Exploring Coherence of the Indonesia Subject Teaching Learning Instructional Process with the National Standard of Curriculum

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Abstract

The aims of this study are to explore the Indonesian language Subject -refer to Bahasa Indonesia as instructional practices has coherence or alignment with the national curriculum. This study was designed to apply quantitative descriptive methods in examining class instruction of Indonesian language at junior secondary schools has the level of alignment with the standard national curriculum. This study found majority of teachers described that they had delivered all topics required by the curriculum standard. Interestingly, findings showed that there were only one teacher taught less than 70% of the curriculum standard and also were indicated that only a few teachers taught less than 100% of the content of the topics set on the curriculum standard. This number provide evidence the availability of uncovered topics in some areas. This finding should significantly be great concern since the negative effect may be potentially affected on student learning and student performance on the standard national curriculum, further study should be done on this area of the level students' understanding what teachers' tauhgt.

Key Words: *coherence, curriculum, class instruction, bahasa Indonesia, teachers.*

Abstrak

Penelitian tentang koherensi antara pembelajaran di kelas dan kurikulum nasional sangat diperlukan untuk mengukur tingkatnya, namun belum banyak diteliti. Tujuan dari penelitian ini adalah untuk mengeksplorasi Mata Pelajaran Bahasa Indonesia -mengacu pada Bahasa Indonesia karena praktik instruksional memiliki koherensi atau keselarasan dengan kurikulum nasional. Penelitian ini dirancang dengan menerapkan metode deskriptif kuantitatif untuk meneliti koherensi antara pengajaran bahasa Indonesia di sekolah menengah pertama (SMP) dan standar kurikulum nasional. Hasil studi menemukan bahwa mayoritas guru menyatakan bahwa mereka telah mengajarkan semua topik materi standar kurikulum. Menariknya, temuan studi menunjukkan bahwa ada satu guru yang menyampaikan materi kurikulum standar di bawah 70% standar kurikulum dan ini tergolong ekstrem. Sementara itu, meskipun tidak tergolong ekstrem, beberapa guru masih mengajar kurang dari 100% dari topik yang ditetapkan pada standar kurikulum. Jumlah guru yang tidak mengajarkan 100% materi kurikulum memang relatif kecil dari hasil penelitian ini, namun penelitian ini hanya melibatkan responden yang relatif kecil. Namun, temuan ini harus menjadi perhatian besar karena efek negatifnya berpotensi terpengaruh pada pembelajaran siswa dan kinerja siswa pada kurikulum nasional standar, sehingga penelitian lanjutan perlu dilakukan, khususnya tingkat pemahaman siswa dalam pembelajaran.

Kata Kunci: Koherensi, kurikulum, pembelajaran kelas, bahasa Indonesia, guru.

INTRODUCTION

Normatively, teachers are responsibility to align their teaching learning instructional proses to the curriculum standards set by the government. In this context Alignment is key important aspect in education process regarding students learning performance specified in the education policy goals. So far, only few researches had been done in this area, Martone & Sireci, (2009) for example in their research of evaluating alignment with curriculum, assessment, and instruction, meanwhile Porter et al. (2007) investigate the alignment of the teacher variables regarding their teaching learning instructional process.

Although the educational and curriculum reform are often occurred in Indonesia educational system, the term of alignment was almost never specifically included as part of the integrated reform agenda. The poor clarities on the issues would affect various components of education, such as in effort to increase educational access and quality. In accordance, the current progressive implementation of the Kurikulum Merdeka has not been followed up with sufficient intervention in classroom instruction. The lacking intervention about aligning their class instruction to the curriculum reform could lead to some degree of misconceptions in the school and teachers' level that the reform needs their strong attention and involvement.

The practice of teaching and learning instruction is key success of curriculum reform implementation. Teaching and learning instruction, Guthrie et al. (2000) found that the proses teaching and learning instruction in reading increased student performance not only in reading but also impacted the increase in other areas e.g science, math, and writing. Similarly, an intervention in the classroom instruction process is very critical in youth development during the curriculum reform implementation Brown et al. (2010). This greater impacts will not be achieved if teachers lacking in skills and knowledge about the new policy reforms, curriculum reform in particular. Teachers may already comfortable with the knowledge and skill they mastered on the previous model or reluctance to learn the new model being introduce by the reform.

This situation potentially lead to misconception at teachers level about the reform and may also result in failure of the reform to achieve the goal had been set on the policy. If this is the case, students are in the risk of receiving good quality of teaching learning instruction process. Unfortunately, there were hardly research had been conducted in the area to investigate the coherences between new curriculum reform and its practice in the teaching learning instruction process. Investigation is urgently needed to determine the extent of which teachers align their teaching learning instruction process with content curriculum standards as reform subject. Thus, the purpose of this study is to investigate how the Indonesian subject (Bahasa Indonesia) instructional practices align with the national curriculum. Therefore, two critical questions are raised: (1) to explore teachers' demographics in term of professional developments, level of education, years of teaching Indonesian language, major in Indonesian language gender, and status employment and (2) how teaching learning instruction process of the Indonesian subject align with topic coverage mandated by national curriculum standards.

Numbers of international studies highlighted the urgent for investigating the

degree of alignment in the educational policy implementation. One of the researches in this area found two general patterns in school teaching learning process. First, general components of education commonly outline teaching learning practice in majority schools are the physical environment, the dynamic of teaching learning process, and the content of curriculum. Second; most countries shaped their teaching learning process coherence with their national cultural beliefs, expectations, and values (Trend International Mathematics and Science Study (TIMMS) through case study approach for an international ethnographic. According to (Givvin et al., 2005) the beliefs could be the subjects taught, the students' strategies for learning, the performance achievements students' expectation, and the teaching learning instructional processes' values. To create this schools' culture, to achieve its matching, continuing, and synchronize all aspects including teaching and learning practice need tool specified as alignment or coherence (Fonthal, 2004). According to Grossman et al., (2008) and Rothman (2003) the coherences' tool are needed to ensure there is alignment between that knowledge and skills questions on the assessment on tests, the teaching learning instruction process, and knowledge and skills' content specified in the content curriculum standards.

There are various study on alignment had been done and the finding suggested very critical role of alignment in education. These findings generated numbers of key aspects such as the method and strategies to assess alignment and coherences were found from study by Porter et al. (2007), Porter (2002), Wixson et al. (2002), and Webb (1997, 1999). In these findings, while Porter focus more to the extent of the standards coherence with either teaching learning instructional process or student performance on the assessment. Meanwhile, Webb and Wixson et al. studied more on the level of coherence between content curriculum standards and the students' performance on the assessment. These efforts showed that alignment is key in educational and curriculum reform to provide students quality of teaching and learning process. In this context, with greater alignment offers more access, opportunities and quality as well for all children. Rothman, (2003) highlighted that alignment provide greater opportunity to students to achieve better quality of teaching learning process and to ensure validity of the student performance. Thus, alignment is important key in connecting curriculum content to the teaching learning practice with teachers 'role is meaningful. Two focus areas for any systemic reform in education are (a) to create new policy instruments that can enact reform throughout the education system and (b) to reduce the inherited tangles of incoherent governance (O'Day & Smith, 1991). Systemic reformers seek to provide the state with a coherent system to guide instruction (Cohen, 1993).

The intention to explore alignments in curriculum studies to measure content and curriculum coherence, researchers seek methods to breakdown the variables into more measurable. Broader studies on educational system likely used the term of alignment as a tool to synchronize components in the system, including teaching learning instructional program related to educational policies and standards (Newmann et al., 2001), relationship between content coverage at the classroom level and curricular governance at the system level (Schmidt and Prawat, 2006), and alignments in

curriculum studies to measure content and curriculum coherence (Martone & Sireci, 2009). These researches had provided strong foundation for offering deeper analysis on the educational process, teaching and learning activities in particular; unfortunately, there were very few studies in Indonesia have been conducted in this specific area. As a result, the current progressive implementation of the curriculum reform named Kurikulum Merdeka has not been facilitated by significant interference in teaching learning instruction process. The lacking efforts and facilitation to the teaching learning process would potentially reduce information about the progressive curriculum reform acknowledged by teachers. If this is the case, teachers as one of the primary actor in the teaching learning process would be left behind in term of knowledge and information about the new curriculum reform, instructional practices based on the new curriculum reform, and the assessment to measure students mastering the content outlined in the curriculum, and the ways to align these aspects of the subject reform. The less informed teachers about the components of the reform could potentially lead to various misconceptions about the reforms being implemented.

As currently, there is no widely known about availability of research on this area in Indonesia, exploring the degree of alignment between content standards in curriculum and classroom instruction is urgent to be done. Finding of this research will provide evidence to help policy makers determine whether the national reform initiative about new curriculum produce better student performance in learning. Therefore, an inquiry is urgently needed to generate information about the extent to which teachers align their teaching learning instruction's process with content curriculum standards. This drives the aims of this study is to explore the alignment of the Indonesian subject teaching learning instructional process align with the curriculum standards. Specifically, this study addresses two critical research's questions. How teachers' demographics indicated teachers' alignment of their teaching learning instructional process with the content curriculum standard? And How the Indonesia Subject align with topic coverage specified by national curriculum standards align with the teaching the teaching and learning instruction?

RESEARCH METHODS

To examine the alignment of topic coverage in teaching learning instruction process of Indonesian subject of junior secondary schools with the national curriculum at school level named KTSP (the national curriculum before the Curriculum 2013). The used of KTSP curriculum in this research is because its close associations with the reform target which emphasize at the school level. Findings of this research will support current implementation of curriculum reform of Curriculum Merdeka which highlight the importance of the differential teaching and learning method implemented by teachers. By knowing the degree of alignment between classroom instructional and the curriculum standard KTSP, it will give the insight and idea to measure the alignments of the reform of the Curriculum Merdeka. Thus, it will lead to conduct similar research in the same themes for the implementation of the Kurikulum Merdeka. The absent of the Curriculum 2013 from this article is merely because not availability data for the context of alignment.

Topic coverage is used to measure the breadth of coherence between teaching

learning instruction process with content standards of curriculum KTSP. Topic coverage means the average number of topics mandated in the KTSP as national content standard that were delivered by teachers' teaching learning instruction process as rated by the participating teachers. Using simple descriptive variable able crosstabs is used to analysis the data to answer two researches questions.

Participants of this study was taken using multistage random sampling, suggested by Bhattacherjee (2012). Three provinces were randomly selected as sample of province level for random teachers' selection for this study. Using the Excel software, three provinces, 6 districts as combination from 2 of each province, and 124 junior secondary schools' teachers teaching Indonesia subject were randomly selected samples for this study. The stage one was Lampung province randomly selected from ten provinces on Sumatra island. Second Stage East Java province was randomly selected among five on Java Island,. Third stage, Jakarta as capital of Indonesia was included since to represents a unique area if demography and offers in many different ways from other provinces. Accordingly, teachers of Indonesia from grade 7, grade 8, and grade 9 were randomly selected at the school level for this study.

Table 1

Selected districts and Indonesian Language teachers' demographic (gender, status employment, and education backgroud)

Province & District	Grade	Numb		%	Gender		Stat Emply		Major	
					M	F	P	Prv	BL	non
Lampung (Bandar & Selatan)	Grade 7	14	34 (27.4%)	27.4	12 (35.3%)	22 (64.7%)	28 (82.4%)	6 (17.6%)	17 (50%)	17 (50%)
	Grade 8	9								
	Grade 9	11								
Jakarta (Pusat & Selatan)	Grade 7	14	36 (29%)	29.0	15 (41.7%)	21 (58.3%)	30 (83.3%)	6 (16.4%)	20 (55.5%)	16 (44.4%)
	Grade 8	11								
	Grade 9	11								
Jawa Timur (kota & Kab Pasuruan)	Grade 7	21	54 (43.5%)	43.5	31 (57.4%)	23 (42.6%)	34 (63%)	20 (37%)	30 (55.5%)	24 (44.4%)
	Grade 8	17								
	Grade 9	16								
Total		124 (n)								

Note. Gender: M=Male, F=Female; Stat Emply= Status Employment: P=Public, Prv= Private; Major=Educational Background: BI=Indonesian Language, Non=Other. District: Kota Bandar Lampung and Kabupaten Lampung Selatan (Lampung Province); Kota Jakarta Pusat and Kota Jakarta Selatan (Jakarta Special Capital); and Kota Pasuruan dan Kabupaten Pasuruan (East Java Province).

Survey questionnaire was developed to collect teachers' data consisted two parts. The first part as demographical data consisted indicator of the teachers' professional developments, level of education, majoring in and years of teaching Indonesian language, gender, and employment status. The second part is questions asking teachers to do self-report about how measure the gap between their

teaching learning instruction process and the content indicated in the curriculum KTSP. Simple descriptive statistics were used to analyzed the data and were organized around the research question.

RESULTS AND DISCUSSION

Teacher demographics

Gender. Regarding the pattern, Lampung and Jakarta but not in East Java showed the similarity in term of ratio of male and female teachers teaching of Indonesian subject at the junior secondary school level. This pattern in gender at the junior secondary level indicate the number transition to mediate the pattern gender ratio teachers of primary school to senior secondary school levels. The Indonesian Center for School Statistics (2010) presented that by gender, there was the higher ratio of female to male teachers at primary schools while in contrast, the ratio tend to be male tend to be higher than female teachers at senior secondary school levels.

Status Employment. Status employment of the teachers participants, in overall, were majority from public teachers (more than 80% in Lampung and Jakarta) while only about 16% survey teachers participants were from private teachers. Different pattern showed by East Java since survey participants from private schools (37%) was higher than teachers from public schools. The lower number of private teachers of Lampung and Jakarta participating in the survey may be due to the difficulties in getting permission either form principals or the school foundation. But, this is not the case in East Java, where getting the permission from school principal or school foundation was manageable.

College Major. For majoring, findings indicated that many Indonesia subject teachers do not majoring in Indonesia Language. Table 1 shows that 44.4% (Jakarta and East Java), 50% (Lampung) teachers' Indonesian language indicate that their college major other than Indonesian language. Although teachers' majoring in Indonesia language is still slightly higher than those are not majoring, this pattern need high attention from the government to provide professional development related the subject they are teaching.

Teaching Experience in Years. Years teaching the subject was used measure teacher experience. The finding shows that the participants; teaching experience range from relatively little experience (1 to 5 years teaching Indonesian language) to high experience (11 or more years in teaching Indonesian subject).

Table 2 suggested that there larger number of teachers who may new with less experience or those who are old teachers with a lot of experiences. Meanwhile, teachers with middle experience teaching Indonesian subject (6 to 10 years) were less than the other categories as is shown from table 2. Either based on the subject or the province. Regarding teacher experience the research finding suggested that participants with less experience (36.3%) or greater experience (41.9%) teaching their current subject. This indicates that teachers survey participants were dominated by both new teachers with limited teaching experience and older teachers with rich experience. Raised critical concern since teachers in the middle range years of teaching Indonesian language experience were relatively low numbers across all provinces, except for Lampung.

Table 2
Indonesian Language Teachers: years of teaching the subject and education's level
(n = 124)

Province		Teaching the Subject in years			Education level				
		1 to 5	6 to 10	11 or more	<HS	HS	Dlp	Bc	Mor higher
Lampung	(n=34)	7	10	17	0	0	6	28	0
	%	20.6	29.4	50	0	0	17.6	82.3	0
Jakarta	(n=36)	19	4	13	0	1	3	32	0
	%	52.8	11.1	36.1	0	2.8	8.3	88.9	0
East Java	(n=54)	19	13	22	0	0	2	52	0
	%	35.2	24.1	40.7	0	0	3.7	96.3	0
Tt	**124**	**45**	**27**	**52**	**0**	**1**	**11**	**112**	**0**
	%Tt	**36.3**	**21.8**	**41.9**	**0**	**0.8%**	**8.9%**	**90.3**	**0**

Note. HS= High School, Dlp=diploma, Bc=bachelor, Mor=master or higher degree. Tt= teachers in total number, %Tt= total number of teachers (%).

Level of Education. Certification for teachers require minimum level of education with a 4-year college degree but some schools in the remote or poor economical demographic area teacher certification teacher with a 3-year college diploma were allowed. Table 2 presented that majority teachers met the qualification required by the government since they had a bachelor degree although there were a few teachers with a 3-year diploma degree. Surprisingly, although it is considered very few, there was one teacher in Jakarta only graduate from high school in whose may be hired with an exception for several reason that need further investigation.

Teacher Professional Development. Teacher professional development is one of the key sucess in a teacher's career. Fortunately, regarding the standard, most teachers in this study had adequate professional development (75.8%) and several had very adequate (1.6%). (Table 3). However, there were 22.6% of teachers had less adequate or lack of professional development in this area. Because of the standard-based system has applied for years in the system, the availability of a such big number of teachers without adequate knowledge about the standards indicated low success for implementation of policy. This needs to be highlighted for the implementation of the new reform of Kurikulum Merdeka.

While professional development 1 was knowledge and skills about the standards professional development 2 were focused more to the practice of alignment and coherence on the teaching learning instruction process with curriculum standards. As can be seen from table 3, although low levels of professional development regarding knowledge of the standards is discouraging, the lack of professional development to provide knowledge and skills of how to align classroom instruction with the standards presents a greater problem because the inadequate professional development (83%) far outweighs the adequate (13.7%). The lack of knowledge about the standards and how to align the standards in classroom practice may lead to failure in implementing the new policy. This finding provided information about how important to preparing professional developments

about alignment for implementing new curriculum policy in education on the Kurikulum Merdeka in particular.

Table 3
Indonesian Language Teachers' Demographic by: professional development

		Professional Development 1				Professional Development 2			
		Zt	Tns	Tst	Vst	Zt	Tns	Tst	Vst
Lampung	(n=34)	0	4	29	1	3	26	6	0
	%	0	11.8	85.3	2.9	8.8	76.5	17.6	0
Jakarta	(n=36)	1	11	23	1	1	29	6	0
	%	2.7	30.5	63.8	2.7	2.8	80.5	16.7	0
East Java	(n=54)	1	11	42	0	1	48	5	0
	%	1.8	20.4	77.8	0	1,8	88.9	9.3	0
Tn	**124**	**2**	**26**	**94**	**2**	**5**	**103**	**17**	**0**
% Tn		**1.6**	**21**	**75.8**	**1.6**	**4.0**	**83**	**13.7**	**0**

Note. n= number of teachers. Zt=teachers with zero training; Tns=teachers with training not sufficient; Tst= teachers with sufficient training; Vst=teachers with very sufficient training; Tn=number of teachers in total, %Tn= number of teachers in total (%).

Alignment on the topic coverage Teaching and learning instruction process average curriculum content coverage per province and grade. Table 4a indicated the average content of Indonesian subject coverage by teachers per province and grade level. Overall, the teachers' average topic coverage was very high at 97.2% (n=124, std=5.1). Almost all teachers were rated themselves high in content curriculum coverage with only one score below the average mean -- Jakarta English in 7th grade. From the table, it can be notified that East Java showed the highest average content of curriculum coverage of Indonesian language.

Table 4a
Indonesian language average topic coverage by province and grade (n=124)

Provinces	n	Grade of 7			Grade of 8			Grade of 9			Average Mean
		Mean	std	n	Mean	std	n	Mean	std	n	
Lampung	(n=34)	99.6	1.6	14	98.0	4.3	9	98.9	2.4	11	98.9
Jakarta	(n=36)	95.2	9.7	14	99.3	2.4	11	100.0	0.0	11	97.9
East Java	(n=54)	100.0	0.0	21	99.5	1.9	17	100.0	0.0	16	99.8
Total	124	95.64	7.96	49	98.43	3.77	37	98.04	3.73	38	97.17

Note, n = number of teachers. std = standard deviation.

Table 4a also showed that the highest percentage of Indonesian language topics covered was the eighth grade teachers. Meanwhile the lowest percentage of content curriculum coverage was occupied by the seventh grade teachers. The average topics covered of the national contents on the teaching learning instructional process

in this survey were measured only by teachers participants from several districts of the three provinces. This means that the finding hardly able to represent the whole area geographic.

Table 4b

Number of Indonesian language teachers in topic coverage ranges for each grade

Range of Topic Coverage	Grade 7		Grade 8		Grade 9		Overall	
	Number of Teachers	% of Teachers	Number of Teachers	% of Teachers	Number of Teachers	% of Teachers	Number of Teachers	% of Teachers
Up to 70%	1	2.0	0	0.00	0	0.00	1	1.99
71%–89 %	1	2.0	1	2.7	0	0	2	6.99
90%–99%	4	8.2	4	10.8	2	5.3	10	11.58
100%	43	87.8	32	86.5	36	94.7	111	79.44
Number of teachers	49	100	37	100	38	100	124	100
% Teachers Not at 100%		12.2		13.5		5.3		10.5

Table 4b showed that although in general teachers (79.44%) cover 100% of the Indonesian language topics as content of curriculum standard in their teaching learning instruction process, as obligated, but there were 20.56% (1.99%+6.99%+11.58%) teachers only teach fewer than obligated topics, occurred across subjects and grades. The table 4b showed that, the lowest percentage of topic coverage was the seventh grade indicated by the availability of teacher who taught 70% or below of the obligated. Further research should be done in this area for the national samples. this outlier could have potential affect to students' learning.

CONCLUSION

Finding of this study suggested the very high level of coherence measured by alignment which presented that overall topic coverage was 97.17% of the national curriculum contents across province, subjects and grade levels. These evidences suggested that teachers of Indonesian subject in junior secondary schools have delivered their teaching learning instruction content obligated by the national curriculum. However, curriculum topics coverage do not provide information whether students understands the topic being tought and to extent of what teachers mastering the topic they taught. Future research should include the alignment of the extent to which students understanding the topic being taught and the extent of which teachers mastering the topics, methods, and strategies in teaching. As currently under the new reform of Merdeka Belajar (Freedom of Learning), the education system is promoting more flexibility in learning process with teachers' obligation to facilitate individual students' needs. Tomlinson at al. (2008) argued that "differentiated instruction seems promising as a response to the variety of learning needs students bring to school every day." (p. 1). In addition, Rumtini at al. (2019) highlighted that these important findings need to be followed by additional research to cover national sample of Indonesian secondary school teachers. The broader research's respondents will provide precise number of teachers who need to be improved their knowledge and skills about alignments between teaching learning and curriculum standard given the government.

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