

## The Analysis of EFL in Curriculum of 2013

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***Abstract.** This article aims to speak about the history of curriculum in 2013. crucial components associated with the implementation of education. The curriculum as a planning device and gadget concerning goals, content, substances and methods used inside the learning and coaching manner to obtain academic goals has an critical position in countrywide training, therefore gaining knowledge of English is likewise included inside the curriculum in Indonesia. because they want to create a future technology that could compete on the international degree inside the generation of globalization, English lessons in simple schools had been removed and English classes at the junior and senior high faculty levels had been decreased inside the 2013 curriculum. The cause of this examine became to analyze diverse English language mastering rules in Indonesia within the attitude of forming world citizens with intercultural competence because being a international citizen in the era of globalization is a reality. The curriculum as a aspect of training is dynamic, constantly converting through the years. this modification could be very critical along side changes in society, pupil wishes, and tendencies in technological know-how and era. The history of the curriculum compiles methods of training in international locations consisting of Indonesia that can replicate the usa's improvement.*

**Keywords:** *history of curriculum, learning English, national education, Indonesian context*

**Abstrak.** artikel ini bertujuan untuk berbicara tentang sejarah kurikulum 2013. komponen penting yang terkait dengan pelaksanaan pendidikan. Kurikulum sebagai perangkat dan perangkat perencanaan mengenai tujuan, isi, substansi dan metode yang digunakan dalam pembelajaran dan pembinaan untuk mencapai tujuan akademik memiliki posisi kritis dalam pelatihan di seluruh negeri, oleh karena itu pengetahuan bahasa Inggris juga termasuk dalam kurikulum di Indonesia. karena ingin menciptakan teknologi masa depan yang mampu bersaing di tingkat internasional dalam generasi globalisasi, pelajaran bahasa Inggris di sekolah sederhana telah dihapus dan pelajaran bahasa Inggris di tingkat sekolah menengah pertama dan atas telah dikurangi dalam kurikulum 2013. Tujuan dari penelitian ini adalah untuk menganalisis beragam kaidah penguasaan bahasa Inggris di Indonesia dalam sikap membentuk warga dunia yang memiliki kompetensi lintas budaya karena menjadi warga negara internasional di era globalisasi adalah sebuah kenyataan. Kurikulum sebagai salah satu aspek pelatihan bersifat dinamis, selalu berubah dari tahun ke tahun. Perubahan ini bisa sangat kritis

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seiring dengan perubahan masyarakat, keinginan siswa, dan kecenderungan dalam teknologi dan zaman. Sejarah kurikulum menyusun metode pendidikan di negara-negara internasional termasuk Indonesia yang dapat meniru kemajuan Amerika Serikat.

**kata Kunci:** sejarah kurikulum, pembelajaran bahasa inggris, pendidikan nasional, konteks Indonesia

## **INTRODUCTION**

At the beginning of the 2013 college 12 months, the authorities of Indonesia introduced a brand new curriculum, specifically Curriculum 2013 following the Indonesian academic culture inside the naming curriculum. In 2013, the curriculum changed into implemented in Grades 1, 4, 7 and 10 from several colleges and certain mandated lessons. by means of its very nature, each new curriculum brings innovation and that is the reason for the development of the 2013 Curriculum. similarly, for the reason that 1975 Curriculum, the 2013 Curriculum has delivered innovation to nearly all dimensions of the curriculum starting from idea development, layout, method, and curriculum implementation. as the contents of the 2013 Curriculum, these innovations also follow to the records of schooling and this causes modifications inside the history of schooling in targets, content, strategies and evaluation. this transformation is an attempt to fulfill all of the ideas about the brand new historical teachings recommend by means of many professionals in the field. To region the dialogue of educational records within the 2013 Curriculum, this paper will begin with a discussion in 2013. This method is crucial because it will offer strong historical past statistics for expertise changes in history coaching. comparable mind additionally need to be mentioned concerning the coaching of records proposed with the aid of the 2006 Curriculum to be able to offer an good enough foundation for spotting differences with the teaching of records proposed with the aid of the 2013 Curriculum.

According to Pradita (2019), the 2013 Curriculum is a form of continuing curriculum development that was pioneered in 2006, namely competency-based with a scope of integrated behavioral, knowledge and skills competencies that have an orientation towards increasing behavior, knowledge and skills that are expected to be able to shape future generations. intelligent in terms of intellectual, emotional, social and spiritual. This rationalization makes education in Indonesia currently apply the 2013 curriculum (Absor, Kurniawati, & Umasih, 2019).

## **METHOD**

This kind of studies is defined in a qualitative descriptive manner. Sugiyono (2017) states that this qualitative studies is likewise called interpretive research because the effects of the facts are more associated with interpretation in the direction of finding information in studies sites that emphasize that means as opposed to generalizations. resources of information on this observe were written from books, journals, and articles obtained from neighborhood libraries and internet web sites. The 2013 curriculum files and the independent curriculum were analyzed based at the primary framework, targeted abilities, curriculum shape, learning, evaluation, teaching equipment, and curriculum tools.

## **RESULT AND DISCUSSION**

Learning history in the 2013 Curriculum The 2013 curriculum is a substitute curriculum and complement of the previously used curriculum, namely KTSP. The purpose of this curriculum change is to improve the quality of education so that it is more effective and maximal. Kasim (2014) explained that there were four major changes in the KTSP to the 2013 Curriculum, namely:

1. The curriculum concept is to balance hard skills and soft skills which starts with the mindset of curriculum formulation including graduate competency standards, assessment standards, content, and processes.
2. The books used in the 2013 Curriculum are activity-based, in the use of books there are two types of student books which contain non-reading activities and the teacher's book which contains teacher guides for teaching.
3. The 2013 curriculum in the learning process uses a learning approach, namely a scientific approach. This approach requires students to increase their creativity in terms of observing, reasoning, trying, communicating and creating new things.
4. The 2013 curriculum in the assessment process is seen from the level of thinking of students, the process up to the results. The assessment process emphasizes questions which in answering these questions require in-depth reasoning. In addition, what is measured in the assessment process in the 2013 Curriculum is more at the work process level of the students, not from work results.

While the goal of the 2013 curriculum is that students are able to live as individuals or communities who have productive, innovative, creative, faithful and affective traits and characters and have the ability to contribute to the life of society, state, nation and world civilization (Julfahnur, M., Diana , & Khalik, 2019).

With this goal of the 2013 Curriculum it can be concluded that the 2013 Curriculum has its own concept that is different from the previous curriculum where the concepts in the 2013 Curriculum include attitudes, skills, and knowledge. With the changes in the curriculum and the implementation of the 2013 Curriculum by the government then there are also changes in the history learning process in the 2013 Curriculum, these changes are that the educator before carrying out the learning process must prepare for program development in the form of compiling and making lesson plans (Rahayu & Firmansyah, 2019). The purpose of preparing and making the lesson plan is to serve as a guide for educators in carrying out learning activities that lead to the use of a scientific approach. In this scientific approach includes several activities, namely observing, gathering information, associating, asking, and communicating.

### **Curriculum in 2013**

Curriculum in is the curriculum used for primary and secondary education. in the Indonesian education contest, simple training includes basic colleges or SD that are called primary faculties (SD) and junior excessive faculties that are called Junior excessive faculties (SMP). Secondary education consists of Public excessive colleges called Senior excessive colleges (SmA) and Vocational high faculties known as Vocational high schools (SmK). Now, the concept of the 2013 Curriculum is also used for the enhancement of the college, D3 and D4 curriculums as well as the PAUD (early youth training) curriculum. This policy is new in Indonesian education and may also be novel in many other countries' school systems. Since 2003, Indonesia has implemented preference-based education, which was brought on by a shift in the government system from centralized to regional autonomy. Several crucial changes or amendments to several articles of the 1945 constitution, including those pertaining to provincial and district local government, as well as adjustments to the MPR's (people's Consultative assembly) powers, were made as a new era known as the Reformation began. which does no longer have the energy to pick a president. With the Civil administration Act, schooling has been passed over to local governments, despite the fact that the relevant authorities has a few

authority for the development of the schooling gadget and for setting countrywide schooling standards in Indonesia.

Innovation of curriculum 2013 ideas related to curriculum philosophy, curriculum objectives, competency-based totally curriculum principle fashions, content layout, process, evaluation of student learning outcomes. aside from that, it's also relates to the execution of strategies and the evaluation of curricula. These aspects of curriculum creation, however, aren't covered in this article because they aren't necessary for understanding the ground-breaking capabilities of the 2013 Curriculum's core academic records.

### **Principles guiding the 2013 Curriculum**

For two reasons, philosophy might be a key component of curriculum development. First, Schubert (1986: 112) stated that "philosophy is at the heart of educational undertakings. Since curriculum is a solution to issues about how to live a fantastic living, this is arguably more clear in the curriculum area than in others. All curriculum elements are formed under the guidance of philosophy. Oliva (1997:100) stressed that the curriculum committee should be aware of the fundamental ideas of the top philosophical schools, particularly essentialism and progressivism. They must be aware of where they fall on the philosophical spectrum both individually and collectively. Consequently, developing a strong and balanced curriculum without having philosophy as its foundation is practically impossible. Second, philosophy "functions as both a supply and a power for educational goals and curriculum improvement," according to Tanner & Tanner (1980:103). The curriculum team and others who might be in charge of enforcing the curriculum must therefore express their perspective clearly and honestly. The 2013 Curriculum's guiding principles are as follows. (Permendikbud variety sixty seven, 68, sixty nine, 70 of 2013):

1. training is rooted inside the nation's lifestyle and is directed in the direction of constructing a better country's existence now and inside the future.
2. college students inherit and play an active position in growing way of life for the development of gift and future existence. The wonderful beyond have to lead students to have a look at the existing and the inspiration for them to expand their destiny lives.

Three training is aimed toward developing highbrow and educational energy, conversation capabilities, social attitudes, caring, and the capacity to take part in every students.

The philosophy of the 2013 Curriculum is a totally vital ancient function, even though the phrase records does no longer provide an explanation for it. Only via history can one easily learn about the wonderful beyond. The concept of time in history, including the past, present, and future, can also be clearly understood in philosophy.

A few strands of educational philosophy, including essentialism, perennialism, innovation, humanism, and reconstructionism, are thus strategically deployed in order to increase student achievement. Although eclecticism is frequently used to improve curricula (Oliva, 1997: 189), reconstructionism has never been applied in this fashion. Using this perspective, college and society are intertwined, and college needs to be involved in the social growth of society. College is no more an academic institution that isolates itself from societal occurrences and should be able to contribute to society's advancement.

### **The 2013 Curriculum's goals**

The 2013 Curriculum's aims are brand-new for the educational environment in Indonesia. The objectives are to prepare Indonesia's young people to be productive, creative, modern, affective (in terms of non-secular and social attitudes), and capable of contributing to the improvement of social, national, and political lives as well as the well-being of humanity. The 2013 Curriculum encourages beginners to get involved in the political, social, economic, cultural, traditional, artistic, and historical evolution of the society in which they reside. The curriculum also aims to equip students with the knowledge and skills necessary to advance human welfare. Previous curricula neither directly nor implicitly state this claim. When they created the main training regulation for Indonesia, a few leaders actually made this wonderful declaration for the first time. A student needs to be creative, modern, and concerned with society's welfare to have this kind of remarkable. By achieving this level of competence, people will study on their own, take responsibility for their actions, and contribute in a way that will help society advance.

Neither overtly nor implicitly, this statement is not found in earlier curricula. When certain leaders were drafting the first education law in Indonesia, they actually expressed this beautiful declaration for the first time. A student must be creative, modern, and concerned for the welfare of society in order to have such high standards. By having this best, kids may become impartial newcomers who care about what happens and contribute what they can to help society progress more successfully.

### **Version the 2013 Curriculum in theory**

The 2013 Curriculum enhanced the usage of competency-based entire curriculum, as required by the 2003 training law. Although the previous 2006 subject also used a competency-based approach, there are some key variations in how the methodology is applied to each subject. Competency-based education is defined by the 2013 Curriculum as education where all publications are interactively presented learning tales for students to improve their potentials up to the standard competency level or higher. Because of this, every competency is responsible for every publishing (Quillen, 2001). Unique statistics, concepts, and procedures that are diverse depending on the direction are powerful to the precept. urriculum content such as attitudes, thinking abilities, how to apply desired information, and mastery abilities must be developed in tandem with each learning path and activity.

### **Creation of the 2013 Curriculum's content materials**

For the 2013 Curriculum, a new definition of curriculum content might be used. In addition to employing a competency-based approach, the curriculum covers attitudes, thinking competencies, social skills, and cultural skills in addition to the knowledge, standards, theories, and practices covered by the previous curriculum. In addition to instructional disciplines, the sources of the curriculum's content also include society, way of life, and students.

### **Similar to the 2006 Curriculum**

The subject matter is referred to as Kompetensi Dasar (basic skills). The Kompetensi Dasar is expanded and organized differently from the previous curriculum, nevertheless. As opposed to a collection of publications, a curriculum is now described as an educational program for a certain stage of schooling or a school. The 2013 Curriculum's Kompetensi Dasar is generated from each course's detailed content and Kompetensi Inti (intermediate skills). All publications have the same Kompetensi Inti since it serves as the organizational principle for Kompetensi Dasar. originated from Standar Kompetensi Lulusan (popular competency results). The Kompetensi Inti comprises four more components: spiritual attitudes, social attitudes, knowledge, and technology use. Utilizing understanding is part of a new taxonomy of educational goals created with the help of Marzano and Kendall in 2007. Due to this, all guides are required to possess Kompetensi Dasar for all tasks.

### **Measurement of the 2013 Curriculum's Methods**

The mastering approach in a curriculum's design is referenced in the technique dimension. The 2013 Curriculum encourages active student learning. The curriculum record states that students should be eager to increase their knowledge, skills, and attitudes. The 2013 Curriculum promotes what is known as the "medical approach" and allots more time for kids to study in order to provide them opportunities to be active. For the 2013 Curriculum, the scientific technique model has been modified so that it can be applied in any direction and is no longer restricted to natural technology guides like biology, physics, or chemistry.

The model comprises five actions that should be developed within the learning-coaching system; they are not necessarily a model for teaching or learning. They are speaking while they are also watching, thinking, and experimenting. Each of these sports is regarded as a competency, thus it needs to be prepared for and evaluated. Each of these sports is likely developing skills that apply to the 2013 Curriculum. The association between those five sports and the skills is depicted in the following table.

### **CONCLUSION AND SUGGESTION**

The talk demonstrates that the 2013 Curriculum will bring about a significant transition in how information is taught, as suggested by the curriculum's ideas, which call for a change from memorization and authenticity-based education to thinking and value-based education. A significant shift will also be made to records education as a component of the 2013 Curriculum. Statistics will replace knowledge as a way to learn facts and develop critical thinking skills. Additionally, records may even broaden students' attention to the local and national levels and provide them with tools to realize the regional, national, and international fulfillment of this state. Students will recognize this nation's contribution to the wellbeing of people on the continent by inspiring national action in so many countries and by setting real-world models of how to establish a well-being nation. Statistics also find a few mistakes made in the past and learn from them to improve life. Facts aren't always taught as the cause of mistakes, but rather as a tool to improve efforts and lives. Statistics must be found so that future generations of the heritage of the past won't repeat the same errors. 2013 statistics The curriculum encourages students to apply historical thinking and questioning to learn about historical events and participate in them in a real-life setting.the period of time during which all changes, continuity,



and discontinuity are practiced and be the students' talents, the current era or the following era may wish to improve their future.

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