

TEACHERS ROLES AND PARENTAL INVOLVEMENT: IMPLEMENTATION OF 2013 CURRICULUM

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ABSTRACT

The role of the teacher is a pivotal key in the implementation of the 2013 curriculum. Not only the teacher's roles but also parental involvement plays a supporting role to achieve the objectives of implementing the curriculum. In order, collaboration between both is very necessary. In this study conducted a qualitative research method. It involved six informants'; three English teachers and 3 parents from state, private, and religious senior high school in Makassar, South. The instruments used Semi-structured interviews. The interviews were transcribed, coded and analyzed. The main findings and components of this study included the teachers' roles and parental involvement as an essential source of information. The teacher's role is to apply the 2013 curriculum according to the procedure which focuses on balance in cognitive, psychomotor, and emotional aspects by integrating subjects with one another. The parental involvement that domains found in this study as followed communicating, volunteering, and learning at home.

Keywords: Teachers Roles, Parental Involvement, 2013 Curriculum

INTRODUCTION

The curriculum is a interaction of plan between students with learning content, materials, resources, and processes to evaluate the achievement of educational goals. Curriculum changes are taking place at every turn from the current Ministry of Education. Nowadays, Indonesia has changed its high school curriculum eleven times in seventy-three years since independence. Indonesia has curriculums for 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006 and 2013. However, the curriculum has not yet raised the standard of English language proficiency in society.

Change not only by the teacher but also students in their learning cycle. Ornstein and Hunkins (2013) replace sudden changes in the curriculum can cause a decrease in student achievement. In the new curriculum, students may not easily adjust to the learning system. Okoth (2016) agreed that the curriculum should encourage teachers or support education to arrange lessons that fit the needs of their students.

MATERIALS AND METHOD

Materials

At present, the curriculum implemented in Indonesia is the 2013 curriculum. The 2013 curriculum is a value curriculum that is occupied by the composition of characters. According to Mulyasa (2013), the application of the 2013 curriculum of independent influence of students can improve and use their knowledge, assess the values of good moral character so that they will determine a positive attitude in their daily relationships. The 2013 curriculum is distinguished by three aspects of evaluation: cognitive, emotional and psychomotor. Besides, Srijono (2013) said that the 2013 curriculum was an extension of SBC to many components. It is a means to integrate the system of values, knowledge and skills, as a direction towards developing learning skills, as a means to transform teaching and learning into a teaching-learning process, which gives priority to the learning experience by asking, asking, asking, asking, associating, and communicate To increase the value of competitive use to build the main character. Character education, incorporation of subjects and presentation of subjects in thematic subjects often distinguish the program from the previous one. The 2013 curriculum is approved on special learning that must be done by students regardless of their different needs and needs. 2013 curriculum notes that discuss the planning, needs and requirements related to research on the field of production. The program is structured based on competencies, that is, results-oriented programs, and thus competencies that are following competencies specified in competencies.

Moreover, in implementing curriculum, the roles of stakeholders, teachers, and parents are crucial one. Nevertheless, this study restricted on the teacher roles and parental involvement in implementing 2013 curriculum. *First*, the teacher's role in the curriculum process helps students build interesting relationships with content. Active learning programs will increase improvement and retention programs, providing fun learning. Second, participating parents are parents for the growth and academic success of their children, According to Epstein (2001), the work of Johns Hopkins University has been developed to serve six forms of parents. This system allows educators to build services for school and family relationships The Epstein framework agrees and a list of examples is collected at the meeting, Six types of

parent contributions that contribute to improving the quality of education, quality at school.

- a. Parenting is a transition that facilitates and supports the physical, mental, social, financial and intellectual growth of children from childhood to adulthood. Caring for children who support ways to raise children other than maternal relationships.
- b. Communicate. Plan successful ways of school-to-house and house-to-school contacts in school planning and children's development. At present, the role of parents is optimized..
- c. Volunteering. it is commonly thought to be an altruistic practice and is meant to encourage goodness or enhance the quality of human life. Alternatively, this can lead to feelings of self-esteem and gratitude. For individuals, there are no financial advantages involved. Volunteers may have significant benefits for volunteers, as well as for the individuals or groups they support.
- d. Learning at home. Give family information and ideas on helping learners in doing their home work and some activities, decisions and planning related to another curriculum..
- e. Decision making. In the psychology field, decision making is amount of many alternatives. The process of Every decision-making creates the result that might not be a simple action. Decision-makers Decision-making should be seen as a solution to a problem that is deemed to be satisfactory. This is also a method that can be more or less moral or implicit.
- f. Collaboration with the Community. Parents and school leaders will collaborate with community groups, government agencies, companies and universities to improve their schools. Several studies have shown that there are many variables that are effective in increasing parental participation. Economic problems are always a determined level of support. The exceptional quality of parental participation in the class as a problem-solving team and as a partner that completes the educational process. Karsidi, et al (2013: 1) set educational standards determined not only by the teaching-learning process and school facilities but also the contribution the family in proses of learning . The father of education in Indonesia, Ki Hadjar

Dewantara, has not been well integrated. This can be said parents and the community will give a contribution in teaching and learning process at school.

Few studies that related to teachers roles and parental involvement: implementation of 2013 curriculum as follows:

Darsih (2017) English Teachers' Understanding of the 2013 Curriculum. *Advances in Social Science*. This study shows that the English teacher's interpretation of the 2013 curriculum is similar to the basic concepts of the curriculum. The 2013 curriculum also provides teachers with a number of benefits. The 2013 curriculum also provides teachers with a number of advantages. Teachers need, however, to increase their understanding of scientific practice and renewal. This is a difficulty for teachers as they use traditional approaches, such as teaching. In fact, teachers respect the end result of the student's competence.

Siskandar, (2016). *Analysis of the Role of Teachers and Headmaster in Implementing Curriculum 2013*. The research findings: (1) The role of the teacher in the implementation of the curriculum shall be as a translator, advisor, evaluator, leader; facilitator, drafter, performer, participant and motivator; (2) the principal shall have a role in the preparation, implementation and evaluation; (3) the headmaster of the madrasas shall have a greater role than the instructor; Since the headmaster is the one who contributes to the school curriculum, while the teacher teaches in the classroom. However, all parties should collaborate with each other so that the implementation of the curriculum will work well; and 4) the implementation of the curriculum in MAN 3 Jakarta can be well achieved thanks to the cooperation of students, parents, school managers and related parties.

Yulianti (2015) *The New Curriculum Implementation in Indonesia: A Study in Two Primary Schools*. The results reveals that school leaders in these schools play a significant role through the use of transformational leadership and collaborative teaching leadership. Continuing the growth of professional teachers and the technical learning environment are other essential reasons for the effective introduction of the new curriculum. Restricted time and resource constraints are identified as inhibiting factors. The results indicate that, while schools understand the value of parent involvement in student learning.

Based on the previous studies above, Darsih (2017) conducted study on five junior school English teachers in Kuningan. This study also focused on the role of the teacher in implementing the 2013 curriculum. Siskandar (2016) conducted study at MAN 3 Jakarta. His study focused on the role of principals and teachers in implementing the 2013 curriculum. Yulianti (2015) conducted study in primary schools. This study focused on principals, teachers, and parents implementing the 2013 curriculum. Whereas, in this study the focused the teachers roles and parental involvement in implementing the 2013 curriculum. This study conducted data collection on three other senior high schools, each school consisted one English teacher and parent that studies at junior and senior high school level and limited the teacher's role and parent involvement.

The aim of this study is to investigate the involvement of parents in the 2013 curriculum and how they have been prepared for implementation. The position of parent is also being examined. In addition , this research also aims to examine the role of parents in the introduction of the new curriculum. Qualitative testing approaches have been used, and teachers and parents have been identified in three senior high schools: stated, private and religious public senior high schools were involved.

METHODS

A qualitative research method was used in this study. There were six informants in the report. Three English teachers and parents in a public school , a private school and a religious senior high school in Makassar, South Sulawesi, participated as informants as members of each group. Semi-structured interviews were conducted at school sites. The teacher was interviewed face to face while the parent was interviewed by phone. Prior to the interview, each participant gave informed consent to affirm their willingness to participate in the study. Every interview lasted approximately 30 minutes. Interviews were transcribed, coded and analyzed.

FINDINGS

How do Teachers and Parents Perceive of the 2013 Curriculum? Pros or Cons

Teachers in three schools accept which in terms of student-centered learning; the 2013 curriculum is no different from the previous one. However, they

found that the 2013 curriculum had more balance in the cognitive, emotional, and psychomotor domains than before.

"The 2013 Curriculum answer made many people worry about the lack of character education in Indonesia. It made us aware that until now, our school only accommodates students' cognitive abilities. We also need to support efforts to change the curriculum" I think with the 2013 curriculum, because teachers are at school still discussing about the teacher, we are now beginning to realize and learning must be student-centered, discuss which is applied, and constructive methods. "

One of the parents in the religious school found that the 2013 curriculum was too difficult. She chose to have a simpler previous curriculum, where each subject was taught separately. Another parent at senior high school and a parent at private senior high school have found that, no matter what the program, students' learning needs to be main priority.

One parent at school found the 2013 curriculum too difficult. He prefers the previous curriculum to be simpler, and each lesson is taken. Other parents in high school and parents in high school find what, even programs, student learning needs to be a top priority. Parents in High School have proven the curriculum for 2013 is tighter, but they are more conducive to cognitive, emotional, and psychomotor student growth. In addition, since the introduction of the 2013 curriculum, students have become more interested and innovative because they prefer the dimensions in their learning process.

Cons

Another parent in religious Senior High School revealed:

It's difficult for me to accompany my kid. Because, sometimes there are materials that are difficult for my kid to understand and I as a parent also have limited ability to explain. Finally, the task given was not completed. It demanding active students and teachers only as facilitators.

Pros

A parent in the state senior high school stated:

"It's too complicated for me, maybe because I only understand middle school." Other public school parents, on the other hand, said,

"I have no problems with any curriculum. The most important thing for me is student learning. The main theme through integrated themes, Students can make connections between issues in daily life For example, with the theme of price, my son learned about cardinal numbers and how to offer something, he also learned about tourist attractions, connected with your direction, gave me guidance on how to find Fort Rotterdam? Etc. And, most importantly, he learned with successful ways of learning.

Another parent in private senior high school claimed:

"It's demanding and enjoyable. By implementing the 2013 curriculum, it can be seen that my child is more serious, more imaginative and more involved. As lessons are incorporated, she no longer relies on textbooks. He began to explore other resources, such as the Internet, with guidance, courses, and books and my learning media. My daughter was also more confident after she got used to working in groups during college, and was active in group discussions and presentations.

How do Schools and Parents Views the Importance of Parenting?

Parental participation is seen by all participants as an significant factor for student learning. Teachers in these high schools, however, assume that parents should be interested in their schools only if they have concerns against the teacher, e.g. when their children say that the teachers are not good to them. The parent representative in the state's senior high school also found that many parents were not really involved in engaging in school events coordinated either by the school committee or the school committee. Moreover,

"I think schools and parents need to work together to study students, nothing can be more important than others here." (A teacher at a high school announced). "It's not easy to get parents to approve school activities, both those organized by the school and us as school managers." (A parent in the stated senior high school).

" I think, teacher and parent should be a good team in supporting students activities. (A teacher in private senior high school). " It become our

responsibilities, especially at home as parent, I should be control my child assignment and score .”(A parent in private senior high school)

“I think, teacher can’t control all (A teacher in the religious school).

“Teacher will build well communication to student’s parents if there is no significant progress that occur almost all the students during implementing 2013. Nevertheless, the entire problem must be confirmed to the parents.”(A Parent in religious school)

How the School Involved Parents in Implementing the 2013 Curriculum?

The three schools confirmed or asked the parents related to the curriculum changing , and in the public, private, and religious senior high schools, parents of each grade were invited to attend the 2013 curriculum conference. The leader of three school believed that their schools have trained their parents to engage in the improvement of their curriculum and to support their children in their proses of teaching at home.

A parent in the stated senior school informed parents about how their children's learning would agree in the form of narratives under the new curriculum. The school invites parents to attend in order to know activities of the class.

A parent in the private senior high school reported that most parents were from high schools, such as field trips or family gatherings. The teacher uses the communication book as a means of communication with parents.

Moreover, a parent on religious senior high school said that parents were involved if the student's behavior is no longer tolerated by the teacher to find a middle ground rather the student makes a change of attitude through school counseling guidance. The teacher invited parents to attend monthly recitation and facilitates students with religious guidance.

Usually, they tell parents about the weekly themes their children have to learn at school and homework through communication books. The teachers also tell parents about things students must do for their class activities. The school compilation does not have the resources because of the small budget. Teachers and parents are also connected by telephone. Social media, such as WhatsApp, are used

to display student work. The internet can be accessed at secondary schools, but teachers use email as a means of contact with parents, because not all parents use it. Or, some teachers have created groups on Telegram or WhatsApp to connect with their parents.

How Parents Receive Support from School?

Parents in three schools think about three school staff and the general school environment is supportive and friendly towards them. They also found school leaders paying attention to the needs of their children. Communication between schools and parents is well established. However, parents in senior high school have to hold daily meetings with the school board and parents members where they can overcome problems related to programs or related training and learning, school events and their children's learning.. The current tasks of the school committee and parent members were primarily the organization of extracurricular events or school outings. A parent in a private senior high school proposed that the school would hold parents' seminars on teaching methods and include parenting lessons. However, a parent at religious senior high school indicated that schools have separate time between general subject teachers and religious subject teachers to discuss student progress and how teachers and parents are at home to combine the two topics. Knowledge that parents could get from such a workshop could be of great benefit to them, particularly to help their children.

“I think, it will be better if the school should organized regular meeting that involves the parents as representatives. Parents need also to know the extracurricular activity (A parent in the state senior high school).

“I think, it must be considered to holding regular meetings alternately between general subject teachers and religious subject teachers. this can help us as parents to control student learning for example: there is less on religious subjects (fiqih) so we will pay more attention to the subject. (A parent in religious senior high school)

CONCLUSION

The progress of implementing the 2013 curriculum is inseparable on the role of the English teacher and the participation of parents. The first aspect of

success is the teacher's ability to be transparent and accept change. Teachers need professional development to improve their professional competence and develop the skills they need in the 2013 curriculum. While schools support parent competencies in student learning, the school support for parents in the schools we offer is still limited to types 2, 3 and 4 of six types of people Epstein parents who were involved, volunteered and studied at home. Problems and limited resources are the factors that constrain the implementation of the program.

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