CHANGE OF CURRICULUM AND ITS IMPLICATION ON TEACHERS' PERFORMANCE IN EFL CLASSROOM

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Abstract

Changes of curriculum commonly face such resistances by educational practitioners. The resistances commonly appear because the changes of curriculum give impacts not only on aims of education, but also on the process of its implementation. During the process of implementing a new curriculum, many aspects are influenced, such as syllabi, teaching materials, teaching technique and so on that shortly deal with teachers' performance. Thus, teachers are demanded to acclimatize with any changes on the new curriculum. The teachers as one of educational practitioners are required to have a depth- understanding on running a new process of EFL classroom as demanded by the new curriculum. Thus, teachers' understanding about the new curriculum is so essential since it directly influences their performance in the classroom. This article, which is derived and further developed based on research conducted in 2013, discusses and analyzes how the change of curriculum in Indonesia affects teacher's performance on EFL classroom even when it has been implemented for years. It specifically explains teachers' performance in implementing school-based curriculum; whether the teachers' performance has been in line with aims and goals of school-based curriculum or it needs further development.

Key words: curriculum, change, impact, performance, EFL

A. Introduction

The development of education in Indonesia cannot be separated from the development of curriculum applied. Curriculum as a main core of education leads the education into a systematic planning and its implementation that direct the education for achieving its goals. Thus, a systematic and strong concept of curriculum applied should be arranged and planned as well as its implementation.

Nowadays, in Indonesia, curricula have been changed for several times based on such considerations proposed by government. The government has provided many reasons behind the changes by pointing out that the main point is to develop and to make a continuity of learner's education program into a better result. In last 10 years, curriculum in Indonesia has been changed for 3 times; *Kurikulum Berbasis Kompetensi (KBK), Kurikulum Tingkat Satuan Pendidikan (KTSP)*, and *Kurikulum 2013*. The changes of these curricula include many aspects, such as the aims and goals of education, learning materials, teaching approach, evaluation, etc. In fact, every change certainly requires many processes and lots of fund. It certainly demands a significant improvement in education goal. However, during the implementation of these 3 curricula, the goal of changing the curriculum cannot be reached well. The general result found for each changing is the implementation of new curriculum is categorized fail. One of the significant factors for this failure is most of the educators and practitioners of education at school did not fully comprehend the concept and the way to implement the new curriculum. As stated by Wiles and Bondi (2007), " 90% of new curriculum were failed to be implemented because lack of managerial skills and knowledge necessary to deliver a new curriculum". It is one of the reasons why many educators and practitioners resisted the change of the curriculum.

This article is derived from a part of the research results of the author' thesis in master degree conducted in Solok in 2013 entitled *Problematic Sides in Implementing Learner-Centered Instruction Paradigm in English Classroom: A Phenomenological Study at MAN Kota Solok*. The thesis discusses the problems during the implementation of Learner-Centered Instruction Paradigm by analyzing the way the teachers and the students play their roles in the classroom. One of the research results deals with teachers' performance in implementing the curriculum by looking at the way they played their roles in the classroom. This article particularly discusses how the teachers run their roles in the classroom that deals with the implementation of such curriculum used. It also discusses whether the teachers have performed well in implementing the curriculum or they still need further development in their competences and performances.

As stated above, any change of curriculum required a lot of efforts and funds in order to implement it at school. However, the problem appears when the teachers as the practitioners of education cannot implement it well because of lack of comprehension and ability in implementing the new curriculum. In every curriculum, the teachers should be able to notify the main goals and comprehend such differences in

implementing it to the previous curriculum. It obviously needs time, process, and lots efforts to fully comprehend the curriculum. Shortly, it can be stated that this change cannot be conducted in a short time.

Based on the ideas above, teachers' comprehension about a curriculum is a significant factor that influences their performance in implementing a new curriculum. Thus, this paper explores how the teachers apply the concept of the curriculum in the classroom. It specifically explains whether the teachers have performed well in implementing the curriculum used now (school-based curriculum), even it has been implemented for years, or they need more time and more in-service training to implement it.

B. Review of Related Theories
1. Concept of curriculum

Curriculum is commonly defined as an education system that consists of such rules that guide the process on teaching and learning processes in the classroom. According to Ornstein and Hunkins (2013:8-9), curriculum can be defined into 5 definitions: (i) a plan for achieving goals, (ii) learner's experiences, (iii) a system for dealing with people, (iv) a field of study with its own foundations, knowledge domains, research, theory, principles and specialists, and (v) subject matter (math, English, etc) or content (the way we organize and assimilate information). Each of the definition can be used as a general concept of what curriculum is. The point of view in defining the curriculum should be in line with the scope and situation when it is used.

Curriculum normally is planned by considering whether it can be implemented. In implementing a curriculum, there are at least 3 factors that influence its successfulness; people, programs and processes (Ornstein and Hunkins, 2013:218). To implement a curriculum, people are directly involves by changing their habits and their views during teaching and learning processes. Many curricula are failed to be implemented because the government mostly focuses only on the program of the curricula while ignoring the people who are involved in implementing it. In fact, people should fully understand an comprehend the goals of the programs run and how to proceed it.

Accordingly, many resistances for changing a curriculum always appear from many educators and practitioners. Ornstein and Hunkins (2013:225) propose some reasons why the educators and the practitioners mostly resist any change of curriculum. They are lack of ownership, lack of benefit, lack of administrative support, boredom, chaos, differential knowledge, sudden wholesale change, etc. These points commonly appear as the reason behind any resistances of curriculum change.

Consequently, any decision made by the government dealing with changing the curriculum should follow strict steps and procedures. It is aimed to guarantee that the change of curriculum is urgently needed and every aspect has been evaluated as the basis for this change. It is supposed to be a logical procedure that can avoid any resistances that may appear.

2. Teachers' roles in implementing a curriculum

There have been several roles of teachers during teaching and learning processes proposed by some experts. Karavas and Dukas in Hedge (2000: 26-36) explains that a teacher has four main roles; expertise, management roles, source of device, and facilitator of learning. Those roles are expanded into a more detail roles. Indeed, they propose that there are 9 roles of teachers. They are *source of expertise* (instructor, presenter, input provider, source of knowledge, etc), *management roles* (manager, organizer, arranger, etc), *source of advice* (counselor, advisor, personal tutor, psychologist, etc), *facilitator of learning* (learning facilitator, helper, and guide), *sharing roles* (negotiator, participant, and student), *caring roles* (friend, sister/mother, caretaker, supporter), *creator of classroom atmosphere* (entertainer, motivator, and source of inspiration), *evaluator*, and *example of behavior and hard work*.

Moreover, Harmer (2001: 57-66) explains that there are eight roles of teachers in case of their functions in the classroom. Controller is one of the teacher's roles in which the teacher controls students' activity in the classroom by giving an egalitarian atmosphere for the students. Besides, the teacher also functions as an organizer. It involves giving information, giving direction how to do the activity, and managing the time for the task. The other role is as an assessor in which it deals with giving feedback and correction of what have done by the students. Next, the teacher functions as a prompter who gives any help for the students in order to build students' creativity in learning procedure. Moreover, the teacher also becomes a participant who is involved actively in students' work. Next, the teacher has a role as a resource who gives any information and guidance needed by the students. The last role explained by Harmer (2001: 57-66) is as an observer that is aimed to get any information for students' feedback.

In a more detail explanation, Kojima and Kojima (2005: 67-69) explain that there are eight roles of a teacher in terms of implementing learning instruction. The first role is as an *information-gatherer*. The information gathered by the teacher relates to students needs, students interest, students' behavior, and their socio-cultural context. Any information about students' need and students' interest can be used as guidance for the teachers in deciding the materials and activity that will be used in teaching and learning process. In

other word, that information is needed to decide the materials that would be developed for teaching and learning process.

The second role for the teacher, according to Kojima and Kojima (2005: 67), is as a *decision maker*. The decisions that are usually made by the teacher are about goal-setting, choice of materials, activity selection and organization, and evaluation. Related to decision of teaching and learning goal, Xiongyong (2012: 123) says that the students will be easier to improve their ability when there is a clear learning goal that they should achieve. The goal should be based on students' need and interest in order to fulfill the real need of the students. Besides, decision of materials and activity in the classroom should also in line with the goal of teaching and learning process.

In addition, Kojima and Kojima (2005: 67) state that the next role for the teacher is as a *motivator*. This role refers to an effort to maintain students' interest by stimulating students' intrinsic motivation. It can be maintained through several actions. It includes setting a personal example with teacher behavior, presenting the task properly, developing a good relationship with the learner, increasing learner's linguistics self-confidence, creating an interesting language class, promoting learner autonomy, increasing learner's goal-orientedness, and familiarizing the learners with the target culture.

Furthermore, the teacher also functions as a *facilitator of group dynamics* (Kojima and Kojima, 2005: 68). It refers to teacher's ability to decide and to organize different types of instructional tasks and types of students' grouping that is based on cooperative/ collaborative learning. Besides, Kojima and Kojima (2005: 67) also say that the teacher should also build positive interdependence in playing his/her role as a facilitator of group dynamic, promote individual accountability, ask the learners to be responsible for accomplishing their individual and group task, promote face to face interaction, social skill, and group processing.

A teacher also functions as *provider of opportunities for communicative and authentic language use* (Kojima and Kojima, 2005: 68). Those authentic materials help the students to use the language in a communicative context and a real use of language. It purposes to reinforce the students to direct relationship between the language classroom and outside world (Oura, 2002: 68). In this case, the teacher can provide a text that deals to students' daily life.

Besides, Kojima and Kojima also explain that the teacher also becomes a *counselor* for the students. It deals with teacher's functions to support and to motivate students whenever they need, monitore students' learning progress, give constructive and timely feedback.

The next role is as a *promoter of a multicultural perspective* (Kojima and Kojima, 2005: 69). The teacher helps the students to tolerant for different cultures, to respect to the diverse culture, and to avoid stereotyping others. In other words, the teacher should be able to involve cultural value in teaching English. As explained by Hesar, et al (2012: 46), the learners should be encouraged to understand a new culture while maintaining their own culture.

The last role for the teacher, according to Kojima and Kojima (2005: 69) is as a *reflective practitioner and researcher*. In this case, the teacher demands to reflect and evaluate teaching and learning process. It includes self-improvement, self-development, and also understanding the context in which the teaching and learning take place. At the end, it is aimed to improve the quality of teaching and learning in educational context. It is linear to the idea stated by Mathers (2008: 2) in which she explains that teacher evaluation could be used as a tool to promote teacher professional growth and to measure teacher effectiveness in the classroom. In other word, the teacher is demanded to evaluate teaching and learning process in order to measure his/ her successful in the classroom.

The theories proposed by the experts above point out that teacher has an important role in implementing a curriculum, especially when it is implemented in school level. Thus, teachers' performances in the classroom are directly influenced by their comprehension about curriculum used.

C. Data Analysis and Discussion

The research was done in MAN kota Solok, West Sumatra by involving 5 English teachers. Research data were analyzed based on 5 of 8 indicators of teachers' roles in implementing teaching and learning processes of a curriculum. These indicators were chosen because it represents teacher's tasks that have strong correlation to any change of curriculum used. Those roles include an information gatherer, decision maker, provider of opportunities for communicative and authentic language use, promoter of multicultural perspective and reflective practitioner and researcher. Each of the roles illustrates teachers' roles in running teaching and learning process as a process of implementing the curriculum in the classroom. Shortly, those roles were the indicators to analyze how the teachers performed in the classroom: whether they performed optimally during implementing school-based curriculum.

Research finding proved that most of the teachers in MAN Kota Solok did not optimally run their roles in implementing school-based curriculum. Data of the research were simplified in the following table:

Table 1.
Teachers' Performances in Implementing School-Based Curriculum

No	Indicators of Teachers' Roles	Teachers' who performed well	Teachers' who didn't perform well
1	Information gatherer	1	4
2	Decision maker	3	2
3	Provider of opportunities for communicative and authentic language use	0	5
4	Promoter of multicultural perspective	1	4
5	Reflective practitioner and researcher	0	5

The data can be interpreted that the teachers cannot run every role optimally. Although it cannot represents all the teachers, but most of the teachers failed in apply their roles in the classroom. As previously mentioned, an information gatherer is the first indicator of teachers' roles. In this case, the teacher is demanded to be able to collect any information about students' needs, their interest and their social background. In fact, there was only 1 of 5 teachers who gathered information of students' needs.

There were several causes of this problem. One of them was related to learning materials that were not adapted to students' need and students' real life. Besides, the decision making about the materials was only based on the curriculum. However, any information about students' need and students' interest were very crucial to the decision making of the materials (Kilic: 2010, 80). The aim is to develop such materials that are appropriate to fulfill students' need for achieving the goal of teaching and learning. In other words, teachers' role as an information gatherer impacted to their role as a decision maker.

The teachers' performances as the information gatherer above prove that the teacher did not optimally comprehend their role and its relation to their role as a decision maker. It can be assumed that the teachers did not fully comprehend that the curriculum actually offers a chance for them to create and develop such materials as the needs of the students.

Since there is a relationship between teachers' role as an information gatherer and a decision maker, there is also a cause and effect relationship on how the teachers performed as the information gatherer to their performance as the decision maker. Theoretically, the teachers have to decide the teaching goals, materials, teaching activity, and evaluation system. However, the fact from the field proved that the English teachers did not maximally consider the teaching activity and the evaluation system. There were 60% teachers who did not vary their teaching activity. The data proved that the reason behind this phenomenon was teacher's motivation to find out any other classroom activities. In fact, teachers' motivation would give a significant impact to their teaching competence and performance (Kubanyiova, 2006: 9-11). In other words, the teachers cannot perform optimally when their motivation is low. In addition, the other cause was lack of reflective teaching culture. When the teacher did not get any reflection and evaluation of their performance in the classroom, they would not realize the weaknesses of their performance. In other words, they cannot develop their professionalism, such as knowledge and practice of variation of teaching activities, if they did not do any reflection and evaluation of their teaching technique.

Besides, as a decision maker, the teachers are responsible to decide the evaluation system. However, the fact proved that most of the teachers did not have any clear evaluation system for evaluating students' performance, such as scoring rubric, for evaluating students' work. It affected the reliability of students' score. When the teacher did not have any evaluation system, there would be a bias score in measuring students' performance. As explained by Kojima and Kojima (2005: 67-69), the teachers should be able to decide any evaluation system. It is important since it is used to reflect students' achievement by avoiding any bias. Theoretically, Meece (2009: 114) also argues that one of the teachers' roles is to decide any assessment for evaluating students' progress. It is aimed to measure students' competence and achievement in using the language.

The other role of the teachers was as a provider of opportunities for communicative and authentic language used. It deals to teachers' technique to provide any authentic materials and to bring the real world into the classroom. The fact showed that most of the teachers could be categorized fail in doing this role. The materials that were used by the teachers were not the authentic one, but it was usually taken from text book and work-sheet. This situation affected students' achievement in acquiring English as a foreign language. The students did not know how the language is usually used in the real life of communication. It was the reason why the materials should be authentic and reflect the real use of language in real life. It is explained by Kojima and Kojima (2005: 67-69) in which they propose that the teachers are suggested to use an authentic material in order to help the students to use the language in a communicative context and a real use of a language.

In addition, the teachers also have a role as a promoter of a multicultural perspective. It includes the way the teacher provides any cultural knowledge for the students. It can be done by encouraging students to understand that they have to tolerant any cultural conflict, respect diverse culture and avoid stereotype others (Kojima and Kojima, 2005: 67-69). The fact was none of the teachers related the materials to the cultural perspective. In fact, they did not consider which materials that contained a cultural value and knowledge that could be transferred to the students. However, the teacher should remember that the learners should be encouraged to understand a new culture while maintaining their own culture (Hesar, et al. 2012: 46).

The last role for the teachers as practitioners in implementing curriculum was as a reflective practitioner and researcher. The fact was the teachers did not evaluate their teaching process or even did such kind of research. In other words, they did not develop their teaching competence and performance. It might affect teachers' ability in teaching. It is explained by Farrell (2008: 3) in which he says "teachers who engage in reflective practice can develop a deeper understanding of their teaching, assess their professional growth, develop informed decision-making skills, and become proactive and confident in their teaching." Because of that, the teachers were really demanded to play their role as a reflective practitioner.

The analysis of teachers' performances above proves that the teachers actually did not really consider the curriculum guidelines in teaching in the classroom. The conventional teaching technique is still the common way used by the teachers. In other words, the curriculum used nowadays does not give a significant impact on teachers' performances. Since the teachers only look for the guidelines of materials, they ignore other important points that have been provided in the curriculum. Shortly, it can be stated that there should be some actions taken by government and any curriculum workers in order to give a deep comprehension about what the curriculum expects and what the practitioners need to do.

D. Conclusion and Suggestion

Change of curriculum is always done by considering many factors. However, the change does not always guarantee that the result will be as good as the expectation. It is caused by many factors that influence its successfulness, such as people, programs and process. Such implementation so far in Indonesia proves that every change of curriculum always faced many resistances by educators and practitioners because they argue that the changes are not in line with students' needs. This point of view automatically affects their performances during teaching and learning processes. Simply, they did not change the way they taught. In other words, they still use conventional teaching technique as what they think the best for their students. Shortly, it can be concluded that teachers' performances are not affected by any change of curriculum because those changes cannot help them to open their mind and look for new views in teaching.

Accordingly, change of curriculum cannot be decided in short time without many preparation and deep analysis. Besides, the teachers should also be involved directly in comprehending the new concept of curriculum used. It is aimed to help the teachers understand their role and be responsible for those roles. In order to do that, it is suggested to give lots of in-service training for the teacher before implementing a new curriculum.

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