

THE IMPACT OF CURRICULUM CHANGES ON THE ROLE TEACHER IN SCHOOL

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ABSTRACT

Curriculum is a tool that is very important for the success of an education. The main purpose of curriculum is to prepare students to become intelligent, creative, innovative, faithful, and also affective when they are in the future society. As we know that in Indonesia there are always changes curriculum. This curriculum change definitely has an impact on the role of the teacher. This article will discuss about the impact of curriculum on the role teacher in school. Teachers are expected to implement the curriculum properly and correctly in the education system. This study aims to determine and describe the impact of curriculum changes on the role of teachers in school. The data was collected by library research.

Keywords: curriculum, impact, teacher

ABSTRAK

Kurikulum merupakan suatu alat yang sangat penting bagi keberhasilan suatu pendidikan. Tujuan utama kurikulum adalah mempersiapkan peserta didik menjadi orang yang cerdas, kreatif, inovatif, beriman, dan juga afektif ketika berada di masyarakat masa depan. Seperti kita ketahui bahwa di Indonesia selalu terjadi perubahan kurikulum. Perubahan kurikulum ini tentu berdampak pada peran guru. Artikel ini akan membahas tentang dampak kurikulum terhadap peran guru di sekolah. Guru diharapkan dapat menerapkan kurikulum dengan baik dan benar dalam sistem pendidikan. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan dampak perubahan kurikulum terhadap peran guru di sekolah. Pengumpulan data dilakukan dengan cara studi kepustakaan.

Kata kunci : kurikulum, dampak, guru

A. Introduction

The science of education, also known as pedagogy or pedagogy, is a science concerned with the cultivation, acculturation, and maturation of humans. In the national context, education is a strategy that can transform each nation's people into a specific type of citizen. Through education, each student learns, grows, and is empowered to become a leader in their country, realizing their dreams and goals. Awareness of the rights and obligations as citizens of this country if owned together will become a nation for them.

The process of establishing education cannot be separated from the needs of the people in each country. The goal of education is to improve the lives of people and nations. Compilation education cannot be separated from the system so that it is neatly structured, namely the curriculum. Curriculum evolves with the times and the needs of society in Indonesia from the time of independence to the present.

The system and culture of education in our country are improving in comparison to other countries. Because there are numerous issues in the field of education that we must address. Other than the

government, no one is working to improve the education system in Indonesia. In addition, the reformed educational curriculum reforms have also had no positive impact on the development of quality in the world of education, so the quality of our education remains low today.

Because of the frequent changes or renewal of the curriculum, the quality of our education remains a concern, or it could be argued that the role of education curriculum reform has had little impact on improving the quality of education. The government should not make many curriculum changes, but rather make better curriculum changes and strengthen teacher competence because teachers have a large influence on educational success. If teachers' competence and quality skills can be improved, it will have a significant impact on the positive development of global education. Teachers must also be creative, innovative, and enjoyable when teaching. The teacher must be able to reduce curriculum content that is not appropriate for the needs of the student or school.

B. Discussion

Concept of curriculum

Curriculum is frequently described as a teaching desktop that consists of such guidelines that information the technique on instructing and gaining data of strategies in the classroom. According to Ornstein and Hunkins (2013:8-9), curriculum can be described into 5 definitions: (i) a design for attaining goals, (ii) learner's experiences, (iii) a system for dealing with people, (iv) a discipline of learn about with its private foundations, records domains, research, theory, concepts and specialists, and (v) difficulty depend (math, English, etc.) or content material (the way we prepare and assimilate information). Each of the definition can be used as an acquainted thinking of what curriculum is. The factor of view in defining the curriculum ought to be in line with the scope and nation of affairs when it is used.

Curriculum commonly is deliberate by using considering whether it can be implemented. In implementing a curriculum,

there are at least three factors that affect its successfulness; people, applications and processes (Ornstein and Hunkins, 2013:218). To implement a curriculum, humans are without delay entails by means of changing their habits and their views in the course of teaching and mastering processes. Many curricula are failed to be carried out because the authorities by and large focuses solely on the software of the curricula whilst ignoring the people who are involved in implementing it. In fact, human beings ought to fully understand and know the desires of the packages run and how to proceed it.

Accordingly, many resistances for changing a curriculum always show up from many educators and practitioners. Ornstein and Hunkins (2013:225) advocate some motives why the educators and the practitioners by and large resist any trade of curriculum. They are lack of ownership, lack of benefit, lack of administrative support, boredom, chaos, differential knowledge, surprising wholesale change, etc. These factors oftentimes show up as the purpose behind any resistances of curriculum change.

Consequently, any choice made with the aid of the government dealing with changing the curriculum must follow strict steps and procedures. It is aimed to guarantee that the alternate of curriculum is urgently wanted and each issue has been evaluated as the basis for this change. It is supposed to be a logical procedure that can avoid any resistances that may also appear.

The curriculum is often described as a teaching desktop consisting of guidelines that inform teaching techniques and obtain strategy data in the classroom. According to Ornstein and Hunkins (2013: 8-9), the curriculum can be explained into 5 definitions: (i) design to achieve goals, (ii) learner experience, (iii) systems for dealing with people, (iv) the discipline of learning about with its personal foundation, the domain of records, research, theory, concepts and specialists, and (v) dependent difficulties (mathematics, English, etc.) or content material (the way in which we prepare and assimilate information). Each of the definitions can be used as a familiar

thought about what the curriculum is. The view factor in defining the curriculum must be in line with the scope and nation when it is used.

The curriculum is generally deliberate by considering whether it can be implemented in implementing the curriculum, there are at least three factors that influence its success; people, applications and processes (Ornstein and Hunkins, 2013: 218). To implement the curriculum, human beings without delay require by way of changing their habits and views in the process of teaching and mastery. Many curricula fail to do so because authorities generally focus solely on curriculum software while ignoring the people involved in its implementation. In fact, humans must thoroughly understand the desires of the package being executed and how to proceed with it.

Thus, many rejections to change the curriculum have always arisen from many educators and practitioners. Ornstein and Hunkins (2013:225) suggest several motives for why educators and practitioners generally reject the trade of curriculum. They are lack of ownership, lack of benefits, lack of administrative support, boredom, chaos, differential knowledge, surprising wholesale changes, etc. These factors often emerge as the goal behind any rejection of curriculum change.

As a result, any choice made with the help of governments dealing with curriculum changes must follow strict measures and procedures. It aims to ensure that alternative curricula are highly desirable and any issues have been evaluated as the basis for this change. This should be a logical procedure that can avoid resistances that may also appear.

Teachers' Roles in Implementing Curriculum

The first role is as an information collector. Records collected through instructors relate to student needs, student interests, student behavior, and their sociocultural context. Any notes on student needs and student activities can be used as coaching for instructors in identifying materials and hobbies to be used in the

teaching and getting to know process. In other words, statistics are necessary to know the substance to be developed for the process of education and mastery.

The second role for the teacher, according to Kojima and Kojima (2005: 67), is as a choice maker. The choices usually made through teachers are about goal setting, material preferences, conducting resolutions and organizations, and evaluations. Related to the selection of teaching goals and getting to know the goals, Xiongyong (2012: 123) says that students will find it easier to improve their abilities when there is a clear knowledge of the intentions they need to achieve. Goals need to be based on the needs and interests of students to meet the real needs of students. In addition, the taking of substances and hobbies in the study room must also be in line with the goals of the teaching and learning process.

The next position of the instructor is as a motivator. This function refers to attempts to preserve the student's hobbies with the help of stimulating the intrinsic motivation of the student. This can be maintained through several actions. This includes placing nonpublic examples with teacher behavior, providing effort properly, cultivating a correct relationship with learners, cultivating learners' linguistic confidence, creating engaging language classes, promoting learner autonomy, improving learner goal orientation, and familiarizing beginners with the target culture.

His next position is as a promoter of a multicultural point of view (Kojima and Kojima, 2005: 69). Teachers help students to be tolerant of unique cultures, to recognize different cultures, and to avoid stereotypes of others. In other words, teachers are able to contain cultural values in educating English. As explained using Hesar, et al (2012: 46), inexperienced people are motivated to recognize new traditions while maintaining their own culture.

The last position for teachers, according to Kojima and Kojima (2005: 69) is as a reflective practitioner and researcher. In this case, the coach wants to reflect and evaluate the instructions and gain process

expertise. It consists of self-improvement, self-development, and moreover holding tight to the context in which teaching and understanding take place. Ultimately, it aims to enhance the prowess of teaching and learning in an instructional context. This is linear with the thinking referred to through Mathers skills (2008: 2) where he explains that instructor assessments may want to be used as a machine to promote the professional growth of instructors and to measure the effectiveness of trainers in the classroom. In other words, the coach is required to consider educational and masterful methods in order to measure his advantages in the classroom.

The theories put forward by the above experts show that the instructor has the necessary position in implementing the curriculum, especially when it is carried out at the school level. Thus, the teacher's performance in the learning room is directly influenced through his understanding of the curriculum used.

Curriculum Definition

The words "curriculum" and "distance to be run by runners" are etymologically related to the Greek words "curir" and "curre," which mean "runner" and "distance to be run by runners," respectively. Based on this concept, it provides an understanding as a circle of instruction in the framework of the world of education, i.e., a teaching environment in which instructors and students are participating. The curriculum's content is an organization of study guides and lessons designed to accomplish the goals of carrying out the relevant educational unit (Syafaruddin, et al, 2012: 104).

The National Education Law No. 20 of 2003 describes the curriculum as a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines in the preparation of the education unit level curriculum and syllabus for each educational unit, according to Imam Machali dan Ara Hidayat (2016:422). As a result, the term "curriculum" can have a wide range of meanings, from extremely specific to very general. In order to organize teaching and

learning activities, school principals and instructors must follow a number of directions that are pretty explicit in the curriculum.

Curriculum Changes

In the context of Indonesian education, one of the government's initiatives to meet the anticipated educational objectives is to modify the curricula. One of the transitional phases between the current curriculum and earlier curricula is represented by this shift. Up to this point, the government has used the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, and the 2004 curriculum (or based curriculum). Competency, curriculum at the educational unit level (KTSP), and 2013 curriculum (Nasution, 2011).

Curriculum 1968

The 1968 curriculum superseded the 1964 education plan, which was perceived as a byproduct of the previous regime, and its inception was politically motivated. To become a real Pancasila man is the aim. The Pancasila coaching groups, fundamental knowledge, and specialized skills are highlighted in the 1968 curriculum as organizational approaches to subject matter. Nine lessons are included. Djauzak referred to the 1968 curriculum as a circular curriculum that "only comprises the key courses" and whose theoretical subject matter was unrelated to concrete field related issues. The emphasis is on the appropriate resources for pupils at every educational level.

Curriculum 1975

In order to make education more efficient and successful, the 1975 curriculum places a strong emphasis on goals. Instructional system development procedures provide information on teaching techniques, resources, and goals (PPSI). The lesson plan for each unit of discussion is referred to in this time period as the "lesson unit." General instructions, specific instructional goals (ICT), subject content, teaching and learning activities, and assessment are all further described for each

unit of study. This curriculum approach has drawn a lot of criticism since teachers spend too much time outlining the outcomes of each learning activity, which causes them to be less focused.

Curriculum 1984

There is a process skill approach in the 1984 curriculum. Despite a process approach's prominence, the end result is still a crucial element. The "1975 Enhanced Program" is another name for this curriculum. Placement of students according to study topic. From gathering, discussing, and reporting what was observed. This approach is also known as student active learning or CBSA (active student learning technique) (SAL).

Curriculum 1994

More emphasis was placed on integrating the earlier curricula into the 1994 curriculum. According to Mudjito, "His spirit desired to merge the 1975 curriculum with the 1984 curriculum, between the process methods. Local content, such as regional languages, arts, talents, and others, is tailored to each region's needs. Several community interest organizations advocate for the inclusion of particular issues in the curriculum. As a result, the 1994 curriculum was altered to become extremely thick. However, the modifications mostly include patching up various materials.

Curriculum 2004

As stated by Ahmadi (2013), curriculum and learning outcomes (KHB), class-based assessment (PBK), teaching and learning activities (KBM), and school-based curriculum management (PKBS) are the four parts of KBK. KHB contains planning for the development of student competencies that must be attained as a whole from birth to the age of 18. Through the use of portfolio, product, performance, and pencil tests, PBK is required to conduct a balanced evaluation across three domains. KBM focuses on students' active participation in creating meaning or learning, but also may motivate students by fostering an environment that promotes complete and effective learning.

Curriculum 2006 (KTSP)

The education unit level curriculum is the name given to the 2006 curriculum (KTSP). The KBK experiment was abandoned at the start of 2006, and the KTSP emerged. There aren't many changes from the 2004 curriculum in terms of lesson competence objectives and how students are supposed to achieve them up until technical evaluation. The most noticeable change is that instructors are given more latitude to organize lessons in accordance with the circumstances and setting of the school. This may be because the Ministry of National Education established the fundamental framework (KD), graduate competency standards (SKL), competence standards, and basic competency (SKKD) for each topic for each educational unit.

Curriculum 2013

The focus of the 2013 curriculum is on topic integration and simplicity. A generation that is prepared for the future will be produced through the curriculum for 2013 because future advancements are anticipated in the curriculum's design. The focus is on assisting students or pupils in improving their capacity to make observations, pose questions, use logic, and communicate (present) what they learn or discover after consuming learning material. In designing and refining the 2013 curriculum, natural, social, artistic, and cultural phenomena are highlighted in the learning materials. The 2013 curriculum is being prepared as part of the ongoing development of the competency-based curriculum (KBK), which was started in 2004 and integrates attitude, knowledge, and skill competencies as required by law.

Several factors of curriculum change According to Soetopo and Soemanto (1991) the factors seen as driving curriculum changes are: 1) The eradication of colonial rule in some parts of the world. After these nations gained their independence, they recognized that they had been raised in educational systems that no longer supported their own autonomous national ideologies. They started preparing for big changes to the current curriculum and educational system

as a result. 2) The accelerated progress of science and technology. On the one hand, new information has been discovered about old theories as a consequence of advancements in the many fields of knowledge taught in schools. On the other hand, new theories and approaches to teaching and learning have been discovered as a consequence of advancement in the study of psychology, communication, and other fields. The two aforementioned developments alone inspire alterations to the curriculum's content and implementation methods. 3) The quickening rate of global population expansion. As the population grows, so does the need for education. This leads to a review and, if required, modification of the educational strategy currently being employed in order to fulfill the expanding demand for education.

Changes in Curriculum and Their Effects on Educators

Curriculum changes affect the quality of education in elementary schools in both positive and negative ways. The positive impact is that students can learn by keeping up with ever-evolving times with the help of actors like school principals, teachers, teaching staff, students, and even the institution itself. The students must also be of excellent quality, which means that they can study well, work hard, and be critical in every class, just as the principal must nurture good quality and have strong relationships with his superiors. This means that the instructor must present lessons that students can digest. Changes to the curriculum that swiftly produce new issues like decreasing student success are the negative impact, which is the decline in educational quality.

Positive Impact of Curriculum Change

Based on that research, the purpose of changing the curriculum is to complement the deficiencies that existed in the previous curriculum. This has a positive impact in the hope that curriculum changes can improve the quality of education in Indonesia. And with changes to the curriculum there are adjustments to the demands of the times, students and teachers can learn to keep up

with the times, such as how to learn and the learning methods used.

Negative Impact of Curriculum Changes

Curriculum changes have negative impacts such as not achieving previous educational targets because students are still adapting to the old curriculum but are required to follow the new curriculum learning system. This makes it difficult for teachers to teach new learning systems to students and of course teachers have to study again. And also there is no facilities in some areas make it difficult for teachers to teach students, for example students are required to be able to use learning technology such as computers, but in some areas there are still many schools that do not have these facilities and reach that is still difficult to connect to the internet and even electricity. As a teacher, you have to follow the applicable provisions, but the absence of facilities certainly makes education decrease because learning does not go well. Another negative impact is that changing the curriculum requires a long socialization. Teachers are required to follow the new curriculum but socialization from the old government has wasted time which has an impact on student education.

C. Conclusion

Based on the results of the research above by the authors from some sources that have been collected, it can be interpreted that with the existence of a curriculum in this era of globalization, education will always move in a better direction for both educators and students. In discussing curriculum changes, it has a big impact, especially the role of teachers in schools. Because every curriculum in Indonesia has advantages and disadvantages. Therefore it has an impact on teacher performance. As we know that teachers must be professional even though curriculum changes always occur. The teacher must make learning fun so that students are happy with the material provided. The good impact of changing the curriculum is that students can learn to keep up with the times which are supported by several factors such as the school principal, teachers, staff and the school institution

itself. The negative impact is the decline in the quality of education because students find it difficult to adapt to the new learning system. It makes the difficulty for teachers to prohibit students and students must be able to understand what the teacher teaches with the new learning system. It happens because students still understand the old learning system, but teachers must also follow the applicable provisions, about curriculum changes.

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