

ENGLISH TEACHERS' PERSPECTIVE OF THE IMPLEMENTATION OF 2013 CURRICULUM AT JUNIOR HIGH SCHOOL

*Perspektif Guru-Guru Bahasa Inggris dalam Penerapan Kurikulum 2013
di Sekolah Menengah Atas*

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Abstract: This study is departed from the phenomenon of the problems towards the implementation of the 2013 Curriculum (K-13) for English teachers. The study is focused on English teachers' perspectives about the challenges in implementing the 2013 Curriculum. To obtain a deeper description of the English teachers' perspectives in implementing the 2013 Curriculum, qualitative approach was adopted. Narrative interviews were conducted with three English teachers at a junior high school in Surabaya. To strengthen the results of the interviews, observations in the class and documentation related to the curriculum were also collected. This study found three findings, namely: (1) some students are unable to follow the learning process: be creative teachers, (2) teachers must be able to adjust to the administrative burden: multitasking teachers, and (3) teachers are getting difficulties to implement the scientific approaches. It can be argued that English teachers must be able to face the three challenges in implementing the 2013 Curriculum to increase the teaching effectiveness.

Keywords: *perspectives, challenges, 2013 Curriculum, creativity, multitasking teachers*

Abstrak; Kajian ini bertolak dari fenomena berbagai permasalahan dalam penerapan Kurikulum 2013 bagi guru mata pelajaran Bahasa Inggris. Fokus kajian ini adalah perspektif guru-guru mapel Bahasa Inggris mengenai kendala penerapan Kurikulum 2013. Untuk memperoleh gambaran lebih dalam tentang perspektif guru-guru Bahasa Inggris dalam menerapkan Kurikulum 2013, pendekatan kualitatif digunakan. Wawancara naratif dilakukan terhadap tiga orang guru Bahasa Inggris Sekolah Menengah Pertama di Surabaya. Untuk menguatkan hasil wawancara, observasi kelas dan dokumentasi terkait Kurikulum 2013 juga dikumpulkan. Dalam kajian ini dihasilkan tiga temuan: (1) beberapa siswa tidak mampu mengikuti proses pembelajaran: jadilah guru kreatif, (2) guru-guru harus mampu beradaptasi dengan beban administratif: jadilah guru multitugas, dan (3) guru-guru mengalami kesulitan untuk menerapkan pendekatan-pendekatan ilmiah. Dapat ditegaskan bahwa guru-guru Bahasa Inggris harus mampu menghadapi tiga tantangan dalam menerapkan Kurikulum 2013 untuk meningkatkan efektivitas pengajaran.

Kata-kata kunci: *perspektif, tantangan, Kurikulum 2013, kreativitas, guru multitugas*

INTRODUCTION

The 2013 Curriculum (known as K-13, henceforward used) is the newest curriculum applied in the national education system of Indonesia and has been revised in 2015. This curriculum is permanently applied by the Indonesian government to replace the 2006 Curriculum or School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan* or *KTSP*) which has been valid for approximately 6 years. The K-13 was tested in 2013 to some schools. In other words, this curriculum was not largely applied to all schools in this country. Unfortunately, based on the Minister of Education and Culture Regulation, Number 60, Year 2014, the implementation of the K-13 was stopped and the schools returned to use School-Based Curriculum or *KTSP*. However, K-13 was implemented nationally for a second time in 2016 after some revisions. It indicates that the K-13 tends to be problematic.

Although the K-13 has changed the education system significantly and is expected to be able to change the face of Indonesian education system, it does not mean that the implementation of the curriculum is balanced. News.okezone.com (2018) reported that many teachers complained the K-13 in relation to many topics in each subject with lack of minutes, and many administrative documents to do. In addition, many schools has not implemented the K-13 since there are many teachers getting problems in implementing the curriculum in the learning process. Moreover, Pikiran-

rakyat.com (2018) reported that in the 2018-2019 school year, the Indonesian Ministry of Education and Culture recorded that 78,000 schools have not implemented the K-13.

Besides the problems showed above, Ekawati (2017) showed that there are many teachers who cannot make the lesson plans because they do not understand how to arrange them based on the criteria of the K-13, besides they have not enough time to make the lesson plans properly. Another problem faced by the teachers is about how to apply the principles of scientific approach in the teaching and learning process so as to encourage the students to be more active and more confident to learn in the class. Learning media also become problems for some teachers since they are not able to provide and use them, such as LCD, video, and power point. She also pointed out that the teachers have no ability professionally to make the assessment comprehensively.

Dealing with the description presented above, this study presents the phenomenon related to the English teachers' perspectives about the challenges in implementing the K-13 in teaching English at Junior High School.

REVIEW OF RELATED LITERATURE **Teacher's Perspectives of Teaching English Using 2013 Curriculum**

The 2013 Curriculum or K-13 is the newest curriculum applied in Indonesia to response the global era in which the world has changed rapidly. Therefore, the government must take an action and an

improvement to the quality of education in Indonesia so as to be able to compete globally. The Indonesian government has made a big decision by replacing School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) with the 2013 Curriculum (*Kurikulum 2013* hence known as K-13).

From this change, the government expects the face of Indonesian education will be better and the students can be more critical and participating actively in the learning process. The change of a curriculum must be considered as the representation of development in the education, especially in the process of teaching and learning expected to happen effectively. In fact, the replacement of School-Based Curriculum with the K-13 has got responses from society at large especially teachers or educators, in which the responses, according East (2012) are teachers' perspectives that are very important to provide the teachers opportunities to understand the transformation of the curriculum. In addition McCoy (2011) asserts that all teachers' perspectives will make the teachers become balanced in giving the services to the students in the teaching and learning processes.

The responses given above show that the curriculum is a very crucial element in an education system that determines the development of education of a country. The more stable the curriculum is applied, the more developed the country manages its education system. However, the change of curriculum in Indonesia is still making some problems for educators or teachers. Basically, curriculum, Wahyuni (2016) argue, is

developed to become guidance to the process of teaching and learning at schools, colleges or universities.

The K-13 is regarded as the better curriculum by the government to answer the rapid development of the world. However, it has invited some responses or perspectives from teachers or educators who implement the curriculum. Suriyani (2018) argued that the employment of the K-13 makes teachers and students work together in the package of creative-based learning, discovery, and the development of students' talents and competencies. The positive perspective also comes from Saputra (2019) who asserted that the English teachers at a senior high school are very enthusiastic to use K-13. Their enthusiasm was shown by their awareness to provide their lesson plans before teaching and they considered that the lesson plans they made have helped them design the class during the teaching and learning process. However, they also got difficulties to adjust and balance the lesson plans with the media, material development,

In a different perspective, Salman (2015) argues that the K-13 involves a lot of administrations to be accomplished together with the teaching and learning process. In other words, the teachers should be able to allocate their time for teaching preparation and for the completion of administrations as well. This condition makes the teachers sometimes have a limited time to receive training of the K-13.

While Ashar and Irmawati (2016) described that the implementation of K-13 at a vocational school in Bantaeng indicated some weaknesses in some

aspects such as opening activities, the use of media, the implementation of integrated learning, and the closing activities. The English teachers have not been perfect because they felt that the curriculum was still new so that they were getting difficulties to operate it in the teaching and learning process. In addition, Ashar and Irmawati also conveyed that the teachers were also getting problems when they conducted assessment in the evaluation process. The teachers were reported that they complained because there are too many types of assessment applied in the learning process and the assessment models in K-13 are complicated and time consuming to employ.

Whereas Darsih (2017) testified that there are several challenges faced by teachers when they implement the K-13. The first challenge is about applying the scientific approach. This becomes the teachers' challenge because they are teaching with conventional way so that they are getting difficulties to employ the scientific approach in their teaching and learning process. Even, the mastery of technology and information of the teachers is also limited. The second challenges is about applying the assessment. It happened because they did not know how to practice the assessment appropriately. The third challenge is about designing lesson plans. The teachers not only getting difficulties in making the lesson plan that is very complicated but they also get burdens with the time they have to allocate to make it. From what has conveyed above, it can be concluded that the challenge is about how to adapt with those things related to curriculum in which the K-13 requires the teachers

who have enough knowledge and skills of teaching.

English Teaching in the 2013 Curriculum

English as a foreign language in Indonesia becomes a challenge for English teachers since English has different characteristics (grammatical category) from bahasa Indonesia (no grammatical category), so that the students will get problems to learn it (Susanto, 2011). The teachers teach the language that the students were not familiar or never used it before as communication tool. In this way, the K-13 answers the problems faced the English teachers in Indonesia. Not only does the K-13 make the teachers easy to teach English, but it has also been a guidance for the teachers how to teach English to students properly in order that the learning goals can be achieved in the learning process.

In this section, School-Based Curriculum or Education Unit Level Curriculum (known as KTSP or Curriculum 2006) implemented in 2006 is differentiated from the K-13 implemented in 2013. What are the differences between both curricula? Wahyuni (2016) indicates the differences, that is, the syllabus of Curriculum 2006 is developed under the authority of school (unit), while the syllabus of K-13 is developed by the central government, unless a particular subject developed by a certain school. The teachers are also given the authority to develop their lesson plans and teaching materials.

Based on the principles, adopted from Wahyuni (2016), Curriculum 2006 refers to 6 principles of development: (a) focused on the students' potency, progress, needs, self-interest and

environment; (b) diversity and integration; (c) the development of science and technology, (d) life experiences; (e) comprehensive and sustainable; and (f) lifelong learning.

The K-13 principles of the development conveyed by Nur and Madkur (2013) consist of ten principles, that is, (a) the goal of the learning is the development of communicative competence. Therefore, Communicative Language Teaching (CLT) is adopted; (b) student-centered activities are designed; (c) the students learn the social life with text structure and grammar refer to the social life; (d) the students learn to criticize by observing, questioning, exploring, associating, and communicating; (e) teachers are role models for their students; (f) the authentic sources are used to give more experiences to the students; (g) the students are encouraged and empowered to understand types of texts; (h) the students are expected to learn interpersonal communication, transactional communication, and functional communication; (i) not only knowledge but also attitudes and skills are learnt by students; (j) the students are able to practice to use the spoken language or written texts with some activities.

Curriculum Applied in Indonesia

The K-13 is the latest curriculum implemented in Indonesia as a guidance to achieve learning goals. It is stated in National Law No. 20 of 2003 concerning the national education system that formulates the curriculum as a set of plans and arrangements regarding the objectives, content, and subject matter, as well as the ways used as

guidelines for conducting learning activities to achieve certain educational goals. Meanwhile, Prastowo (2017) says that the K-13 is the concept of curriculum of education system in Indonesia arranged for teaching and learning activities in the form of written documents as well as for guidelines of the implementation of teaching and learning activities. In essence, it can be said that the K-13 is an outline of teaching for the educational objectives achievement in Indonesia.

The goal of applying the K-13, according to Mulyasa (2013) cited by Nurhayati et al. (2018), is to encourage the people to be creative, innovative, and productive in which attitude, skill, and knowledge are integrated in the teaching and learning process. Besides, the previous curriculum or *KTSP* was regarded not sufficient enough to face the global era. Muhammad Nuh in Nurhayati et al (2018) states that "Renewing and developing curriculum needs to be done in order to able to compete with global competition. Moreover, the development of human resources character was not emphasized on the curriculum. While in the K-13, character building becomes the main concerns for stakeholder to build better human character.

The K-13 also prioritize on the development of learner's competencies, methodology of teaching and learning process through learning experiences such as observing, inquiring, associating and communicating. While teachers have some roles in this part. Nur (2014) states that there are four types of role of teacher in the K-13 such as a learning designer, learning motivator,

learning mediator, and learning inspiration. Learning designer means a teachers should design the class creatively to create effective class and the students can do learning activities. Learning motivator means that a teacher should keep the stability of students to learn and maintain the students' willingness to study in the class. Learning mediator means that a teacher become the media for transferring knowledge to students, and learning inspiration means that a teacher becomes the major source for students in managing subject matters.

METHOD

This study used a qualitative approach to describe English teachers' perspectives about the challenges of the implementation of the K-13. Guest, et al. (2005) assert that qualitative approach has become an important tool to be applied in a large part because it can provide valuable insights in the perspective of research participants in the form of culturally and contextually rich data produced.

Based on the above perspective of qualitative approach, three English teachers of junior high school in Surabaya were interviewed in different time at their school. The teachers interviewed were teachers who have implemented the K-13 at their school. Narrative interviews were conducted to get a lot of information in relation to the implementation the curriculum. The technique of in-depth interviews with exploration and observation, according to Boz & Dagli (2017), was used to achieve more descriptive and more elaborative results. While ethnography such as observations in

the classroom was also taken to crosscheck the data taken from the narrative interview. Besides that, field notes, documentations (in the form of pictures or videos) and the valid documents of the K-13 from the government were also collected to be synchronized with the data obtained from interviews and observations.

The data obtained from interviews were analysed using thematic analysis in which several processes were conducted. Thematic analysis process, according to Braun & Clarke (2006), includes: (1) becoming familiar with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining themes, and (6) writing-up. The data obtained from interviews were crosschecked with the data obtained from observations, field notes, documentations and documents of K-13. Finally, after understanding the data and giving certain codes to the data collected, some themes were shown based on the given codes of the data.

RESULTS AND DISCUSSION

The Challenges in Implementing the K-13 by English Teachers in Teaching English at Junior High School

There are three challenges faced by teachers when they are teaching English using the K-13. Here are the three challenges found by English teachers when they are implementing the K-13 at junior high school. First, some students are unable to follow the learning process: be creative teachers. Second, teachers must be able to adjust to the administrative burden: be multitasking teachers. Third, teachers are getting difficulty

in implementing scientific approaches.

a. Some Students are Unable to Follow the Learning Process: Be Creative Teachers

The K-13 emphasizes on the student-centered activities. Therefore, the teachers should design the class effectively in which the teachers have to provide learning activities for active students. However, a daunting classroom where full of rowdy students occurred has caused the students unfocused on the lesson. Some experienced teachers definitely have strategies to get things back on the track and to prevent the disruptions in the classroom.

This is the challenge the teachers face when they are teaching but the students pay less attention to the lesson or the students cannot go along with the learning process. As stated before that K-13 emphasizes on the students' activities, the students do not listen to the teacher's explanations and this causes the students not understand what the teacher have instructed. As the data extracts describe as follows:

(Data 1)

"I found some students could not follow the learning process and when I evaluated it, some students could not understand what I was saying (the delivery of material and instructions), it was because they did not listen and pay attention and some really don't understand the material I'm conveying" (MN 2.1.1)

(Data 2)

"Indeed, there are some students who still cannot follow the learning process. That's because they pay less attention and sometimes they don't understand what I'm saying too" (IA 2.1.1)

Based on the data sets of 1 and 2, it can be interpreted that some students in certain conditions let their teachers talk in front of the class, but the students are not with the teachers. The students are lost focus and get difficulty to understand the subject. There are two points why they are not on the track. Firstly, it can be observed that the teachers are not creative in designing the class. Ekawati (2017) states that it can be triggered that teachers are not creative in preparing and conducting teaching. Secondly, the teachers have not understood how to employ the K-13 appropriately. In other words, it can be said that the challenge is not only about how to make the students learn actively in the class but the teachers must also understand the K-13 comprehensively and be creative in designing the class.

Therefore, to have much attention from the students, the teachers should have effective ways to attract the students' attention as described in the data extract of 3. In the K-13, teachers are not only as a passive facilitator but must be able to be decision makers when problems occurred. This is the challenge for the teachers to be creators in the class to change the monotonous classes that have made the students unable to follow the lesson as expected.

The creative teachers are professional teachers who have many

brilliant ideas to change the boring class atmosphere into the fascinating class. The teachers facilitate the students to learn much knowledge that is useful in their lives in the future. As extracted in data 3, the teachers are expected to be able to practice some techniques or strategies so as to become more interesting in teaching and the students are more enthusiastic to learn.

(Data 3)

"To make students interested in following the learning process I used more interactive learning methods and techniques (using games, group activities and media)" (MN 1.2.1)

From the data 3, it can be described that teachers have to be able to make the students interested in the lesson they are learning. Some strategies are necessarily used to make the joyful learning so that the students feel like playing game but they are also learning some knowledge. In this point, the teachers have played the role as facilitators or they become a director of a film that leads the movie stars. In line with Likitrattanaporn (2017) the teachers have to always be creative in designing and implementing their teaching so as to make students more interested in joining the learning process.

Furthermore, the creative teachers not only make the students enjoy their learning but make them participate in their learning. The active students become the focus of K-13 in which

the target of learning is that the students have experiences from what they learn. It can be described from the following extract.

(Data 4)

"Students are more interested in participating in the learning process that I do, because I used games and group activities in the learning process" (IA 1.2.1)

In addition, the data 5 indicates that the environment of the learning process becomes more enthusiastic because teachers have been able to control the class and stimulated the students to ask some questions for they have found something new from what they learn. Some initiations are coming up from their curiosity, questioning something that has just learned.

(Data 5)

"Students began to take the initiative to ask questions because they found new things in the interactive learning process that I applied" (MN 1.2.2)

From the extract above, it can be explicitly stated that teaching English using the K-13 at junior high school level requires new creativities so as to make the students always enthusiastic to learn. The K-13, according to the teachers, must be implemented comprehensively by well-preparations and new creativities in order to make the learning process run effectively.

b. Teachers Must be Able to Adjust to the Administrative Burdens: Be Multitasking Teachers

The challenges for teachers not only teach well but they also have to be multitasking teachers: teaching and doing administrations simultaneously. Teaching is the main part that the teachers must carry out together with the administrations where those administrative burdens have considerably disturbed teachers to arrange the teaching preparations such as preparing the lesson plan and evaluation. But those administrations the teachers have are parts of the K-13 that must be completed after teaching activities done. The extracts of data 6 and 7 describe how the teachers perceive the administration in the K-13.

(Data 6)

"I feel that the administration of the 2013 curriculum is too much and requires a long time to complete. It should be made simpler because we as teachers also need to prepare material and learning media" (MN 2.2.1)

(Data 7)

"There is many types of administration in the 2013 curriculum such as the preparation of learning, evaluation, and evaluation plan sheets, which takes a lot of time to complete" (IA 2.2.1)

It is clear that the teachers feel that the administrations in K-13 have a little bit disturbed the teachers'

performance in which the teaching preparations must be made and in one side the teachers also accomplish the school administrations. For the teachers, those administrations not only take their much time but they also take a long time to accomplish those works. However, those things have to be accepted as parts of professional teachers and become a challenge to bring a better education in Indonesia.

As a result, although the administrative burdens have restricted the movements of the teachers, the teachers should be multitasking teachers that are able to do a lot of things, such as, while doing school administrations, the teachers should prepare and conduct the evaluations for students because evaluation is an important aspect to know the results of learning process that cannot be ignored. The teacher asserts in the following extract:

(Data 8)"

I conducted an evaluation to find out the results of the learning process. However, the evaluation I did was arranged based on the purpose of the learning process. It was intended so that I could know whether the target of the learning process could be achieved or not" (IA 1.1.2)

The administrations in question consists of various types, while some examples of the K-13 administrations and school administrations are as follows:

Table 1: K-13 and School Administration

1	EDUCATION CALENDAR	13	IMPROVEMENT AND DEFENSE PROGRAMS
2	EFFECTIVE HOUR CALCULATIONS AND EFFECTIVE DAY ANALYSIS	14	EXAM QUESTIONS BANK
3	BASIC COMPETENCIES MAPPING AND INDICATORS	15	EXAM QUESTIONS TESTS
4	SKL STANDART	16	CLASSROOM JOURNAL
5	ANNUAL PROGRAM	17	TARGET CURRICULUM ACHIEVEMENTS AND MATERIALS DEVELOPMENT
6	SEMESTER PROGRAM	18	CASE NOTE BOOK
7	SYLABUS DEVELOPMENT	19	GUESTS BOOK / SUPERVISI BOOK
8	LESSON PLAN PREPARATION	20	MEETING MINUTES
9	KKM DETERMINATION	21	INVENTORY LIST
10	ATTENDANCE BOOK	22	GRADUATES BOARD FOR RAPORT / TEACHER CLASS
11	STUDENT PRESENTATION LIST	23	MIDDLE SEMESTER EXAM / TASK / HOME WORK / END SEMESTER EXAM
12	TEACHING AGENDA BOOK	24	DAILY REVIEW ANALYSIS

Based on the administrative data above, it can be seen that there are a lot of things to be done by the teachers in relation to the K-13 administrations and school administrations. Those administrations not only burden the teachers but according to Ekawati (2017) in her study, she asserted that some teachers also could not prepare the lesson plans and other teaching preparations, because they had no much time and the time had been taken to accomplish those administrations.

However, not all teachers feel disturbed with those administrations as reported by Haryono (2015) in which he asserted that teachers have a lot of work related to administrative matters, but teaching preparations cannot be ignored because professional teachers must be able to

solve the problems either academic or non-academic problems. In other perception, it can be argued that the different levels of teachers' knowledge and understanding definitely influence how the teachers perceive those problems.

The administrative challenges obviously affect the teachers' performance, but it depends on the teachers themselves in perceiving and solving the matters. The teachers should be able to divide their time between teaching preparations and school administrations. That is explained in the following extracts.

(Data 9)

"This is obviously time-consuming because I have to prepare materials and learning media and not to mention if there are situations and

conditions that are not possible (personal needs, assignments from the school). Therefore I work on what's important first or globally at one time for several administrations" (MN 2.2.2)

(Data 10)

"Extra work is needed to complete the administration of the 2013 curriculum, so you have to sacrifice more time to complete it. Because sometimes it can't be done every day directly (solid school activities and assignments, personal needs) will be done when the time is possible" (IA 2.2.2)

Regarding to the data 9 and 10, it can be seen that teachers acknowledge that they get pressure whether they have to accomplish the teaching preparations or they have to do several administrations. Therefore, the teachers should be able to prioritize and to adjust which work has to be done first. Furthermore, extra work is also needed to accomplish both teaching preparations and administrations at the same time. It can be interpreted that teachers should work hard and stay tough to do the jobs as well as they have to be good at dividing time to complete all the things. Teachers professionally do this things so as to educate students and to bring them to the bright future.

c. Teachers Are Getting Difficulty in Implementing Scientific Approaches

Scientific approach refers to the learning process designed for students to actively construct and

conceptualize the principles through some phases. The phases consist of five main learning experiences, namely: 1) observing, 2) asking questions, 3) reasoning, 4) associating, and 5) communicating. In preparing the lesson plan, the teachers must consider the five scientific approaches recommended by the K-13. But the problem faced by the teachers is that the implementation of scientific approach in the process of learning is not as easy as one turns a hand even though some teachers have tried to implement them in their teaching. As stated in data 11 and 12, the teachers have done and implemented as much as possible in their teaching.

(Data 11)

"I arranged learning activities based on the steps of the scientific approach because every step of the scientific approach made students not awkward (the learning process is done gradually so students understand better)" (MN 1.3.1)

(Data 12)

"I organized learning activities based on the steps of the scientific approach because I adapt to what has been set in the 2013 curriculum" (IA 1.3.1)

However, some teachers did not implement the scientific approach because of certain situations and conditions. The points of scientific approach cannot be applied as a whole and must be adapted with the conditions of the students in the class. Based on the following data, it can be interpreted that the teachers who do not consider the scientific approach

in their teaching do not have good skills and large knowledge about how to apply those things in their teaching in order that students are going to learn much about life not only in a discipline but in multidiscipline.

(Data 13)

"I did not implement all the steps of the scientific approach in every learning process because situations and conditions sometimes do not allow it to be implemented (inadequate time). I adjust it according to circumstances"
(MN 1.3.2)

(Data 14)

"I apply the steps of the scientific approach based on the existing situation and therefore I do not apply some of them" (IA 1.3.2)

The data sets in 13 and 14 are in line with Ekawati (2017) in which there are some teachers not applying the scientific approach in the teaching process even though they should implement the principles of the scientific approach as the main points of the K-13 for giving life experiences and useful knowledge for students in the future. It shows that there are problems in applying the scientific approach to the implementation of the K-13. The teachers decided not to apply the scientific approach because of certain factors such as: 1) insufficient time, 2) unrelated materials being taught, 3) less efficient for implementing the scientific approach. However, it indicates that the qualities, skills and knowledge of the teachers play major roles in determining the

implementation of the scientific approach to the teaching process.

CONCLUSION

The representation of the findings in the previous section has given some perspectives of the English teachers seeing the three challenges in implementing the K-13 at junior high school in which the teachers have to be creative teachers or facilitators when some students begin unfocused with their lesson. The teachers should have some strategies to make their students concentrate to the lesson, to make them participate in all chances and to be active to all teaching processes in the class. Teachers should actively play roles to caring and guiding students to have experiences in their learning. However, the teachers not only teach but they must also be multitasking teachers at the same time since there are a lot of administrative burdens and school administrations that must be done between the activities of teaching and learning. The last but not the least, teachers should always improve their knowledge and skills in order that they can implement the scientific approach emphasized by the K-13 in which the skills and the qualities of the teachers really influence how to implement the scientific approach in the teaching processes.

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