



**ENGLISH TEACHERS' PROFESSIONAL COMPETENCE  
PERFORMANCE IN DEVELOPING KD 3.9 AND 4.9 INTO  
LESSON PLANS FOR THE 2013 CURRICULUM IN SMA  
NEGERI 1 DORO PEKALONGAN**

**a final project**

**submitted in partial fulfilment of the requirement for the degree of *Sarjana***

***Pendidikan in English***

**by**

**Purwati**

**2201415081**

**ENGLISH DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**UNIVERSITAS NEGERI SEMARANG**

**2020**

### **DECLARATION OF ORIGINALITY**

I Purwati hereby declare that this final project entitled *English Teachers' Professional Competence Performance in Developing KD 3.9 and 4.9 into Lesson Plans for the 2013 Curriculum in Sma Negeri 1 Doro Pekalongan* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 17 April 2020



Purwati

## APPROVAL

This research report entitled English Teachers' Professional Competence Performance In Developing KD 3.9 and 4.9 into Lesson Plans for the 2013 Curriculum In SMA Negeri 1 Doro Pekalongan has been approved by a board of examination and officially verified by the Dean of the Faculty of Languages and Art on April 2020.

### Board of Examination

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Dr. Hendi Pratama S.Pd., M.A.

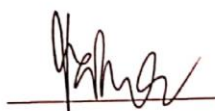
NIP. 198505282010121006



2. Secretary

Fatma Hetami, S.S., M. Hum.

NIP. 197708272008122002



3. First Examiner

Sri Wuli Fitriati, M.Pd., Ph.D.

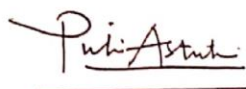
NIP. 197510262005012001



4. Second Examiner

Puji Astuti, S.Pd., M.Pd., Ph.D.

NIP. 197806252008122001



5. Third Examiner/First Advisor

Dr. Dwi Anggani Linggar Bharati, M.Pd.

NIP. 195901141989012001



Approved by

The Dean of Faculty of Languages and Arts



Dr. Sri Retek Urip, M.Hum

NIP. 195901141989012001

*Competence Performance in Developing KD 3.9 and 4.9 into Lesson Plans for the 2013 Curriculum in Sma Negeri 1 Doro Pekalongan* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

## **MOTTO AND DEDICATION**

*“... Indeed, Allah will not change the condition of a people until they change what is in themselves.”*

**(Surah Ar-Ra'd 13:11)**

**Dedicated to:**

**My beloved mom and dad**

**My lovely brother and sister**

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Purwati

## ABSTRACT

**Purwati.** 2020. *English Teachers' Professional Competence Performance in Developing KD 3.9 and 4.9 into Lesson Plans for the 2013 Curriculum in Sma Negeri 1 Doro Pekalongan.* Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Dr. Dwi Anggani Linggar Bharati, M.Pd.

Keywords: Implementation, 2013 Curriculum, Professional Competence, English Teachers, Teacher Mastery

The purposes of this study were to 1) explain how do English teachers at SMA Negeri 1 Doro Pekalongan construct the lesson plans of 3.9 and 4.9 basic competence according to the 2013 curriculum, 2) explain how do English teachers at SMA Negeri 1 Doro Pekalongan implement lesson plans with professional competence in teaching English in the classroom, and 3) describe the strengths and the weaknesses of English teacher at SMA Negeri 1 Doro in implementing professional competence in lesson plans of 3.4 and 4.9 basic competence according to 2013 curriculum. The research design of this study is qualitative case study. The participants of this research were two English teachers in SMA Negeri 1 Doro. The data were obtained through interviews, observations, and documentation. Data were analysed through data reduction, data display, and verification. Based on the results of the study, it can be concluded that the English teachers in SMA Negeri 1 Doro had succeeded in implementing professional competence in lesson plan of 3.9 and 4.9 basic competence for grade x in teaching English using 2013 curriculum. Something that need to be improved by the teachers were the using of learning method that can give more stimulus for students to make them more active, so that students are able to think more critically. From the 6 competencies almost all of them were belongs to the teachers. But in the competence number 6 still need some improvement about mastering the structure and scientific method to improve learning quality because English teachers at SMA Negeri 1 Doro rarely used scientific method.

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## CHAPTER I

### INTRODUCTION

Chapter I is about the introduction of the study. It is divided into the background of the study, the reason for choosing the topic, the statements of the problems, the objectives of the study, the significance of the study, the scope of the study, the definition of key terms and the outline of the study.

#### 1.1 Background of the Study

A teacher is one of the most important people in the education field. A teacher is someone who has the task of educating, teaching, guiding, directing, training, assessing, and evaluating students at various levels of education ranging from early childhood education, formal education, primary education, and secondary education. According to Undang-Undang No. 20 (2003) concerning National Education system states that educator is defined as professional who is in charge of planning and implementing the learning process, assessing learning results, coaching, training, and conducting research as well as community service, particularly for educators at the higher education.

Being a teacher is not an easy thing to do, because this profession has big responsibilities. This is because students assume that teachers as their role models so that they imitate each teacher's behavior and believe that the

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teacher is always doing the right things. It means everything that the teacher does will give an impact on the students.

According to the Regulation of National Education Ministry (Permendiknas), the professional competence consists of the ability to master the structural concept and perspective to support the material, the ability to master the competency and content standard, the ability to develop the material creatively, the ability to take a continuously professionalism advancement, and the ability to exploit the technology in learning process.

Wibowo (2012), "Professional Competence is a mastery of the material, which its method and technique in teaching are easing the learners to catch the lesson" (p. 118). The researcher defined professional competence as the competence that must be acquired by teachers in which refers to the material, lesson plan and program, classroom management and assessment and evaluation of the learning process and result.

According to Kartowagiran (2013), "the vocational practical learning process consists of lesson planning, lesson preparation, teaching practice, and assessment for learning outcomes" (p. 96). Meanwhile, the definition of curriculum according to Government Regulation Number 19 the Year 2005 on National Education Standards, is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals. Offorma defined lesson planning as a systematic ordering of instructional events planned to happen within a period of instruction.

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“The low performance of teachers in Indonesia can be seen from the feasibility of teachers teaching” (Puji and Sutrisno, 2015, p. 8). While Jamal (2009) states that “professional competence is the ability to deal with the adjustment tasks and competence of lecturers is very important because it directly relates to the performance shown” (p. 157). Fatturohman (2011) states “academic supervision is a supervision activity against teachers and principals to improve the quality of teaching (p. 40).” According to (Nurhadi, 2004, p. 15), “competence is the knowledge, skills, and values reflected in the basic habits of thought and action.” Furthermore, according to (Nurhadi, 2004, p.16) competence defined as knowledge, skills, and abilities held by a person as knowledge, skills, and abilities controlled by a person who has been a part of her, so that it can perform behaviors cognitive, affective, and psychomotor with the best.” (Hamalik, 1990, p. 32) “the curriculum is a very important tool to realize and achieve the goal of school education.”

Competence, according to Atherton, is the simple ability to perform the requisite range of skills for practice. Hackitt explains competence is the ability of every director, manager, and worker to recognize the risks in operational activities and then apply the right measures to control and manage those risks. While (Kunandar, 2007, p. 55) pointed out teacher competence is a set of skills to be owned by teachers to achieve the work clearly and effectively. Meanwhile, Ramayulis outlines competence in

education comprises personal, professional, pedagogic and social competence.

### **1.2 Reasons for Choosing Topics**

There are some reasons why I choose topic entitled “English Teachers’ Professional Competence Performance in Developing KD 3.9 and 4.9 into Lesson Plans for the 2013 Curriculum in Sma Negeri 1 Doro Pekalongan ”

They can be formulated as follows:

- 1) Curriculum 2013 is a curriculum used in Indonesia today. The curriculum 2013 has been going on for around 6 years in Indonesia. So the researcher wanted to know whether teachers in Indonesia, especially English teachers at SMA NEGERI 1 DORO are able to implement and apply lesson plans of 3.9 and 4.9 basic competence into the curriculum 2013 in their lesson.
- 2) One of the basic competence that has to be mastered by an English teacher is professional competence. English is one of the important subjects in the current era of globalization because English is used as the main language in the international scope. On the other hand, not a few students are refusing to learn English for several reasons. One of them is students assume that English is a difficult subject. Because of this case, of course, it needs professional teachers who have good professional competence so that they can motivate students in learning English.
- 3) One of the ways that were liked by the teenagers are listening to music and one of the basic competence in lesson plan of 3.9 and 4.9 is about interpreting the lyrics of the songs, in this case, the author wanted to know whether the English teacher in SMA Negeri 1 Doro has applied that competence according to the 2013 curriculum professionally.
- 4) The author wanted to know whether the English teachers have applied all aspects of professional competence or not by curriculum 2013.

### 1.3 Research Questions

The problems investigated is stated as follow :

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- 1) How do English teachers at SMA Negeri 1 Doro Pekalongan construct the lesson plans of 3.9 and 4.9 basic competence according to the 2013 curriculum?
- 2) How do English teachers at SMA Negeri 1 Doro Pekalongan implement the lesson plans with professional competence in teaching English in the classroom?
- 3) What are the strengths and the weaknesses of English teachers at SMA Negeri 1 Doro Pekalongan in implementing professional competence in lesson plans of 3.9 and 4.9 basic competence according to the 2013 curriculum?

### 1.4 Objectives of the Study

From the problems above, the objectives of the research are:

- 1) To explain how do English teachers at SMA Negeri 1 Doro Pekalongan construct the lesson plans of 3.9 and 4.9 basic competence according to the 2013 curriculum?
- 2) To explain how do English teachers at SMA Negeri 1 Doro implement the lesson plans with professional competence in teaching English in the classroom?
- 3) To describe the strengths and the weaknesses of English teacher at SMA Negeri 1 Doro in implementing professional competence in lesson plans of 3.9 and 4.9 basic competence of 3.9 and 4.9 basic competence according to the 2013 curriculum?

### 1.5 Significance of the Study

The result of the study is expected to be able to give some benefits as follows:

- 1) Theoretically, this research is expected to provide benefits for the development of science, as well as providing immaterial information in

relevant research including professional competence and how the teacher implementing the 2013 curriculum.

- 2) Pedagogically, this study can be used as one of the references for conducting a similar study. The other researchers may develop the scope of analysis of The Implementation of Professional Competence in Lesson Plans of 3.9 and 4.9 Teaching English in the Classroom Using 2013 Curriculum in SMA Negeri 1 Doro.

- 3) Practically, this research is expected to be utilized by:

- a. School

This research is expected to be useful in assisting the school as a reflection on English Teachers' Professional Competence Performance in Developing KD 3.9 and 4.9 into Lesson Plans for the 2013 Curriculum in Sma Negeri 1 Doro Pekalongan .

- b. Teachers

This research is expected to be useful as a reference to assist English teachers in developing their lesson plans of 3.9 and 4.9 basic competence by professional competence in implementing the 2013 curriculum.

- c. Researchers

This research is expected to be useful as reference material for the next researchers in researching teacher professional competence.

### **1.6 Scope of the Study**

To provide clarity in this study, the focus of the study stated as follows:

- 1) English teachers in constructing the lesson plans of 3.9 and 4.9 basic competence according to the 2013 curriculum
- 2) English teachers at SMA Negeri 1 Doro in applying lesson plans with professional competence in teaching English in the classroom
- 3) English Teachers mastery of professional competence in SMA Negeri 1 Doro

Professional competence which became the focus in this research is the ability of English teachers in mastering all aspects to be a professional teacher. According to (Wibowo and Hamrin, 2012, p. 118) Teachers, professional competence consists of aspects as follow :

1. The professional competence of teachers is mastery over the subject matter is the broad and deep method.
  2. Professional competence is the competence or skills related to the completion of the tasks of education.
  3. Professional competence has mastered the characteristics of teaching materials are broad and deep
  4. Master the structures and methods science field of study is taught
  5. Mastering the substance of science related to the field of study
  6. Mastering the structure and the scientific method
- 4) English teachers in implementing curriculum

When implementing the curriculum teachers should have some guidance from the government about how to do it according to the vision and mission of the department of education. It can be known through some criteria as follows: teachers' participation in 2013 curriculum training/seminars, teachers' understanding about elements changes in curriculum 2013, teachers' understanding about the excellences of 2013 curriculum, teachers' understanding about the characteristics 2013 curriculum, and teachers understanding about the purpose and function of curriculum 2013.



### 1.7 Definition about Key Terms

#### 1) Teacher

According to Undang Undang no. 14 Tahun 2005, the teacher is a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners on formal education, primary education, and secondary education. From the definitions, it can be known the important role of teachers in the scope of education. From the definitions of teachers above, it can be concluded that the teacher is someone who works in the field of education that has the responsibility of guiding students to help learners in achieving their maturity. Being a teacher is not an easy thing because, in addition to having the main task, a teacher is also required to have competence as the main basis in doing the task. According to Hamalik (2009) teacher is a professional job that has professional roles and competencies. Every teacher must have the academic qualification, competence, certificate of educator, physical and spiritual health, and able to realize the purpose of education.

In performing their duties as a teacher, a teacher has an important role in the learning process because without them learning process will be difficult to do. Sadirman said there are 9 roles of teachers in the education process:

#### 1) Informant.

As the executor of informative teaching, laboratory, field study and information source of academic and general activities.

#### 2) Organizer.

Teacher as the organizer of academic activities, syllabus, workshop, lesson schedule, and others. Organizational components of learning activities should be regulated by teachers to achieve effectiveness and efficiency in learning.

3) Motivator

The role of a motivator is important to improve the excitement and development of student learning activities. Teachers should be able to provide stimulation, encouragement, and reinforcement to develop students' potential and creativity so that there is an improvement in the learning process.

4) Director

Teachers should be able to guide and direct student learning activities with the goals of education.

5) Initiator

Teachers should find new ideas in the learning process. Ideas should be created that can be emulated by the students.

6) Transmitter

In teaching and learning activities teachers will also act as disseminator education and knowledge.

7) Facilitator

Teachers are required to provide facilities in the learning process for example by creating a conducive situation in learning activities, suit with the development of students so that the interaction of teaching and learning takes place effectively and optimally.

8) Mediator

This mediator can be interpreted as a person who is neutral in student learning activities. For example, provide solutions when the discussion is not going well. Mediators can also be interpreted as a provider of instructional media; the teacher determines which instructional media is appropriately used in the lesson.

9) Evaluator

A teacher has to assess and observe the learning achievement of learners. Teachers have full authority in assessing learners; nevertheless, the evaluation must still be carried out objectively. Evaluation by the teacher should be done with specific methods and

procedures that have been planned before the learning activity begins.

## 2) Teachers' Professional Competence

According to the Regulation of National Education Ministry (Permendiknas), the professional competence consists of the ability to master the structural concept and perspective to support the material, the ability to master the competency and content standard, the ability to develop the material creatively, the ability to take a continuously professionalism advancement, and the ability to exploit the technology in learning process. Wibowo (2012), "Professional Competence is a mastery of the material, which its method and technique in teaching are easing the learners to catch the lesson" (p. 118)."The researcher defined professional competence as the competence that must be acquired by teachers in which refers to the material, lesson plan and program, classroom management and assessment and evaluation of the learning process and result.

## 3) 2013 Curriculum

Curriculum 2013 has a definition of the design of learning that is arranged to develop the potential of learners, aims to realize the nation's generation of dignified, civilized, cultured, character, faithful and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic, responsible citizens who begin operations in the academic year 2013/2014 gradually (Kemendikbud 2013).

Curriculum 2013 is officially launched on July 15, 2013. It implemented in the academic year 2013/2014 in certain schools. Curriculum 2013 is the result of the improvement of the previous curriculum.

The differences curriculum 2013 with the previous curriculum is the curriculum 2013 put more emphasis on the formation of character and competence to be formed. The components contained in the 2013

curriculum focuses on shaping the character and competence of learners who are expected to produce a good personality.

Character education in the curriculum 2013 has the aim to improve the quality of the process and outcomes of education, which leads to the formation of the manners and morals of the students as a whole, integrated and balanced according to the competency standards in the educational unit (Mulyasa, 2014: 7).

In addition to focusing on the formation of character, the curriculum in 2013 also emphasizes the improvement and balance between soft skills and hard skills comprising aspects of competence attitudes, knowledge, and skills. Curriculum 2013 using integrative learning in all subjects. Therefore it can be concluded that the curriculum in 2013 focuses on balancing the soft skills and hard skills in the form of attitudes, knowledge, and skills.

Curriculum 2013 has the following objectives: 1. Improve the quality of education by balancing hard skills and soft skills through gesture capabilities, skills, and knowledge to face the global challenges of the evolving; 2. Establish and improve human resources productive, creative, and innovative as the capital of the nation and state of Indonesia; 3. Relieve teachers in presenting the material and prepare the teaching administration, because the government has set up all along with the curriculum components used in the test book learning; 4. Increasing the participation of central and local governments as well as citizens equally in determining and controlling quality in curriculum implementation at the unit level of education, and 5. Promote fair competition among educational units on the quality of education to be achieved. Because schools are given the freedom to develop the curriculum in 2013 by the conditions of the educational unit, the needs of learners, and potential areas (Fadlillah, 2014: 24-25).

According to (Kemendikbud, 2012, p. 12) the development of the 2013 curriculum based on the following principles:

1) The curriculum of the educational unit is not a list of subjects. It means the curriculum as a plan is a design for educational content that must be owned by all students after completing their education in one unit or a certain level of education. The curriculum as a process is the totality of learners' learning experiences in one unit or level of education to master the educational content designed in the plan. Learning outcomes are the whole of learners' behavior in applying the acquisition in society.

2) Standards of graduate competencies are set for one educational unit, education level, and educational program. By the Government's policy on Compulsory Education 12 Years then the Graduate Competency Standards that become the basis of curriculum development is the ability that must be possessed by students after following the education process for 12 years. Besides, by the function and objectives of basic education and secondary education and the function and purpose of each educational unit at each level of education, curriculum development is also based on Competency Standards Graduates of primary and secondary education and Competency Standards of an educational unit.

3) The competency-based curriculum model is characterized by the development of competence in the form of attitude, knowledge, thinking skills, and psychomotor skills that are packaged in various subjects. Competencies that include knowledge are packed specifically in a single subject. Competencies that include attitudes and skills are packaged in each subject organized by observing the principles of reinforcement (horizontal organization) and sustainability (vertical organization) to fulfill the principle of accumulation in learning.

4) The curriculum is based on the principle that every attitude, skill, and knowledge formulated in the curriculum in the form of Basic Capability can be

studied and mastered by each learner (mastery learning) by the competency-based curriculum.

5) The curriculum is developed by providing opportunities for learners to develop differences in abilities and interests. In the differences of learners' abilities, the curriculum provides an opportunity for learners to have a degree of mastery over predetermined standards (in attitudes, skills, and knowledge). Therefore, various programs and learning experiences are provided by the interests and the ability of the learners

6) The curriculum focuses on the potential, development, needs, and interests of learners and their environment. The curriculum is developed based on the principle that learners are in a central position who are active in learning.

7) The curriculum should be responsive to the development of science, culture, technology, and art. The curriculum is developed on the awareness of science, culture, technology, and art. Therefore curriculum content must always follow the development of science, culture, technology, and art.

8) The curriculum should be relevant to educational needs. Education should not separate the learners from their environment. So that curriculum development is based on the principle of educational relevance to needs the environment. It means the curriculum provides an opportunity for learners to learn the problems in their community.

9) The curriculum is directed to the development process, cultivation and empowerment of learners. Empowering learners is formulated in attitudes, skills, and basic knowledge that can be used to develop a learning culture.

10) The curriculum is developed by taking into account the national interest and the regional interest to build society's life, nation, and state. National interests are developed by the determination of curriculum structure, Capability standard, Basic Capability, and syllabus. Regional interest is developed to build people who are not deprived of their cultural roots and able to contribute to the surrounding communities directly. These two interests complement each other and empower the diversity and unity expressed in *Bhinneka Tunggal Ika* to build the Unitary State of the Republic of Indonesia.

11) Assessment of learning outcomes aimed at knowing and improving the achievement of competence. Instrument assessment of learning outcomes is a tool to determine the shortcomings of learners. These shortcomings should be followed immediately by the process of improving the deficiencies in aspects of learning outcomes.

According to Sutrisno (2001), there are three curriculum concepts including:

- 1) The curriculum as a substance, which is seen as a learning plan for students or a set of goals to be achieved.
- 2) As a system, is part of the system of schooling, education and even society.
- 3) As the field of study is a study of curriculum experts who aim to develop the science of curriculum and system.

The 2013 curriculum is designed with the following characteristics:

- 1) The 2013 curriculum prioritizes the balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
- 2) Schools are part of the community that provides a learning experience where learners can apply what is learned in school to the community and utilize the community as a learning resource.
- 3) The 2013 curriculum focuses on developing attitudes, knowledge, and skills and applying them in school and community situations.
- 4) Giving enough time to develop a variety of attitudes, knowledge, and skills;
- 5) Competence is manifested in the form of more detailed core competencies followed in the basic competencies of the lesson.
- 6) Class core competence becomes the organizing elements of basic competence, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies.
- 7) Basic competencies are developed based on accumulative principles, reinforced and enriched amongst education and educational level (horizontal and vertical organizations).

The development of the curriculum is expected to be a determinant of future generations; therefore, a good curriculum will be expected to be implemented

in Indonesia. (Kurniasih, 2014, p. 39) mentions several advantages curriculum 2013 as follows: 1) Assessment is not only in the aspect of knowledge, but considering aspects of modesty, religion, skill, attitude, and others; 2) In solving the problems in the learning process, students are required to be more active, creative, and innovative; 3) Implemented character education into all courses; 4) The existence of competence following the demands and the objective function of the national education competencies that describe the attitudes, skills, and knowledge; 5) various competencies suit to the educational development such as character education, active learning methodology, entrepreneurship, the balance of soft skills and hard skills; 6) The subject matter tailored to the phenomena and social change; 7) Standard assessment based on knowledge, skills, and attitudes; 8) The remedial program must be done regularly; 9) The detailed curriculum documents are no longer needed because the government has prepared all curriculum components even textbooks and discussion has been provided; 10) The use of contextual learning; 11) Increase motivation in teaching by improving the competencies of professional, pedagogy, social, and personal. 12) Books and documents have been provided completely so that teachers can be motivated to read and have skills in making the lesson plan and implement a proper scientific approach. Increase motivation to improve the professional competence of teaching, pedagogy, social, and personal.



### **1.8 Outline of the Report**

This study is divided into eight chapters. In this chapter I, is about the introduction of the study. It is divided into the background of the study, the reason for choosing the topic, the statements of the problems, the objectives of the study, the significance of the study, the scope of the study, the definition of key terms and the outline of the study.

Chapter II discusses reviews of the related literature, related literates and framework analysis. Review of related literature contains theoretical background and references related to this research while related literature underlies the writing of this study, and framework analysis is about how the writer's researched is processed.

Chapter III is about the method of investigation. This chapter consists of seven subchapters. They are the research design, research setting, research participant, role of the researcher, the type of data, procedures of collecting data, procedures of analysing data and triangulation.

Chapter IV contains results and discussions. This chapter explains the result of Professional Competence of English teachers in implementing 2013 curriculum based on the data found.

Chapter V is about the conclusion of the research with some suggestions for school, teachers and researchers based on the result of the research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Chapter II is about the review of the previous study, a review of the theoretical study, and a theoretical framework. The first, review of the theoretical study presents several kinds of research that have been conducted before that related to the pedagogical competence of English teachers in implementing curriculum 2013. The second is theoretical background is about all review of theories that related to this study used as the references. The last is the theoretical framework is about how the writer conducts this research.

#### **2. 1 Review of Previous Studies**

The first researcher who conducted the study about the implementation of the 2013 curriculum and the teacher's competence is Resita (2018). The purpose of this study was to know the teacher's readiness in implementation 2013 curriculum based on pedagogic competence. She used a qualitative research design in her research. The subjects of the study were English teachers and students in SMP N 1 BAE Kudus. She used class observation, interviews, and videotaping in collecting the data.

The result of the study showed that the English teachers in SMP N 1 Bae had applied pedagogical competence in implementing curriculum 2013 very well. From 10 core competencies, all competencies are applied by them. The pedagogical competence that most applied by English teachers is mastering the characteristics of learners from physical, moral, spiritual, cultural, emotional, and intellectual. However, in the 10th pedagogical core competence, it still needs improvement namely taking reflective action to improve the quality of learning because the teachers have not carried out class action research. The result of research also showed that English teachers in SMP 1 Bae are ready to implement curriculum 2013. The things that need to be improved are the learning material that exists in curriculum 2013.

Another researcher is Ratnaningsih (2017) about Scientific Approach implementation and the lesson plans based on the 2013 curriculum. The research is aimed at investigating the teachers' implementation of the scientific approach in English Language Teaching in one state junior high school in Bandung Regency. This research employs a case study qualitative research design. The data were obtained from classroom observation and teachers' lesson plan analysis and interviews.

The section is divided into three main parts. The first part presents the implementation of the Scientific Approach in English Language Teaching observation. The second part highlights the conformation between the implementation and the lesson plans through the lesson plans analysis. Finally, the interview supports the first and second findings.

After that, the next researcher is Putra (2014) about the implication on the curriculum renewal of ELT in Indonesia. There are three criticisms toward English teaching in Indonesia based on the revised curriculum 2004 in 2006 known as KTSP. Following the evaluation of the whole educational system in Indonesia, a new curriculum, i.e. Curriculum 2013 began to be implemented in schools to replace KTSP in 2015. In this paper, I will try to review the criticisms toward the implementation of KTSP in English subject, evaluate the possible challenges of the implementation of Curriculum 2013, and propose some possible suggestions and priorities for the improvement of Curriculum 2013, e.g. in-service and pre-service teacher development program, and alternatives to replace high stakes testing policy. To sum up, Curriculum 2013 does not answer the challenges faced in the implementation of KTSP. The design of the curriculum will predictably still drive the teaching of English in Indonesia to become reading and grammar oriented, test-preparation based teaching-oriented, less focus on its real target: developing students' English oracy and literacy, and undermines the diversity of quality spread of education in Indonesia and the real situation in the classroom. Therefore, there should be a re-evaluation of the design of the curriculum before it is implemented,

especially on the distribution of teaching hours of English subject in the three levels of education, re-evaluation of national examination policy, and re-evaluation of the contents of the curriculum.

The next study was conducted by Sundayana in 2015. The purpose of this research is to explain teachers' readiness and competence in implementing curriculum 2013, it can be seen from their comprehension about the syllabus of English and its articulation into lesson plan based on the principles of syllabus development as suggested in the curriculum. In line with Ekawati in 2016 wrote a study. This study is about curriculum 2013 implementation at SMA Lab school Pancasakti Tegal. Observation and interviews are used to collect the data. The relevance of this literature review is the equation in examining English teacher's readiness in the implementation of the curriculum in 2013. The difference is the subject of the research is senior high school English teachers while my research's subject in junior high school English teachers.

The next research was conducted by Gani and Mahjaty (2017). The purpose of this research to investigate teachers' knowledge of standards for content, standards for processes, and standards for evaluation in implementing curriculum 2013. A questionnaire is used to collect the data. The result of the research showed that the teacher's level of knowledge for implementing the 2013 Curriculum was low. It was proven in the three standards viz: teachers' knowledge of the standards for content, for the 2013 Curriculum was low, To resolve these problems, some recommendations have been made for the improvement of the teacher's knowledge of how to implement the new, 2013 Curriculum. The relevance of this study is I also will examine the implementation of curriculum 2013, but the difference is I use interviews and observation to collect the data.

Jamun et al. in 2014 conducted research. This research aims to investigate teachers' readiness for the building construction department of vocational high schools (SMK) in Yogyakarta in designing and implementing the teaching and assessment processes of Curriculum 2013 implementation. The data were

gained using a questionnaire and through documentation. The data were gained by using descriptive statistical, quantitative and qualitative descriptive analysis. In line with Nababan et al. (2017), they wrote the research. The purpose of this research is to explain how teachers in SMA 7 Binjai implementing curriculum 2013. The evaluative study is used in this research. The result of this study showed that teachers have implemented curriculum 2013 well. The relevance of these literature reviews is the equation in examining the implementation of the curriculum in 2013. The difference is in this research the data were gained by using the evaluative, descriptive statistical, quantitative and qualitative descriptive analysis while I use qualitative research.

In 2017 Yuliani conducted research. This research aims to explain the activity of teaching and learning in implementing curriculum 2013. Observation and interviews are used in gaining the data. This study uses qualitative research. In line with Kurniawan (2015), he wrote the same study. The purpose of this study is to explain how English teachers implementing curriculum 2013 in the learning activity. Observation is used to collect data in this research. the research shows curriculum 2013 implementation conducted by the English teachers of first grade at Junior High School 17 Makassar was by the government policy. Giving effective appraisal and the student handbook were the teachers' difficulties generally. The relevance of this literature review is the equation in examining the implementation of the curriculum in 2013. The difference in this research is I focused on teachers' readiness in implementing curriculum 2013.

The next study was conducted by Rumahlatu (2016). This study focused on the readiness in implementing curriculum 2013 in elementary schools, junior high schools, and senior high schools in Maluku especially in the west part of Seram district. The questionnaire is used to collect the data. The result shows that the teachers and students in the west part of Seram district have implemented curriculum 2013 well. The relevance of this study is I also examine the readiness

in implementing curriculum 2013. The difference my research focused on teachers' readiness in implementing curriculum 2013.

Nurhajati in 2016 conducted research. The purpose of this research is to explain how English teachers in Kediri implementing curriculum 2013. The subject of this study is English teachers of junior high school at Kediri. The data were gained from observation in the teaching and learning process, interview the teacher and documentation. The result showed that in teaching English the teacher developed the materials and managed the classroom well by applying for group works, and setting the comfortable situation in the class during the teaching and learning process. The relevance in this literature study is I also examine about English teachers in implementing curriculum 2013.

The second researcher is Bunyamin (2016) This study focused on both teacher's professional and pedagogic competences. This study was carried out on teachers of Vocational High Schools in The Northern Coastal of Jakarta. The questionnaire, observation, interview, and document were used in this study. The result was analyzed in the percentage through quantitative data analysis. The percentage result was scaled to determine the teacher's professional and pedagogic competences. It was revealed that 81.6% of 358 teachers, or 292 teachers, had good professionalism. Moreover, 222 teachers (62.3%) have mastered the material for teaching well. Teachers' professional competence belonged to low category (43.2%). And finally, from the pedagogic side, their professional belonged to a medium level (69.7%). Based on the research result, it is important to be stated again here that the teachers' position, as a professional element, should be improved and enhanced their role as the agent of the teaching-learning process in the schools. This role will also focus on improving the quality of education at the national level as well as the human resources of Indonesia in general.

Kunter, et al (2013) investigate the professional competence of teachers: effect on instructional quality and student development. This study investigates teachers' pedagogical content knowledge, professional beliefs, work-related

motivation, and self-regulation as aspects of their professional competence. Specifically, it examines how these aspects impact instruction and, in turn, student outcomes. In a nationally representative sample of 194 German secondary school mathematics classes, multiple measures were used to assess teacher competency, instructional quality, and students' achievement and motivation. The effect of teachers' professional competence on student outcomes was estimated in a 1-year repeated-measures design. Two-level structural equation models revealed positive effects of teachers' pedagogical content knowledge, enthusiasm for teaching, and self-regulatory skills on instructional quality, which in turn affected student outcomes. In contrast, teachers' general academic ability did not affect their instruction. The multidimensional model of teachers' professional competence introduced in this article seems suited to stimulate further research on the personal indicators of teacher quality.

The next researcher is Liakopoulou (2011) about The Professional Competence of Teachers: Which qualities, attitudes, skills, and knowledge contribute to a teacher's effectiveness? In this paper, the qualifications considered essential by teaching professionals to be effective in pedagogical and didactic work are put together based on the results of a national survey carried out in Greece, to which secondary education teachers of all subjects contributed. One of the aims of this study was to systematically record the qualifications deemed essential by teachers for them to successfully perform their pedagogical and didactic duties. The findings of this research verify the conclusions reached in related literature regarding a holistic approach to the tools making up the profile of a "good teacher", as most teachers seem to associate their effectiveness at work with both personal traits and "didactic and pedagogical skills", as well as pedagogical knowledge. These particular findings contributed to a systematic and analytical description of the content of professional knowledge required for the successful performance of a teacher's pedagogical and didactic work.

Rahman (2014) research Professional Competence, Pedagogical Competence and the Performance of Junior High School of Science Teachers. Professional competence is competence related to the ability to master the knowledge. Teachers' pedagogical competence is the ability to manage learning, which includes planning, implementation, and evaluation of learning outcomes of learners. These competencies should be owned by every teacher to achieve success in learning and teaching. This study aims to determine the effect of professional competence and pedagogical competence against the performance of Junior High School science teacher in Ternate. The method used in this study is a quantitative correlation method. This study was conducted in 9 Junior High School in Ternate. The samples in this study were taken from 61 science teacher of 72 science teachers using proportional stratified random sampling. The data were then analyzed using simple linear regression. The results of this study concluded that professional and pedagogical competence give a positive effect on the performance of Junior High School science teachers in Ternate. To improve the professional competence and pedagogical competence of junior high science teacher in Ternate, the efforts that need to be done include: educating and training regularly, activating the MGMPs (the teachers' forum), preparing science textbooks, continuing education, optimizing the supervision of principals, training in the use of various science teaching strategies, using of laboratory science training tool, training of IT-based media design and conducting action research.

Another researcher is by Pahrudin, et al (2016) The purpose of this research was to 1) Know the direct positive effect of pedagogy competency, personality, professional and social competencies to study achievement of an economic lesson in the state senior high school of East Lombok District Academic Year 2015/2016. 2) Know the positive indirect effect of pedagogy competency, personality, social competency to study achievement of an economic lesson in the state senior high school of East Lombok District academic year 2015/2016 with professional competency as an intervening variable. This research uses descriptive with a kind of survey research. This research uses the research



population by using 32 state senior high school economic teachers as the subject in East Lombok. The Data in this research was collected through questionnaires and documentation, and then Analyzed with path analysis uses SPSS Version 19. The result showed pedagogical competencies that teachers had direct effect positively to study achievement of economic study lesson by 18.7%, personality competency directly effect to study achievement of the economic lesson by 26%, the professional competency directly effect to study achievement of the economic lesson by 30.8%, social competence of teachers directly effect to study achievement of the economic lesson by 28.8%, pedagogical competence indirectly effect to study achievement through professional competency by 0,074, personal competence indirectly effect to study achievement through the professional competence by 0.082, and social competence indirectly effect to study achievement through professional competence by 0.158.

The next researcher is Azhar (2016) about the English teacher's competencies in the English as a foreign language learning at MA Alaudin Pao-Pao, Gowa South Sulawesi. The purpose of this study to find out the competencies of teachers in MA Madani Alauddin, Pao-Pao, which is only split into pedagogical and professional competence. The design of this research was qualitative descriptive. This research had two teachers as the subject. The data were collected through observation and interview.

Based on the finding and discussion the researcher concluded as follows, The pedagogical competence between two teachers was at a different level. In this competence, the main factor of successful learning was how they attracted the students by giving games. Most of the students rejoiced with various learning activities even though it was a task rather than wasting time. On one side, they needed materials which were deeply correlated with their daily life to prepare their English. In professional competence, the teachers were placed in the safe phase due to the result of the interview and observation. On one side, the teachers should keep improving on this because this competence was the

implementation of all competencies, furthermore, teachers should place them equally as students because of the rate of informational progress.

The next researcher is Nasir (2015) about Teaching English Based on the 2013 Curriculum at Junior High School in Gowa. The objective of this study was to describe the ability of teachers in four piloting schools in applying the 2013 curriculum. It was conducted at four piloting junior high schools in Gowa. This research consisted of four samples, and the researcher used purposive sampling. Based on the result of data analysis and the research findings and discussions in the previous chapter, the researcher concludes that: 1. The average score of teachers' teacher comprehension about the learning concept based on the 2013 curriculum is 97. It is in a very good category. 2. The average score of teachers' ability in constructing a lesson plan based on the 2013 curriculum is 91. It is in a very good category. 3. The average score of teachers' ability in applying the scientific approach in the class is 95 with a very good predicate. 4. The average score of teachers' ability in applying the assessment based on the 2013 curriculum is 83 with a good predicate.

The next study is Bharati et al. (2017). The purpose of this study is to observe and give evidence of the use of lesson study to help the teacher to have the other's perspective, especially in the process of teaching to strengthen their strategies and classroom management. The result of this study showed that lessons could foster significant teaching skills to develop the quality of teaching and learning. It also can stimulate students' motivation in joining the classroom. So, it is recommended to implement a lesson plan to improve the quality of learning especially for its process. The relevance of this literature study is I also examine teachers' pedagogical competence. The difference is the focus of the study. In this research, the researchers focused on lesson study while I focused on teachers' professional competence in implementing curriculum 2013.

The next study is Rahmani in 2017 conducted research. This research analyses teachers' PTK in responding to curriculum 2013 in Indonesia. The questionnaire is used to collect the data in this research. The result of this study showed

teachers' pedagogical knowledge and content knowledge got high score that means they were quite a competence. The relevance of this literature study is I also examine English teachers' pedagogical competence. The difference is the focus of the study. In this research, the researcher used quantitative research in his study, but I use qualitative research in this study.

Another study was conducted by Adilah. The purposes of this study are to analyse the lesson plan arranged by the English teacher and the learning process based on curriculum 2013. This study was a qualitative method. The subject of this study was the class VII-12 and an English teacher. The data were gained from observations and video recordings. The result of this study shows that the teacher is good at implementing the curriculum in 2013. The relevance in this literature study is I also examine the English teacher in implementing curriculum 2013. The difference is in this subject study examines only one English while I examine four English Teachers.

The next study conducted by Khasanah in 2015 entitles *The Implementation of Curriculum 2013 by the English Teacher and Its Barriers (A Case Study at the 10th Grade of SMAN 1 Rembang in 2014/2015 Academic Year)*. The objectives of this study were to know the implementation of Curriculum 2013 by English teacher of grade X of SMAN 1 Rembang and its barriers to the dimension of teaching-learning planning, process, and learning evaluation. The data of this study were collected using observation; interview which involved the English teacher, the principal and the vice of the curriculum; and documentation which were syllabus, lesson plan, and pictures. The results showed that the implementation of Curriculum 2013 by the English teacher on the three dimensions had the barriers. The barriers of teaching-learning planning affected the other two dimensions. The barriers found the right method and the right instrument of authentic assessment. They both were important to support the success of Core and Basic Competence realization in the learning.

The last was descriptive explorative research (qualitative research) conducted by Retnawati et al in 2016 entitled *Vocational High School Teachers'*

Difficulties in Implementing The Assessment in Curriculum 2013 In Yogyakarta Province Of Indonesia. This study aimed to describe vocational high school teachers' difficulties in implementing the assessment within Curriculum 2013. The data were gathered by interviews and focused on group discussions from twenty-two vocational high school teachers and the vice principals of the curriculum in the Province of Yogyakarta Special Region of Indonesia. The results showed the teacher had not fully understood the assessment system. The difficulties were also found in how they were developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills and gathering the scores from multiple measurement techniques. Besides, the teachers could not find a feasible application for describing the students' learning achievements.

Based on the literature review above there are some recommendations for the next researchers who are interested to investigate or study about this topic that researcher need to do some analysis through the data they have collected by doing observation and also pay attention on how the way the teachers taught students in the classroom. In this research also used that kind of recommendation on how to analyze the content of the data that have collected because it can help the researcher to construct the study and understand the data that have been collected.

## **2. Review of Theoretical Study**

### **2.2.1 Definition of Teacher**

In carrying out the duties, the teacher must have a standard of competence that is used as a criterion of ability that must be owned to teach. Law No.14 / 2005 on Teachers and Lecturers and Government Regulation No.19 / 2005 states that the standard of teacher competence includes personality, pedagogical, professional, and social.

#### 1) Pedagogical Competence

Pedagogical competence according to Mukhlis (2009) is the ability to manage the learning of students that include an understanding of

learners, design, and implementation of learning, evaluation of learning outcomes, and development of learners to actualize various potentials.

According to Government Regulation of the Republic of Indonesia Number 74 the Year 2008 Pedagogical competence is the ability of teachers in learning management of learners which at least include: a) The understanding of insight or educational foundation, b) the understanding of learners, c) the development of curriculum or syllabus, d) the design instructional, e) the implementation of learning that educates and dialogue, f) the use of technology for the benefit of learning, g) the evaluation of learning outcomes, and h) the development of learners to apply various potentials.

Pedagogical competence is an initial competence that teachers must have because pedagogical competence guides what a teacher should do in the learning process. Besides having teaching competence, teachers must also have the skills in carrying out daily tasks. Therefore, teachers should have the knowledge and skills in processing the subject matter as an educational tool.

## 2) Personality Competence

Mulyasa (2007) in the Government Regulation of the Republic of Indonesia Number 74 the Year 2008 Personality Competence at least includes the personality of the faithful and cautious; be noble; wise and prudent; democratic; steady; authoritative; stable; adult; honest; sportsmanship; be role models for learners and society; objectively evaluating its performance, and develop themselves independently and sustainably.

Teachers' personality has a very important role in succeeding the learning activities. It because students make teachers role models behave. It can be concluded that teachers' personality competence is very necessary for determining students' characteristics.

## 3) Social Competence

According to Alma (2008), social competence is the teacher's ability to communicate and interact effectively in the school environment. In the Government Regulation of the Republic of Indonesia, Number 74 the Year 2008 Social Competence is teachers' ability to understand themselves as an integral part of society that has the competence and skill to participate actively in the development of the learning process. Teacher's ability as the part of society that at least includes competence to;

1. The ability to communicate spoken, written in polite gestures;
2. Using technology functionally;
3. Communicate effectively with learners, fellow educators, education personnel, education unit leaders, parents or guardians of learners.

#### 4) Professional Competence

According to Uno (2007), the professional competence of teachers is a set of abilities a teacher must possess for him to carry out his teaching duties properly.

Meanwhile, according to Tilaar (2002), the professional competence that teacher needs to possess include: the ability to develop the personal personality of the learner, especially intellectual ability, and bring the students into a unified Indonesian society based on Pancasila.

According to the Government Regulation of the Republic of Indonesia, Number 74 the Year 2008 Professional competence is the ability of teachers in mastering knowledge in science, technology, art and culture which at least include mastery:

- a) The subject matter is broad and in-depth by the standard content of the educational unit program, subject, and/or group of subjects to be addressed; and
- b) The concepts and methods of relevant scientific, technological or art, which are conceptually sheltered or coherent with the educational unit, subject, and/or subject groups to be subjected.

### **2.2.2 Teacher's Professional Competence**

According to the Regulation of National Education Ministry (Permendiknas), the professional competence consists of the ability to

master the structural concept and perspective to support the material, the ability to master the competency and content standard, the ability to develop the material creatively, the ability to take a continuously professionalism advancement, and the ability to exploit the technology in learning process. Alma in Wibowo (2012:118) "Professional Competence is a mastery of the material, which its method and technique in teaching are easing the learners to catch the lesson."The researcher defined professional competence as the competence that must be acquired by teachers in which refers to the material, lesson plan and program, classroom management and assessment and evaluation of the learning process and result.

Teacher competences play an important role in the quality and effectiveness of teaching and learning process for students because the competence of the teachers will contribute to their teaching performance (Birman et al., as cited in Liakopoulou, 2011) and will have a certain effect on student learning (Scheerens et al., as cited in Day & Gu, 2010). In Indonesia, according to Government Rule Number 19, 2005, four main competencies should be possessed by the teacher; one of which is known as professional competence. Professional competence concerns with teacher's mastery and understanding toward the subject matter as well as its structure and concept, which, as Shulman as cited in Tsui, 2009) pointed out refers to subject matter content knowledge. Concerning the previous statement, Soepriyatna (2012, p. 46) stated that teachers who possess adequate content knowledge of particular subject matter will demonstrate great confidence in delivering the material and will be able to assist their students' difficulty in understanding certain concepts. Thus, teachers must have sufficient subject matter content knowledge, in this case, that of report text, when they deliver their materials. In this context, English teachers in junior high schools are also required to have adequate professional competence. However, in reality, the pre-test for the professional teacher in Central Kalimantan, held by the Education Quality Assurance of Central Kalimantan showed that the ability of English teachers in junior high school, especially to comprehend

the type of texts is still of "minimum quality" (Luardini & Asi, 2014). Thus, this indicates that there are still many English teachers in junior high schools who lack sufficient ability to understanding the subject matter, which is one of the aspects of professional competence. Furthermore, according to Coe, Aloisi, Higgins, and Major (2014), "if the teachers' knowledge regarding the subject matter falls below a certain level, it will be a significant impediment to their students' learning" (p. 2). Considering this, teachers need to improve their professional competence. In the above regard, it is worthy of notice, according to Ur (2010, p. 286), that to improve their professional competence, constant improvement of understanding toward language and language learning is needed to be done by teachers. Richards and Farrell (2005) suggested that one way that teachers can do to upgrade their knowledge of the subject matter is to engage themselves in self-reflection and evaluation.

### **2.2.3 2013 Curriculum**

According to Syaodih (2001), stated the curriculum as a plan that is developed in facilitating the teaching and learning process under the direction and guidance of a school, college, or university. It means that all of the planned activities used for the facilitator in the teaching and learning process are part of a curriculum.

According to Marsh (2004:1) states that a curriculum is all planned learning for which the school responsible, b. All the experiences students have under the guidance of the school, c. The accumulation of learning experiences provided to learners so that they can attain general skills and knowledge at a variety of learning sites, and d. all the experiences that students have in the course of living.

Based on the definitions of the curriculum above can be concluded that the understanding of the curriculum is a set of subjects and educational programs provided by an educational institution that contains a lesson plan that will be given to participants in a period of education.



Curriculum 2013 has a definition of the design of learning that is arranged to develop the potential of learners, aims to realize the nation's generation of dignified, civilized, cultured, character, faithful and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic, responsible citizens who begin operations in the academic year 2013/2014 gradually (Kemendikbud 2013).

Curriculum 2013 is officially launched on July 15, 2013. It implemented in the academic year 2013/2014 in certain schools. Curriculum 2013 is the result of the improvement of the previous curriculum.

The differences curriculum 2013 with the previous curriculum is the curriculum 2013 put more emphasis on the formation of character and competence to be formed. The components contained in the 2013 curriculum focuses on shaping the character and competence of learners who are expected to produce a good personality.

Character education in the curriculum 2013 has the aim to improve the quality of the process and outcomes of education, which leads to the formation of the manners and morals of the students as a whole, integrated and balanced according to the competency standards in the educational unit (Mulyasa, 2014, p. 7).

In addition to focusing on the formation of character, the curriculum in 2013 also emphasizes the improvement and balance between soft skills and hard skills comprising aspects of competence attitudes, knowledge, and skills. Curriculum 2013 using integrative learning in all subjects. Therefore it can be concluded that the curriculum in 2013 focuses on balancing the soft skills and hard skills in the form of attitudes, knowledge, and skills.

Curriculum 2013 has the following objectives: 1. Improve the quality of education by balancing hard skills and soft skills through gesture capabilities, skills, and knowledge to face the global challenges of the evolving; 2. Establish and improve human resources productive, creative, and innovative as the capital of the nation and state of Indonesia; 3. Relieve teachers in presenting the material and prepare the teaching administration,

because the government has set up all along with the curriculum components used in the test book learning; 4. Increasing the participation of central and local governments as well as citizens equally in determining and controlling quality in curriculum implementation at the unit level of education, and 5. Promote fair competition among educational units on the quality of education to be achieved. Because schools are given the freedom to develop the curriculum in 2013 by the conditions of the educational unit, the needs of learners, and potential areas (Fadlillah, 2014, p. 24-25).

According to (Kemendikbud, 2012, p. 12) the development of the 2013 curriculum based on the following principles:

- 1) The curriculum of the educational unit is not a list of subjects. It means the curriculum as a plan is a design for educational content that must be owned by all students after completing their education in one unit or a certain level of education. The curriculum as a process is the totality of learners' learning experiences in one unit or level of education to master the educational content designed in the plan. Learning outcomes are the whole of learners' behavior in applying the acquisition in society.
- 2) Standards of graduate competencies are set for one educational unit, education level, and educational program. By the Government's policy on Compulsory Education 12 Years then the Graduate Competency Standards that become the basis of curriculum development is the ability that must be possessed by students after following the education process for 12 years. Besides, by the function and objectives of basic education and secondary education and the function and purpose of each educational unit at each level of education, curriculum development is also based on Competency Standards Graduates of primary and secondary education and Competency Standards of an educational unit.
- 3) The competency-based curriculum model is characterized by the development of competence in the form of attitude, knowledge, thinking skills, and psychomotor skills that are packaged in various subjects. Competencies that include knowledge are packed specifically in a single

subject. Competencies that include attitudes and skills are packaged in each subject organized by observing the principles of reinforcement (horizontal organization) and sustainability (vertical organization) to fulfill the principle of accumulation in learning.

4) The curriculum is based on the principle that every attitude, skill, and knowledge formulated in the curriculum in the form of Basic Capability can be studied and mastered by each learner (mastery learning) by the competency-based curriculum.

5) The curriculum is developed by providing opportunities for learners to develop differences in abilities and interests. In the differences of learners' abilities, the curriculum provides an opportunity for learners to have a degree of mastery over predetermined standards (in attitudes, skills, and knowledge). Therefore, various programs and learning experiences are provided by the interests and the ability of the learners.

6) The curriculum focuses on the potential, development, needs, and interests of learners and their environment. The curriculum is developed based on the principle that learners are in a central position who are active in learning.

7) The curriculum should be responsive to the development of science, culture, technology, and art. The curriculum is developed on the awareness of science, culture, technology, and art. Therefore curriculum content must always follow the development of science, culture, technology, and art.

8) The curriculum should be relevant to educational needs. Education should not separate the learners from their environment. So that curriculum development is based on the principle of educational relevance to needs the environment. It means the curriculum provides an opportunity for learners to learn the problems in their community.

9) The curriculum is directed to the development process, cultivation and empowerment of learners. Empowering learners is formulated in attitudes, skills, and basic knowledge that can be used to develop a learning culture.

10) The curriculum is developed by taking into account the national interest and the regional interest to build society's life, nation, and state. National interests are developed by the determination of curriculum structure, Capability standard, Basic Capability, and syllabus. Regional interest is developed to build people who are not deprived of their cultural roots and able to contribute to the surrounding communities directly. These two interests complement each other and empower the diversity and unity expressed in *Bhinneka Tunggal Ika* to build the Unitary State of the Republic of Indonesia.

11) Assessment of learning outcomes aimed at knowing and improving the achievement of competence. Instrument assessment of learning outcomes is a tool to determine the shortcomings of learners. These shortcomings should be followed immediately by the process of improving the deficiencies in aspects of learning outcomes.

According to Sutrisno (2001), there are three curriculum concepts including:

- 1) The curriculum as a substance, which is seen as a learning plan for students or a set of goals to be achieved.
- 2) As a system, is part of the system of schooling, education and even society.
- 3) As the field of study is a study of curriculum experts who aim to develop the science of curriculum and system.

The 2013 curriculum is designed with the following characteristics:

- 1) The 2013 curriculum prioritizes the balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
- 2) Schools are part of the community that provides a learning experience where learners can apply what is learned in school to the community and utilize the community as a learning resource.
- 3) The 2013 curriculum focuses on developing attitudes, knowledge, and skills and applying them in school and community situations.

- 4) Giving enough time to develop a variety of attitudes, knowledge, and skills;
- 5) Competence is manifested in the form of more detailed core competencies followed in the basic competencies of the lesson.
- 6) Class core competence becomes the organizing elements of basic competence, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies.
- 7) Basic competencies are developed based on accumulative principles, reinforced and enriched amongst education and educational level (horizontal and vertical organizations).

The development of the curriculum is expected to be a determinant of future generations; therefore, a good curriculum will be expected to be implemented in Indonesia. Kurniasih (2014: 39) mentions several advantages curriculum 2013 as follows: 1) Assessment is not only in the aspect of knowledge, but considering aspects of modesty, religion, skill, attitude, and others; 2) In solving the problems in the learning process, students are required to be more active, creative, and innovative; 3) Implemented character education into all courses; 4) The existence of competence by the demands and the objective function of the national education competencies that describe the attitudes, skills, and knowledge; 5) various competencies suit to the educational development such as character education, active learning methodology, entrepreneurship, the balance of soft skills and hard skills; 6) The subject matter tailored to the phenomena and social change; 7) Standard assessment based on knowledge, skills, and attitudes; 8) The remedial program must be done regularly; 9) The detailed curriculum documents are no longer needed because the government has prepared all curriculum components even textbooks and discussion has been provided; 10) The use of contextual learning; 11) Increase motivation in teaching by improving the competencies of professional, pedagogy, social, and personal. 12) Books and documents have been provided completely so that teachers can be

motivated to read and have skills in making the lesson plan and implement a proper scientific approach. Increase motivation to improve the professional competence of teaching, pedagogy, social, and personal.

#### **2.2.4 The Implementation of the 2013 Curriculum**

Usman (2002: 70) stated that implementation leads to activities, actions, actions, or the existence of a system mechanism. Implementation is not just an activity, but a planned activity and to achieve the purpose of the activity.

According to Van Meter and Van Horn (in Wahab, 2008: 65)

Implementation is actions undertaken either by individuals, government or private groups directed at achieving the objectives outlined in policy decisions.

From the definition above can be concluded that the implementation is an action of a plan that has been prepared well and detailed. While the implementation of the curriculum is about the efforts or application of curriculum that has been designed. (Kurniasih and Berlin, 2014, p. 5-7) stated “implementation of curriculum 2013 is applied to several pilot schools, which are considered to be ready to implement the 2013 curriculum.” According to Suyanto (2013), independent schools and accreditation are among the indicators of readiness in applying the 2013 curriculum. This is clarified by Mulyasa (2013) statement; the implementation of the curriculum begins with pilot projects at several excellent schools, which are seen as ready to implement the 2013 curriculum, such as the former RSBI School. But for schools that are not

ready to implement the curriculum 2013 can still use the Education Unit Level Curriculum (KTSP) 2006, and for schools that have been using the Curriculum 2013 continue to use the curriculum 2013. Implementation of the curriculum is undertaken to improve the quality of education factors that influence the implementation of the curriculum are:

- 1) Characteristics of the curriculum, which includes the scope of teaching materials, objectives, functions, properties and so on.
- 2) An implementation strategy is a strategy used in the implementation of the 2013 curriculum such as professional discussions, seminars, upgrading, provision of curriculum books and various other activities that can encourage the use of the on-site curriculum
- 3) Characteristics of curriculum users, which includes knowledge, skills and values and attitudes of teachers to the curriculum in learning.

While Mars (1998) mentions three factors affect the implementation of the curriculum, these are the principal support, the support of teacher's colleagues, and internal support that comes in the teacher's self. From some of these factors, the teacher is a determinant factor in addition to other factors.

In implementing the curriculum, several principles support the achievement of the curriculum:

- 1) Acquire the same opportunity

This principle prioritizes the equal rights given to learners in acquiring knowledge, skills, and attitudes regardless of race, ethnicity, religion and economic level of learners.

2) Students centered

This principle focuses on efforts to make learners more independent in learning, able to cooperate with other learners and foster the spirit of learners to learn.

3) Approach and partnership

The whole learning experience is arranged inter-related from kindergarten to class XII. The approach used in the learning organization focuses on the needs of learners by bringing together various disciplines. The achievement of the learning experience demands partnership and shared the responsibility of learners, teachers, schools, colleges, the world of work and industry, parents and society.

4) Unity in policy and diversity in implementation.

Standards of competence are prepared by the center; the implementation is tailored to the needs and capabilities of each region or school. There are three main stages of curriculum implementation:

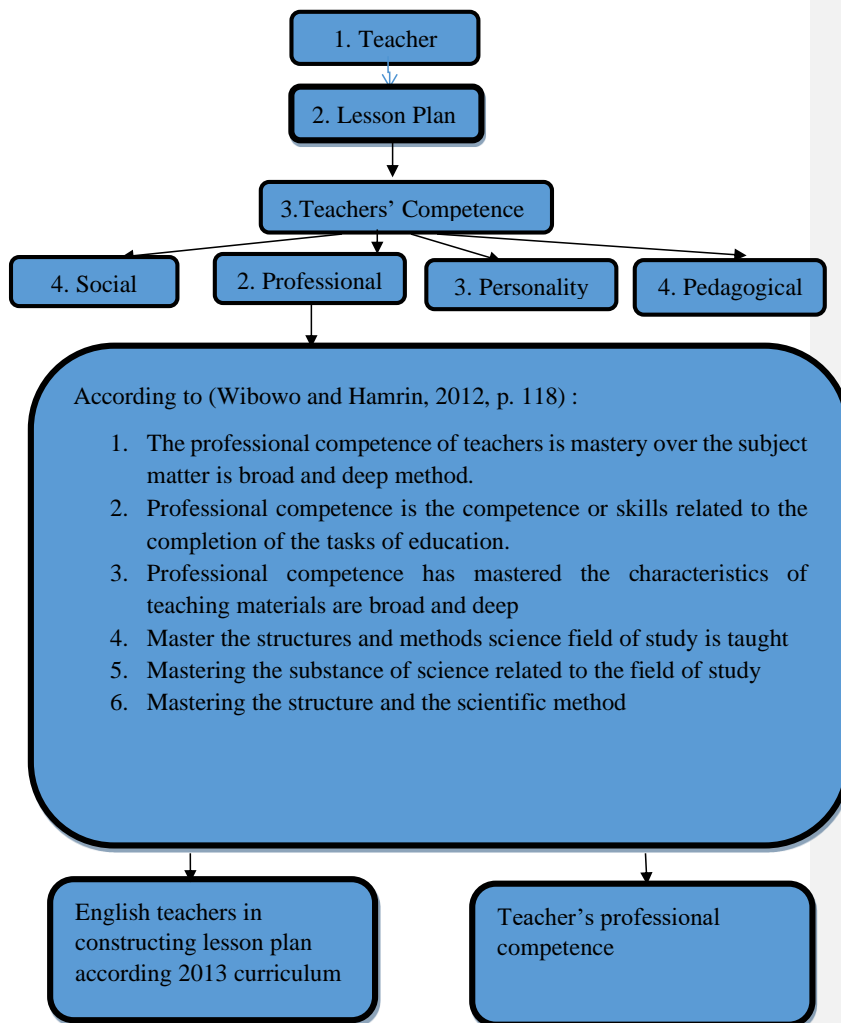
a. Program development, includes the annual program, semester, monthly, weekly and daily. Other programs include guidance and counseling programs or remedial programs



b. The implementation of learning means the process of interaction between learners with the environment so that they produce better behavior.

c. Evaluation, a process that occurs during the execution of the curriculum as well as a final summation of formative or summative consisting of the total assessment in full to evaluate the implementation of the curriculum.

### 2.3 Theoretical Framework



Based on the figure above can be seen that teachers are people who have responsibility to construct lesson plans. Beside that teachers should have some competencies based on the regulation by the Education Ministry. Teachers should have four competencies, they are social competency, professional competency, personality competency, and pedagogical competency. According to (Wibowo and Hamrin, 2012, p.118) professional teachers have at least six indicators.

1. The professional competence of teachers is mastery over the subject matter is broad and deep method.
2. Professional competence is the competence or skills related to the completion of the tasks of education.
3. Professional competence has mastered the characteristics of teaching materials are broad and deep
4. Master the structures and methods science field of study is taught
5. Mastering the substance of science related to the field of study
6. Mastering the structure and the scientific method

The six indicators can be used by the teachers and also improved their skill about professional competence while they are taching in the classroom and construct the lesson plan too.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents conclusions based on the findings and discussions in the previous chapter. Furthermore, some suggestions are also provided. Hopefully they will be useful for the reader.

#### **5.1 Conclusions**

Based on the results of the research and discussion in the previous chapters, the following conclusions can be found:

The result of the research showed that English teachers in SMA Negeri 1 Doro had applied professional competence in implementing lesson plan of 3.9 and 4.9 basic competence using 2013 curriculum better than before. Mostly, the teachers are able to master all aspects of professional competence stated by Wibowo and Hamrin (2012: 118). There just aspect of teachers mastery about the structure and scientific method that need to be improved by the teachers. Besides, so far is so good.

The result of the research also showed that English teachers of SMA Negeri 1 Doro had implemented the 2013 curriculum well. They got some information about the 2013 curriculum by the seminars or training they have joined. So far English teachers at SMA Negeri 1 Doro have done their job according to the responsibility of them as a teacher. They have already understand about how to implement professional competence in teaching English and also apply the lesson plan of 3.9 and 4.9 basic competence according to 2013 curriculum. About the implementation of professional competence teachers are rarely to use scientific learning method to stimulate students being more active. Mostly teachers still be based on the teacher center in teaching in the class. In this case they said that students are not ready to learn by themselves, they still waiting for the teachers to deliver some material in the class.

### **5.2 Suggestions**

English teachers need to improve their understanding about all aspects of professional competence clearly. Only the mastery of structure and method that need to be improve by the teachers. So far the teachers can implement 2013 curriculum according to the Permendikbud, but they need to deepen their understanding about some materials about 2013 curriculum by attending more seminars or training about 2013 curriculum more often because there is still an English teacher who has not master about the 2013 curriculum. For English teachers who understand and are ready to implement the 2013 curriculum should accompany teachers who are still experiencing difficulties in implementing 2013 curriculum so the problems that exist in the 2013 curriculum implementation can be resolved. In addition, the government must pay more attention to the learning material and improve the lack of textbooks in 2013 curriculum, so as to facilitate teachers in teaching.

The weakness of the research study is the number of participants because there are only two English teachers at the school have been observed.

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