the teacher are comfortable in the classroom environment. This is critical for the cognitive, physical, social and emotional growth of the students. Teaching methods are crucial in this process, the teacher has to choose an appropriate method to teach the learners. A good method will support the teacher in a good teaching-learning process.

The last component for Print (1997) is evaluation. This last component, evaluation, is needed to measure whether the implementation of the curriculum was a success or not. In essence, evaluation is an important component of the curriculum design process for the learner, the institution and the overall program. Evaluation can be used in different ways - during, at the conclusion of, or sometimes after the educational process. Posner (2004) has added two other components of curriculum, these are media and learning strategy. Media and learning strategy are two components in a curriculum to help the teaching-learning process. He defined media as the methods to communicate between the

teacher and the students. In addition, learning strategy according to him was the approach to organize the teaching processes. It is also related to the aims and the content of a curriculum.

The 2013 Curriculum (K-13)

As the Indonesian government has a decentralized system, many educators and teachers have urged for the local education authorities to have a bigger role in designing curriculum. The 2006 curriculum was implemented as a response to many inputs to make curriculum corrections. However, the 2006 curriculum had many problems, viz:

- (a) too many subjects being studied by students and many competencies that were overlapping with each other ignoring the cognitive development of the students,
- (b) the 2006 curriculum was not fully based on competencies,
- (c) the competencies used did not holistically reflect the domains of knowledge, skills and affective behavior,
- (d) some competencies were not accommodated such as character building and active learning methodologies,
- (e) there was no equilibrium of developing soft skills with hard skills,
- (f) the standards of the learning processes were still teacher-oriented,
- (g) the standards of assessment and evaluation still neglected the processes and the end products, and
- (h) the 2006 curriculum was still open for multi-interpretation by many educators and teachers in reality (Sahiruddin, 2013).

Responding to some of the above inadequacies, the Indonesian government decided to rethink, reformulate, and redesign the curriculum to create the 2013 curriculum. The 2013 curriculum was a new curriculum, developed by KTSP that was first implemented in 2014. There are many differences between it and the former curriculum. A balance of hard and soft skills, integrative-thematic learning and a focus on attitudes for learning are examples of the differences between the two curricula.

Function and Aims of the 2013 Curriculum

The function of the 2013 curriculum is to develop the needs for faith, character, knowledge, creativity, independence, democracy and responsibility amongst learners (Kemendikbud/Ministry of Education and Culture, 2012).

The aims of the 2013 curriculum, according to Fadlillah (2014, p. 25) are: firstly, to develop the quality of education by balancing the learning of hard and soft skills through teaching attitudes, skills and knowledge to face local, regional and global challenges; secondly, to develop the abilities of the students to be productive, creative and innovative; thirdly, to provide all the materials needed so that teachers will not have difficulty in teaching the new curriculum; fourthly, to assist the government in managing the development of society; and lastly, to provide a base that individual schools can expand and further develop based on their individual conditions, ie. The potential of the learners, the area /regional potential, etc.

Characteristics of the 2013 Curriculum

The 2013 Curriculum has some characteristics that differ from other curricula. Based on the regulations of the Ministry of Education and Culture (Kemendikbud, 2012). The followings are some of the characteristics of the 2013 Curriculum.

Learning Approach

The 2013 curriculum uses a scientific approach and a thematic-integrative approach for the teaching-learning processes. The scientific approach is an approach using scientific processes. Learners learn and acquire experience in gaining knowledge directly by themselves. This helps them to face and solve problems in life. The scientific approach is implemented in the content part of the teaching-learning process. It has five steps, they are: observing, questioning, associating, experimenting and networking. This way of teaching-learning can develop students attitudes, skills and knowledge. Thus, students should not only have better knowledge and skills from the learning process but they also should have better attitudes after learning using the 2013 curriculum.

Moreover, the thematic-integrative approach is an approach that stimulates learning using themes related to the learners. Then, the teachers can integrate one theme with another or one subject with another subject.

Goal Competency

In this context, goal competency is related to competency in attitudes, skills and knowledge. Actually, those competencies are found in other curricula, but in the 2013 curriculum, competency in attitudes is a priority together with competency in skills and knowledge.

The 2013 Curriculum grouped three domains, they are Affective, Cognitive, and Psychomotoric. Each domain embraces different psychological processes, students develop Affective processes in order to receive, to appreciate, to experience, and to perform. Whilst with Cognitive processes students learn to remember, understand, apply, analyse, evaluate, and create. Finally Psychomotoric processes covers the activities that teachers do for instance observe question, associate, experiment and create.

Evaluation

The 2013 Curriculum used an authentic assessment approach for the evaluation processes. Authentic assesment is a form of complete assessment that includes the readiness of teachers, the teaching-learning processes and the results of learning. It helps teachers to thoroughly assess the competency of students in attitudes, skills and knowledge. Authors such as Karge (1998), Morris (2001), and Prestidge and Williams (2000) describe a variety of authentic assessment tools that are intended to increase students' engagement and make learning more relevant. These include: (1) role play and drama;

- (2) concept maps;
- (3) student portfolios;
- (4) reflective journals;
- (5) utilizing multiple information sources;
- (6) group work in which team members design and build models.

Authentic assessment provides a measure by which student academic growth can be gauged over time while capturing the true depth of student learning and understanding. It moves beyond the practices of traditional tools and tasks and allows for a greater expression of student abilities and achievements.

Advantages and Disadvantages of the 2013 Curriculum

There are many advantages of the 2013 curriculum; Mulyasa (2013, p. 164) has explained some of the advantages and disadvantages of the curriculum as follows:

First, the 2013 curriculum uses a scientific approach that gives the students direct learning experiences. This student centred curriculum develops competencies by direct experience. In another words the teachers not only transfer knowledge but also let the students experience the learning process by themselves.

Second, the 2013 curriculum is based on character. This means that students not only learn knowledge but also develop other skills such as spiritual, social, creative, co-operative, psychomotoric and intellectual skills in balance. Thus they can learn to solve social problems in their environment.

Third, the 2013 curriculum includes complete assessment, i.e assessment from all aspects. Determining values for students not only from cognitive scores but also from the values for politeness, religious practices, attitudes and other activities.

However, there are also some disadvantages of the 2013 curriculum. First, many teachers were not prepared to teach the 2013 curriculum, because this curriculum needs more creativity from teachers than before. This curriculum type is student centered which involves students exploring to learn. Hence teachers need to be more creative to facilitate students in the teaching-learning process. As facilitators, teachers have to help students actively engage in the new learning process.

Second, the teachers lacked understanding about the concepts in a scientific approach. The change in the learning method in K-13 to fact based learning which encourages students to use critical thinking is difficult to apply by teachers who have previously taught by conventional methods rather than the scientific approach method.

Third, the teachers did not understand how to evaluate using authentic assessments. The completeness of authentic assessments made older teachers confused as to how to apply these types of assessments; where they have to assess students comprehensively starting from input to processes to outputs from the learning processes.

Standards of Contents

The Ministry of Education and Culture Decree No. 64 of 2013 on the Standards of Content (Kemendikbud, 2013a), 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. The materials are specified with compulsory content criteria in accordance with the regulations, and the level of competency must be attained by the learners achieving the specified criteria.

Based on Regulation No 64 of 2013 about Standards of Content, there are two main components of it: first, scope of material explains about the materials patterns and formations that have to be achieved by the students in the teaching-learning processes (Fadlillah, 2014, p. 40). In SK-13, the scope of material contains Standard Competencies for Graduation (SKL), Core Competencies (KI) and Basic-Competencies (KD).

According to a Government Act, UU No. 32/2013, SKL are the proficiency and the qualification criteria for graduation in terms of attitudes, knowledge and skills. The main aim of the SKL is to be a reference to create eight National Education Standards viz: Standards of Content, Standards of Process, Standards of Evaluation, Standards of Education, Standards of Infrastructure, Standards of Management, Standards of Budgetting and Standards of Goal Competency.

Further, UU No. 32/2013 explained that KI was the ability of students to achieve the Standard Competency for Graduation (SKL) for every grade or program. It was divided into four categories; KI-1 was concerned about Spiritual attitudes, KI-2 about Sosial attitudes, KI-3 about Knowledge and KI-4 about Skills.

KD is the proficiency to achieve the Core Competencies (KI) in the teaching-learning processes (Fadlillah, 2014, p. 54). In UU No. 32/2013, KD is the proficiency of students in learning materials, learning experiences or subjects based on the Core Competencies (KI). The same as KI, KD is also divided into the same four categories; KD-1 is concerned about Spiritual attitudes, KD-2 about Sosial attitudes, KD-3 about Knowledge and KD-4 about Skills.

Second, according to the UU No. 64/2013 on the Standards of Content, Level of Competence is a stage for students to achieve the standard of competency to graduate (SKL).

Process Standards

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 (Standar Kompetensi Lulusan). It describes the teaching-learning processes in the classroom which mostly describes the syllabus, the lesson plan and the scientific approach. Further details are as follows.

First, the Syllabus requires a Lesson Plan to be developed for every subject that describes the teaching materials in general terms. The content of each Syllabus is to contain: 1) the name of the subject, 2) the name of the school, 3) the Core Competencies (*Kompetensi Inti*), 4) the Base-Competencies (*Kompetensi Dasar*), 5) the Theme, 6) the Core materials, 7) the Learning processes, 8) the Methods of Assessment, 9) the Time allocation, and 10) the Source of Materials.

Second, the Lesson Plan; various definitions of the Lesson-Plan have been proposed. Spratt, Pulverness and Williams (2005) defined a lesson plan as a series of course-plans which provides directions for a teacher as to what kinds of materials of study need to be taught and how to teach them. This refers to the framework created for the teacher to cover the materials to be learnt by the students and how the materials need to be used/applied in the teaching-learning process. It is a path for a teacher for conducting teaching activities in the classroom in order to be ready and to organize the materials to be delivered to the students and the methods and strategies to be used to teach them appropriately and effectively.

The content of a Lesson plan should include: 1) the name of the School, 2) the name of the Subject, 3) the Grade and the Semester, 4) the Core material, 5) the Time allocations, 6) the Aim(s), 7) the Base-Competencies (KD)/ Indicators, 8) Learning Materials, 9) Methods, 10) Media to be used, 11) Sources of Materials, 12) Learning Steps, and 13) Method(s) of Assessment.

The Steps for Learning (RPP implementation) are specified by Government Regulation no 19 of 2005. Firstly, the introduction is the start for all activities in the teaching-learning processes. In the introduction teachers: 1) Prepare the students physically and psychologically in order to follow the lesson, 2) Start with a prayer, 3) Ask some questions to stimulate recall by the students, 4) Introduce some material that they want the students to learn, 5) Explain the material to the students, and 6) Give an outline of the material and the tasks so that the students can do their tasks during the teaching-learning processes in class.

Secondly, content activities. These activities are important because they are the core of the teaching-learning processes. In the 2013 curriculum, the approach used is the scientific approach. The scientific approach has five steps, observing, questioning, associating, experimenting and networking.

Thirdly, closing activities. The closing is where the teacher can conclude all the material in this class and/or ask her students about their understanding of the lesson and also provide the students with home work tasks.

Evaluation Standards

Evaluation is a general term denoting any process leading to judgments and/or recommendations regarding the quality of a unit (Campbell & Rozsnyai, 2002, p. 31). Thus an evaluation describes the quality of a certain product, programme or course. From an educational perspective, an evaluation is used to measure the ability of students before and/or following a teaching-learning process. Tests, attitude tests, projects, portfolios and observations are examples of methods used for evaluation. According to the Ministry of Education and Culture Regulation No. 66 of 2013, a standard of evaluation is a criteria, mechanism, procedure or instrument to measure the achievements of learners and performers. Teachers as well as students can be and are evaluated. Further, the regulations explain about components and characteristics of standards for evaluation, as explained below.

First, the scope of the evaluation. Assessment of attitude, knowledge and skills are part of the scope of evaluation in K-13. The different techniques and instruments used to assess the students are described below. First, attitude or behavioral assessment, which comes from Italian, is the manner of placing or holding the body, and the way of feeling, thinking or behaving. Spratt et al. (2005) have defined attitude as a syndrome of the consistency of response with regard to social objects. Behavioral assessment is a way to observe the attitude of students in the teaching-learning process. It can be done by the teacher or by peer evaluation. Second, knowledge assesment is a valuable tool to measure how much of the material or subject matter the students have learned during the course/class. Lastly, a skill is defined as the ability to perform an activity proficiently. skills assessments are tools to measure students performance during and/or after the teaching-learning processes.

According to the Ministry of Education and Culture Regulation No. 66 of 2013 the techniques and instruments for evaluation are divided into three categories:

1. Attitude Competence Assessments

The techniques and instrument for these assessments are typically as follows: a) Observation is one of several types of assessment techniques that can be used by teachers to assess attitude competence of students. Observers use an instrument to record the attitude of each student.

b) Self assessment where students are asked to assess themselves. For instance, students can be asked to describe their feelings about an object according to criteria prepared by the teacher. This uses a self assessment sheet as the instrument.

c) Conversely, peer assessment is assessment of the attitude of each student by one or more other students. Similar to self assesment, peer assessment also uses an assessment sheet.

d) A journal is the last technique for assessment of attitude competence; it uses teachers' notes related to the strengths and weaknesses of each student in attitude competence. The instrument used in this technique is notes made by the teacher.

2. Knowledge Competence Assessment

The knowledge competence assessment can be subdivided into three separate types of tests:

- a) A written test is a test which involves writing rather than doing something practical or giving a spoken answer. In answering such a test, students may not only have to write their answers but can also be asked to use other variations, for example to mark, to draw, to color and so forth. Many various types of instruments can be used in written tests viz: multiple choice questions, essays, true-false, matching item tests, etc.
- b) Oral tests are tests using speech directly, the answer can be a word or words, a phrase, a sentence, a paragraph or even a speech, a song or a poem. The instrument for this test is a question list.
- c) Task assessments are assessments done by students individually or in a group. The instrument is a task or project that has certain characteristics.

3. Skill Competence Assessment

This type of assessment assesses students by getting them to perform or demonstrate certain skills that they have learnt in class. A check-list, rating scale and/or rubric are various instruments used for assessment of skills competence. Skills Competence Assessments are also divided into three types:

- a) Practice assessment is an assessment requiring each student to demonstrate skills in doing some activity/ies based on certain competencies.
- b) Project assessment involves performing tasks which include planning, implementing and reporting activities within a limited time.
- c) Portfolio assessment is a way to assess students by collecting the work done by each student over the whole or part of the semester.

Based on the Ministry of Education and Culture Regulation No. 66 of 2013 about Standards for Evaluations, there are some principals for evaluation in the 2013 curriculum.

- (i) Objectivity, teachers have to evaluate students with objective standard procedures and must not use subjective assessments for evaluating the performance of any student.
- (ii) Evaluation has to be done in accordance with the lesson plans, integrated into the teaching-learning processes and continuing; this is known as the principal of integration.
- (iii) The principal of economy thus the planning, implementing and reporting of evaluations must be effective and efficient.
- (iv) The principal of transparency whereby the assessment procedure and criteria must be able to be seen by everyone, especially the stakeholders in education like the students, the teachers, the parents and the administrators.
- (v) Evaluators must be accountable to both internal and external stake-holders not only for the techniques used but also for the procedures followed and for the results.
- (vi) Evaluations must be educative and must motivate both students and teachers.

The Teachers Role in Implementing the 2013 Curriculum

The teacher is a key success factor for implementation of the curriculum because he is responsible for the teaching processes in the classroom. The role of the teacher as a change-agent and a leader in the classroom means that he is probably the most important person in influencing the implementation of the new curriculum.

In student-centered learning as required for the implementation of K-13, the teacher presents or poses the central question (the issue, the case or the problem), and then works

as a facilitator for the students as they determine the nature of the response they will develop, and then formulate and carry out the processes to develop their response. Teachers help students to work through the difficulties they encounter by questioning them and helping them to identify alternative paths or resources, but they do not resolve these difficulties for the students (Pedersen, 2003).

According to Mulyasa (2013, p. 42), the role of a teacher is not only to provide information to students but also to ensure the students have a creative learning experience. It is not easy work to do well, because the teacher needs to have understanding and knowledge before teaching his students.

The Knowledge Base of Teachers

Many factors have hindered the implementation of the new, 2013, curriculum. Several factors that can hinder the implementation of a new curriculum are; teachers' understanding or rather lack of it, text books or rather lack of them and students understanding. For the teachers themselves, according to Mulyasa (2013, p. 44), some factors that will affect the implementation of the new 2013 curriculum are:

- 1) The teachers have to understand the new 2013 curriculum.
- 2) The teachers have to understand the topics, ideas and subject matter.
- 3) The teachers have to understand the behaviour of their students.
- 4) The teachers have to be prepared/trained to use different methods in teaching the new 2013 curriculum.
- 5) The teachers have to prepare new lesson plans before starting to teach the new 2013 curriculum.

From the above factors, we can see that the knowledge-base of the teachers is very important because it is a major factor that supports the teaching-learning process in the classroom.

RESEARCH METHODOLOGY

Study Design

This study belongs to quantitative research. According to Gay, Mills, and Airasian (2006, p. 9) quantitative research is the collection and analysis of numerical data in order to explain, predict, and control phenomena and interests. Slavin (1984, p.15) has explained that quantitative methods have two types viz: experimental and non-experimental studies. This study may be categorized as a descriptive quantitative, non-experimental research study. This study used statistics to analyse the results from the questionnaire and to present the data from the questionnaires. The target population of this study were all the English teachers from the eight (8) State Islamic Senior High Schools (MAN) in Banda Aceh. Using total sampling, the whole of the population were chosen as the sample. In this research, the data was obtained by using non-test instruments viz: a questionnaire as the research instrument.

The researcher gave each English teacher a questionnaire related to their knowledge about the 2013 curriculum for teaching English. The teachers' knowledge about teaching the 2013 curriculum was assessed from the answers to 45 multiple-choice questions. The questions were about the teachers' knowledge about the 2013 curriculum based on the three national standards viz: the content, process, and evaluation standards. The questionnaire was distributed to the teachers by the co-researcher herself.

Data Analysis

The co-researcher analysed the data by totalling the responses from the respondents. The formula used was as follows:

$$P = F \times 100 / N$$

Where :

P = Percentage

F = Frequency of response

N = The total number in the sample

100 = Constant for calculating percentages

Table 1. Interpretating Criteria

Criteria	Interpretation	Description
1	0 – 20%	Teachers have very low knowledge
2	21 - 40%	Teachers have low knowledge
3	41 - 60 %	Teachers have intermediate knowledge
4	61 - 80%	Teachers have high knowledge
5	81 - 100 %	Teachers have very high knowledge

A teacher with sufficient knowledge fell in the categories of high or very high level of knowledge, whilst teachers with insufficient knowledge fell in the categories of low or very low level of knowledge.

RESULTS AND DISCUSSIONS

There were three categories of knowledge discussed in the research. Hence the questionnaire was divided into three research questions as proposed in the background of the study; standards of content, standards of process and standards of evaluation.

The first research question proposed in the background to the study was: To what extent did the teachers have knowledge about the standards of content of K-13? Regarding standards of content, Ball, Thames and Phelps (2008) have researched this in a study that concentrated on teachers's content knowledge in the field of education. They showed that teachers must know the subject and scope of the material that they teach because teachers who do not know a subject well are not likely to have the knowledge they need to help students learn the content. At the same time, however, just knowing the scope of material well may not be sufficient for teaching it. Regulation No. 64 of 2013 explains that teachers also need to know the level of competence to know to what extent the students have developed in the teaching-learning processes. In conclusion, it was found that the teachers surveyed had low knowledge of the standard of content with an average score of only 40%.

Based on these results, the researcher found that the terms that teacher knew most about were the aspects of attitude in the K-13 with a score of 87%. By contrast, for the aspect of competence the teachers had only a very low level of knowledge, their score was only 12%.

However, there were some terms that the respondents had sufficient knowledge. Materials for instance, in Competence of Graduate Standard (SKL) in K-13, six respondents gave correct answers to that term (75%). Whilst for knowledge competence the total score was 62.5%. 37 % gave correct answers for Base-Competence (KD) in K-

13 and Core Competence (KI) in K-13. For the last, 25% gave correct answers for material about the main point of the standards of content and the relationship between Core Competence (KI) and Base-Competence (KD).

The second research question asked was: To what extent did teachers have knowledge about the standards for processes in K-13? The results showed that the teachers had an intermediate level of knowledge with a average score of 41%. According to the respondents, the processes in the K-13 were almost the same as in the previous curriculum, therefore the respondents were familiar with the teaching processes used in the K-13.

Referring to the results for the standards of processes, this was answered correctly by all respondents (100%) about the components of a lesson plan. This is a good result because knowing the lesson plan is a crucial component in a standard of processes as a study of lesson planning by Cicek and Tok (2004) revealed. They agreed that lesson planning establishes a road map for instructors for what has been taught and what needs to be taught. It allows them to focus on one objective at a time and communicate to learners what they will learn in each lesson.

However, the respondents got 0% for the experimental aspects in the scientific approach and for cognitive knowledge. This score indicated that all the respondents did not know much about those terms. The scientific approach and cognitive knowledge are important activities for teachers to know about because they are considered as core activities as explained previously.

According to Regulation No. 65 of 2013 about the Standards of Processes one of the key components in the K-13 is the scientific approach, so that a score of 0% was a bad score for the teachers to get. If the teachers do not have knowledge about these topics, how they can implement the teaching-learning processes appropriately.

However, overall, the score from this standard was in the intermediate level viz: 50% - 62.5% because the respondents had background knowledge about the standards for processes from previous curricula. This made it easier for the respondents to answer some questions with terms similar to previous curricula such as lesson plans, nevertheless some terms in K-13 were new for the respondents viz the scientific approach which has five steps; observing, questioning, associating, experimenting and networking.

Campbell and Rozsnyai (2002) have defined evaluation as judgments of the processes or the quality of a course or programme; they concluded that this was an important process that teachers must know about. Therefore, the last research question was: To what extent did teachers have knowledge on the standards of evaluation to be used with K-13?

Unfortunately, the results were similar to those for the standards of content where the respondents had poor knowledge scoring only 36%. The highest score from the questionnaire about standards of evaluation was in the aspect of evaluation principles (87.5%). This means that in general the respondents had knowledge about the principles of evaluation. When the researcher asked deeper questions about the standards, the scores varied from 0% - 87.5%. However, most scores were low (0%-37.5%). All the respondents had no knowledge about evaluation approach, this was shown by the 0% score from the questionnaire.

Finally, based on the overall findings it can be concluded that the respondents only had low knowledge about the standards of content, the standards of processes and the standards of evaluation for K-13.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results, the researcher concluded as follows. Firstly, Teachers' knowledge on the standards for content for K-13 was low (only 40%). Secondly, for the standards for processes for K-13 these teachers also had near low knowledge because the score was only 41% and lastly, their knowledge about standards for evaluation for K-13 was also "low" (only 36%).

Recommendations

From the conclusions above, the researcher has some recommendations as follows, first, to encourage a greater degree of involvement of teachers' knowledge, the government must provide extra support to teachers by providing them with extra training. Second, college lecturers can also provide teachers with some training for helping teachers to improve their knowledge about the implementation of K-13. Different teaching methods and alternative ways of presenting a topic or concept should be acknowledged and accommodated in teaching-learning situations related to teacher's knowledge. Third, teachers should practice self-reflection according to the implementation of K-13 so that they can see and ask help from curriculum experts to improve their knowledge for the implementation of K-13 and lastly the researcher also recommends that teachers should endeavor to learn by themselves, learning-by-doing, about the theories behind K-13.

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