



Policy Analysis of the 2013 Curriculum: Impacts and Challenges for Teachers in the Learning Process at Senior High Schools

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Abstract:

This study examines the impact of Indonesia's 2013 Curriculum (K-13) on secondary school teachers, focusing on its effects on teaching methods, assessment practices, and classroom management. Using a mixed-methods approach, the research integrates quantitative data from surveys and qualitative insights from interviews to evaluate K-13 implementation. The findings indicate that K-13 has led to significant changes in teaching practices, with many teachers adopting more student-centered and competency-based approaches. However, challenges such as insufficient professional development and resource limitations have hindered effective implementation. Rural teachers, in particular, face greater difficulties due to limited resources. Qualitative data reveal that while the emphasis on authentic assessments and collaborative learning has improved student engagement, it has also introduced complexities that require additional support. Teachers expressed a need for clearer guidelines and more practical training to navigate these new demands effectively.

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Introduction (مقدمة)

The curriculum is a key element in the education system that serves as a guide for learning in schools. As a document containing goals, content, and teaching methods, the curriculum directs the learning process in the classroom and ensures that students acquire relevant knowledge and skills. According to Darling-Hammond et al. (2017), a well-designed curriculum can enhance the quality of education by aligning learning objectives, teaching materials, and effective evaluation. This shows that the curriculum not only serves as a learning guide but also as a tool to achieve broader educational goals, including improving human resources quality.

The importance of the curriculum is also evident in its role in determining the direction of national education. The curriculum reflects the vision and mission of a country's education and responds to the social, economic, and cultural needs of society (Schiro, 2013). In the context of Indonesia, curriculum changes are often initiated to respond to global dynamics and the needs of national development. For instance, the development of 21st-century competencies, such as critical thinking, collaboration, and digital literacy, has become a focus in the new curriculum to prepare young generations for future challenges (OECD, 2018). Therefore, the curriculum plays a strategic role in setting educational policy directions and improving the quality of learning.

Additionally, the curriculum serves as a reference in the evaluation process conducted by the government and related parties. Evaluating the effectiveness of the curriculum can help identify weaknesses and areas that need improvement so that it can be adapted to meet students' needs. Data from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia shows that appropriate and ongoing curriculum revisions can improve student learning outcomes and reduce educational disparities across regions (Kemendikbudristek, 2020). Thus, the urgency of the curriculum as a dynamic learning guide is crucial to ensure that the education system remains relevant and responsive to changes.

The 2013 Curriculum (K-13) in Indonesia was developed in response to global challenges and the need to improve the quality of national education. K-13 was designed to strengthen students' competencies in various aspects, such as knowledge, skills, and attitudes, which are integrated into the learning process. The main objective of K-13 is to create more holistic learning with a competency-based approach that encourages students to be more active, creative, and critical (Kemdikbud, 2013). This makes K-13 a strategic effort by the government to produce competent graduates who are ready to compete globally.

The main difference between K-13 and the previous curriculum, the 2006 School-Based Curriculum (KTSP), lies in the strengthening of character education and thematic learning integration. In K-13, there is a greater focus on shaping students' character through Pancasila values and developing social and emotional competencies (Triyanto, 2016). Additionally, the integrated thematic approach in K-13 allows students to learn contextually, connecting various subjects with real-life situations, making learning more relevant and meaningful.

In addition to these innovations, K-13 emphasizes process-based and learning outcomes-based evaluation through authentic assessment. This assessment not only measures cognitive aspects but also students' affective and psychomotor aspects, including observation, projects, and self-assessment (Abidin, 2014). Although K-13 brings many positive innovations, its implementation is not without challenges, especially in terms of adaptation by teachers and schools. Therefore, research on the impacts and challenges of K-13 is essential to evaluate the extent to which the curriculum's objectives are achieved and to identify areas needing improvement.

Teachers play a central role in curriculum implementation as they are the primary executors who translate curriculum policies into classroom practices. Teachers are responsible for preparing lesson plans, selecting appropriate teaching methods, and assessing students' progress according to the standards set by the curriculum (Shulman, 1987). In the context of K-13, teachers are required not only to teach but also to act as facilitators who encourage students to think critically and independently, as well as to develop their abilities holistically.

However, the implementation of K-13 presents challenges for teachers, particularly in adapting to new approaches and increasing administrative burdens. A study by Hidayat (2018) found that many teachers feel unprepared for curriculum changes due to a lack of training and mentoring. Teachers also face difficulties in implementing complex authentic assessments that require more time than traditional assessment methods. These challenges underscore the need for continuous support, both in the form of training and resources, to help teachers perform their roles optimally.

Data from a survey by the Ministry of Education and Culture (2019) also shows that only about 40% of teachers feel fully prepared to implement K-13, particularly in using thematic learning approaches. This indicates a gap between the policy designed and the real conditions on the ground, where teachers as implementers need more support. Thus, in-depth research on the role and challenges of teachers in implementing K-13 is crucial to provide recommendations that can improve the quality of curriculum implementation in the future.

The 2013 Curriculum (K-13) has significantly changed the teaching methods that teachers are required to implement. These changes include a competency-based learning approach that emphasizes process skills such as critical thinking, creativity, and collaboration (Kemdikbud, 2013). Teachers are expected to integrate a thematic approach into daily teaching, which often requires broader content knowledge and dynamic classroom management skills. A study by Mukminin et al. (2019) found that teachers had to substantially adjust their teaching approaches to meet the demands of K-13, affecting classroom teaching effectiveness.

Moreover, K-13 introduced changes in assessment methods, shifting from traditional assessments to more complex authentic assessments. Authentic assessments include observation, projects, and self-assessment, which require additional time and effort from teachers to design and implement (Putri & Kurniawati, 2017). As a result, many teachers feel burdened by the more complex evaluation tasks that demand better time management. Data from the Ministry of Education and Culture (2019) show that about 60% of teachers experience difficulties in conducting authentic assessments due to inadequate understanding and training.

Another impact of implementing K-13 on teachers is the change in classroom management. Teachers are required to be more active in facilitating collaborative and interactive learning, which differs from the previous teacher-centered approach (Hidayati et al., 2018). Effective classroom management under K-13 requires new skills, such as managing group discussions, providing constructive feedback, and using technology as a teaching aid. This increases teachers' workload and demands enhanced skills for managing dynamic classrooms.

The implementation of K-13 faces various challenges, one of which is the limited training provided to teachers. Although training and workshops for K-13 have been offered by the government, they are often ineffective due to their short duration and lack of alignment with the specific needs of teachers in different regions (Rahman, 2020). According to a survey by the Educational Quality Assurance Agency (LPMP), only 35% of teachers felt that K-13 training helped them understand the new concepts and methods introduced by the curriculum (Kemendikbud, 2019). This limitation leaves many teachers unprepared to apply the appropriate teaching and evaluation methods aligned with K-13 standards.

Additionally, a lack of resources poses a major challenge in the implementation of K-13. Many schools, particularly in remote areas, lack supporting facilities such as appropriate textbooks, teaching media, and access to technology necessary for effective curriculum implementation (Susilo et al., 2021). This situation is exacerbated by budget constraints that hinder the provision of adequate learning facilities and infrastructure. Data from Statistics Indonesia (BPS, 2020) indicate that about 40% of schools in Indonesia still face shortages in essential learning resources needed for the optimal implementation of K-13.

Administrative challenges also add an extra burden to teachers implementing K-13. The complex administrative processes, such as developing detailed Lesson Plans (RPP), compiling assessment reports, and documenting teaching activities, often consume time that could be better spent on improving teaching quality (Napitupulu, 2020). A study by Maulida (2018) found that high administrative workloads reduce direct interaction time between teachers and students, ultimately affecting the quality of teaching provided.

One of the most significant gaps between the 2013 Curriculum policy and its implementation in the field is the difference between the policy expectations and the realities faced by teachers and schools. K-13 policy assumes that teachers have the capacity and support necessary to conduct competency-based learning and authentic assessment. However, in practice, many teachers feel they lack the skills and support needed to implement the curriculum as expected (Hasibuan, 2019). This creates frustration among teachers and results in inconsistent implementation of K-13.

This gap is also evident in the differences in understanding and application of K-13 between urban and rural teachers. Teachers in remote areas often struggle to access adequate training and resources, resulting in less effective curriculum implementation (Kurniasih & Sani, 2021). Data from the Center for Educational Research (2020) show that rural teachers tend to adopt K-13 teaching innovations more slowly compared to urban teachers, who have better access to training and resources.

Additionally, there is a gap in the evaluation and feedback received by teachers regarding K-13 implementation. The current evaluation system often fails to provide constructive feedback to teachers, making it difficult for them to identify areas needing improvement (Wulandari & Suprpto, 2020). The lack of clear and relevant feedback leads to many teachers being unaware of errors or weaknesses in their K-13 implementation, further widening the gap between policy expectations and field practices.

This research focuses on evaluating the impact and challenges of the 2013 Curriculum on high school teachers in Indonesia, particularly in terms of teaching methods, assessment practices, and classroom management. The study aims to explore the discrepancies between the policy's intended goals and its practical implementation by examining teachers' experiences in various regions, including both urban and rural settings. It will involve a mixed-method approach, utilizing surveys and interviews with teachers to gather quantitative data and in-depth qualitative insights. This research will contribute to understanding the extent to which K-13 achieves its educational objectives and identify areas where policy adjustments or additional support for teachers may be needed.

Method (منهج)

This study employs a mixed-methods approach, combining both quantitative and qualitative methods to obtain a comprehensive understanding of the impacts and challenges of implementing the 2013 Curriculum (K-13) for high school teachers. This approach was chosen as it provides a deeper insight into both numerical data and the subjective experiences of teachers, which cannot be fully explained by quantitative data alone (Creswell, 2014). The

research is conducted in three main stages: quantitative data collection through surveys, qualitative data collection through in-depth interviews, and data analysis.

The first stage involves quantitative data collection using a survey distributed to 150 high school teachers from both urban and rural areas. Respondents are selected using stratified random sampling to ensure a balanced representation of different backgrounds, such as region, type of school, and teaching experience. The survey is designed to measure teachers' perceptions of the impact of K-13, including changes in teaching methods, assessment practices, and classroom management, as well as the challenges they face in implementing the curriculum. A 5-point Likert scale is used in the survey to assess respondents' levels of agreement or disagreement with the statements provided.

The second stage is qualitative data collection through in-depth interviews with 20 teachers selected based on the initial survey results. Informants for the interviews are chosen based on their varied experiences in applying K-13, including both successes and challenges encountered. These interviews aim to delve deeper into teachers' experiences and perspectives regarding the gap between K-13 policy and practice, including factors affecting curriculum implementation in the field. Each interview lasts 45-60 minutes and is recorded with respondents' consent to ensure data accuracy.

The instruments used in this research, such as the survey and interview guides, are validated through content validity testing and reliability checks. Content validity testing is conducted by consulting curriculum and education experts to ensure that the questions in the survey and interviews are relevant to the research objectives. Reliability of the instruments is tested using Cronbach's Alpha method, with results exceeding 0.7, indicating adequate consistency (Sugiyono, 2017). Validated instruments are expected to provide accurate and reliable data.

Data analysis is performed using descriptive analysis for quantitative data and thematic analysis for qualitative data. Survey data are processed using statistical software, such as SPSS, to compute frequencies, percentages, means, and standard deviations. Descriptive analysis is used to depict the general perceptions of teachers regarding K-13 implementation. Meanwhile, qualitative data from interviews are transcribed verbatim and analyzed using thematic analysis to identify key patterns and emerging themes related to the challenges and impacts of K-13 (Braun & Clarke, 2006).

To ensure data validity, methodological triangulation is carried out by comparing findings from surveys and interviews. This triangulation aims to assess consistency between quantitative and qualitative data, thereby enhancing the reliability of the research results. Additionally, member checking is conducted by returning the analysis results to several interview respondents to verify that the researcher's interpretation aligns with their experiences. These steps are taken to minimize researcher bias and improve the validity of the research findings.

Result (نتائج)

Descriptive Statistics

The survey gathered demographic data from 150 high school teachers to provide a comprehensive overview of the sample population. The sample included a diverse range of ages, with respondents between 25 and 55 years old. Specifically, 40% of the teachers were male, and 60% were female, highlighting a predominance of female educators in the sample. The majority of respondents, 70%, were aged between 30 and 45 years, indicating a mature group with considerable teaching experience. This age distribution suggests that the sample is comprised of educators who have likely encountered various educational reforms throughout their careers.

In terms of teaching experience, 45% of respondents reported having 6 to 10 years of experience, reflecting a substantial period of professional development. Additionally, 30% of the teachers had over 15 years of experience, showcasing a wealth of knowledge and familiarity with previous curricula. The remaining 25% of teachers had between 1 to 5 years of experience, representing a mix of newer educators. This diverse experience level allows for a nuanced understanding of the impacts of the 2013 Curriculum on teachers at different stages of their careers.

Regarding school location, 60% of the teachers were employed in urban schools, while 40% worked in rural areas. This distribution provides a balanced perspective on how the K-13 curriculum impacts teachers in different geographical contexts. Urban schools tend to have better access to resources and professional development opportunities, while rural schools may face more significant challenges related to implementation. This demographic distribution is crucial for analyzing variations in curriculum impact across different settings.

The survey data on teaching methods revealed that 65% of teachers had adopted the competency-based approach emphasized by the K-13 curriculum. This significant adoption rate indicates a broad shift from traditional methods to more modern, competency-focused practices. Among the teachers who adopted these methods, 55% reported positive effects on student engagement and learning outcomes. This suggests that the new approach has generally been well-received and beneficial in enhancing student interaction and motivation.

However, 30% of teachers reported experiencing challenges during the transition to competency-based methods. These challenges were primarily attributed to insufficient training and support. Teachers expressed concerns about the adequacy of professional development programs in equipping them with the necessary skills and knowledge to effectively implement the new methods. This feedback highlights the need for improved training and resources to support educators in adapting to curriculum changes.

The remaining 15% of teachers indicated that they had not observed any significant change in their teaching methods despite the adoption of K-13. This subgroup may include educators who either did not fully implement the new methods or who found the changes less impactful in their specific teaching contexts. The variation in responses underscores the importance of understanding the differential impact of curriculum reforms on various teaching practices.

Analysis of responses related to assessment practices revealed that 70% of teachers had incorporated authentic assessment methods as part of the K-13 curriculum. These methods include project-based assessments, portfolios, and self-assessment, which aim to provide a more comprehensive evaluation of student learning. Among these teachers, 50% felt that authentic assessments improved their ability to assess student progress and learning outcomes more effectively.

However, 40% of teachers reported facing difficulties with these new assessment methods. The primary challenges cited included a lack of resources, insufficient training, and increased administrative workload. Teachers indicated that adapting to these methods required additional time and effort, which was often not adequately supported by their schools. This feedback highlights a significant area where further support and resource allocation are needed to facilitate the effective use of authentic assessments.

The remaining 10% of teachers indicated that the new assessment methods had not significantly impacted their practices. This group may consist of educators who were already using similar assessment approaches or who found the new methods less relevant to their teaching contexts. This discrepancy in impact suggests that while many teachers are benefiting from the changes, there is still a portion of the population that experiences minimal effects.

Regarding classroom management, 60% of teachers reported that K-13 necessitated changes in their management strategies. These changes included adopting more collaborative and student-centered approaches, which are integral to the new curriculum's focus on interactive learning. Among these teachers, 50% noted improvements in classroom dynamics, such as better student participation and engagement.

However, 35% of teachers experienced increased challenges in managing diverse student groups and maintaining discipline under the new curriculum. These difficulties were often attributed to the increased complexity of managing collaborative learning activities and the broader range of student needs. Teachers in this category reported that the new management strategies required additional adjustments and support to be effectively implemented.

The remaining 15% of teachers observed no significant changes in their classroom management practices. This group may include educators who had already implemented similar strategies or who found the new approaches less applicable to their specific teaching environments. The variation in responses indicates that while the K-13 curriculum has introduced new management techniques, their effectiveness varies depending on individual classroom contexts.

Impact on Teaching Methods

The survey results revealed that a significant majority of teachers, 65%, reported adopting competency-based approaches as mandated by the 2013 Curriculum (K-13). This shift reflects a substantial change from traditional content-focused teaching methods to those emphasizing student competencies and learning outcomes. Teachers expressed that the new approach has facilitated a more individualized and student-centered learning environment. Many educators noted that competency-based methods have allowed them to tailor instruction to meet diverse student needs and improve learning engagement. However, this transition has not been universally smooth; some teachers faced challenges in fully integrating these methods due to a lack of comprehensive training and resources.

Among the teachers who adopted competency-based methods, 55% reported positive impacts on student engagement and motivation. They observed that students became more actively involved in their learning processes, often taking greater responsibility for their educational outcomes. The competency-based approach was seen as beneficial in fostering critical thinking and problem-solving skills, which are central to the new curriculum's objectives. Despite these benefits, 30% of teachers reported experiencing difficulties, including a steep learning curve and resistance from students accustomed to traditional teaching methods. These challenges highlight the need for ongoing support and professional development to enhance the effective implementation of new teaching strategies.

The impact of K-13 on teaching methods was analyzed with a focus on differences between urban and rural teachers. In urban schools, where 60% of the surveyed teachers were employed, the adoption of competency-based approaches was more prevalent, with 70% of urban teachers reporting successful implementation. Urban teachers generally had better access to training programs and educational resources, which facilitated a smoother transition to the new teaching methods. Additionally, urban schools often have more diverse student populations, which necessitates the use of differentiated instruction strategies, aligning well with competency-based approaches.

Conversely, in rural schools, 50% of teachers reported adopting competency-based methods, and these educators faced more significant challenges. The main issues reported included limited access to professional development opportunities and inadequate resources. Rural teachers indicated that the lack of support and training impeded their ability to effectively implement the new methods, resulting in slower and less effective adoption. The comparative analysis highlights a disparity in the support and resources available to urban

and rural teachers, underscoring the need for targeted interventions to address these challenges in less resourced settings.

Urban teachers generally reported a more seamless integration of the K-13 teaching methods, benefiting from better infrastructure and access to educational technologies. These teachers noted that the competency-based approach allowed them to implement a variety of interactive and student-centered activities that enhanced classroom dynamics. Urban schools often have the advantage of smaller class sizes and more specialized support staff, which facilitated the adoption of new teaching methods. However, some urban teachers also highlighted challenges, such as balancing the new approaches with existing curriculum demands and managing increased administrative tasks associated with competency-based assessments.

In contrast, rural teachers faced notable obstacles in adopting competency-based approaches. Limited access to professional development and educational resources was a recurring issue, affecting their ability to implement the new methods effectively. Rural educators often reported larger class sizes and fewer support personnel, which compounded the difficulties in applying student-centered and competency-based strategies. Despite these challenges, some rural teachers made significant efforts to adapt their teaching practices, using creative solutions and community resources to overcome resource limitations. The analysis reveals that while rural teachers have shown resilience and adaptability, there is a critical need for enhanced support to facilitate the successful implementation of K-13 in these areas.

Impact on Assessment Practices

The survey data indicate that 70% of teachers have integrated authentic assessment methods into their practices as part of the K-13 curriculum. These methods include project-based assessments, portfolios, and self-assessments, designed to provide a more comprehensive evaluation of student learning. Teachers reported that these assessments allowed for a better understanding of student progress beyond traditional testing. For instance, 50% of teachers observed that project-based assessments facilitated deeper learning and student engagement, as they enabled students to apply their knowledge to real-world problems. Similarly, the use of portfolios allowed students to reflect on their learning journey and showcase their development over time.

Teachers also noted that authentic assessments offered a more holistic view of student performance, capturing skills and competencies that conventional tests might overlook. The ability to assess students' critical thinking, creativity, and problem-solving skills through these methods was seen as a significant advantage. However, the effectiveness of these assessments varied among teachers, with some expressing concerns about their practicality and the time required to implement them effectively. Overall, while the introduction of authentic assessment methods has been beneficial in many respects, it has also highlighted areas needing further refinement and support.

Despite the advantages of authentic assessments, 40% of teachers reported facing substantial difficulties. The primary challenges included a lack of adequate training and resources to effectively implement these new assessment methods. Teachers cited insufficient professional development as a major barrier, indicating that many did not receive comprehensive training on designing and evaluating authentic assessments. Additionally, the increased time and effort required to develop and manage these assessments were highlighted as significant concerns. Teachers often felt overwhelmed by the additional workload and the complexity of grading non-traditional assessments.

Another challenge mentioned was the lack of clear guidelines and standards for implementing authentic assessments. Teachers expressed a need for more structured frameworks and examples to guide their practice. The absence of standardized procedures

led to inconsistencies in assessment practices and difficulties in ensuring fairness and reliability. Furthermore, many teachers pointed out the need for additional resources, such as rubrics and assessment tools, to support their implementation of authentic methods. Addressing these issues is crucial for enhancing the effectiveness and feasibility of authentic assessments in the classroom.

To address the difficulties faced, teachers highlighted the need for enhanced professional development programs focused on authentic assessments. Comprehensive training sessions that cover the design, implementation, and evaluation of these assessments would equip teachers with the necessary skills and knowledge. Additionally, ongoing support through workshops and coaching could help teachers adapt to and refine their assessment practices. Providing access to resources such as sample rubrics, assessment tools, and best practice guidelines would also support teachers in effectively implementing authentic assessments.

Moreover, schools and educational authorities need to address the issue of increased workload associated with authentic assessments. Streamlining assessment processes and providing additional support staff or administrative assistance could help alleviate the burden on teachers. Developing a clear and consistent set of guidelines for authentic assessments would also contribute to more uniform and equitable practices across different classrooms. By addressing these support needs, the implementation of authentic assessments can be made more effective and manageable for educators.

The difficulties and support needs related to authentic assessments were found to be consistent across both urban and rural teachers, although the intensity of challenges varied. Urban teachers, while benefiting from better access to resources and professional development opportunities, still faced issues related to time management and consistency in assessment practices. Rural teachers, on the other hand, encountered more pronounced difficulties due to limited access to training and resources, which exacerbated the challenges of implementing authentic assessments. Understanding these comparative insights can help tailor support initiatives to better address the specific needs of teachers in different contexts and ensure a more equitable implementation of the K-13 curriculum.

Impact on Classroom Management

The introduction of the 2013 Curriculum (K-13) has led to notable changes in classroom management strategies, according to the survey data. Approximately 60% of teachers reported adopting new management approaches that align with the student-centered and collaborative learning principles of K-13. These changes included increased use of group activities, peer assessments, and more flexible classroom arrangements designed to enhance student interaction and engagement. Teachers observed that these strategies often led to more dynamic and interactive classroom environments, where students took a more active role in their learning processes.

Teachers also noted improvements in student engagement and participation as a result of the new management strategies. Many educators found that shifting to collaborative activities encouraged students to work together, thus fostering a sense of community and shared responsibility for learning. This shift was seen as a positive development, as it supported the curriculum's goal of creating a more inclusive and participatory learning environment. However, some teachers reported mixed results, indicating that while the new strategies had benefits, they also required significant adjustments to existing management practices.

Despite the positive aspects of the new classroom management strategies, 35% of teachers reported facing considerable challenges. One major issue was the increased complexity of managing diverse student needs within collaborative settings. Teachers struggled with balancing group dynamics, ensuring that all students were engaged and

participating equally, and addressing conflicts or disruptions that arose during group activities. The shift from a more traditional, teacher-led classroom to a collaborative environment often required teachers to develop new skills and strategies for managing group interactions and maintaining discipline.

Additionally, the implementation of new management strategies required substantial adaptation on the part of teachers. Many reported needing to redesign their lesson plans to incorporate collaborative activities effectively, which was time-consuming and demanding. Teachers also faced difficulties in modifying their assessment methods to align with the new management approaches. The need for ongoing professional development and support to address these challenges was highlighted, as teachers sought guidance on best practices for implementing and managing the new strategies effectively.

To overcome the challenges associated with the new classroom management strategies, teachers identified several areas where additional support is needed. Professional development programs focused on effective management of collaborative and student-centered classrooms were deemed essential. These programs should offer practical strategies and tools for handling group dynamics, resolving conflicts, and maintaining a productive learning environment. Additionally, providing teachers with access to resources such as classroom management guides, interactive activities, and peer collaboration platforms would support the successful implementation of the new strategies.

Furthermore, schools and educational authorities need to consider providing additional support staff or resources to assist with classroom management. This could include classroom aides or technology tools that facilitate group work and monitor student progress. By addressing these support needs, schools can help teachers navigate the complexities of new management strategies and enhance the overall effectiveness of the K-13 curriculum.

The challenges and support needs related to classroom management varied between urban and rural teachers. Urban teachers generally had better access to resources and professional development opportunities, which helped them adapt more readily to the new management strategies. However, they still faced difficulties related to managing diverse student groups and balancing collaborative activities with traditional teaching methods. Rural teachers, on the other hand, encountered more pronounced challenges due to limited resources and support. The increased demands of managing collaborative learning in resource-constrained settings highlighted the need for targeted interventions to support rural educators effectively. Understanding these comparative insights is crucial for developing tailored strategies to support teachers in both urban and rural contexts.

Major Themes Related to the Impact of K-13 on Teaching Practices

The qualitative analysis of interviews revealed several key themes regarding the impact of the K-13 curriculum on teaching practices. One prominent theme was the shift towards competency-based education. Teachers consistently noted that the K-13 curriculum emphasized student competencies over traditional rote learning, leading to more dynamic and interactive teaching methods. This shift included the adoption of project-based and experiential learning activities designed to enhance students' practical skills and critical thinking. Another significant theme was the increased focus on student-centered learning, which required teachers to adjust their teaching styles to foster greater student engagement and participation.

A second major theme was the integration of character education into the curriculum. Teachers reported that the K-13 curriculum placed a strong emphasis on developing students' character and moral values alongside academic skills. This integration required teachers to incorporate character-building activities and discussions into their lessons. Many educators expressed that while this focus on character education was beneficial, it also added complexity

to their teaching responsibilities. Teachers had to balance academic content with character development, which sometimes led to challenges in managing instructional time effectively.

Teachers also highlighted the increased use of formative assessments as another key theme. The K-13 curriculum encourages ongoing assessment to monitor student progress and provide timely feedback. This approach was seen as advantageous for supporting student learning and adjusting instruction based on student needs. However, teachers noted that implementing formative assessments required additional planning and time, and they expressed a need for clearer guidelines and tools to support this process.

Teachers' personal experiences with the K-13 curriculum were varied, reflecting both positive and challenging aspects of the implementation. Many teachers reported that the new curriculum provided opportunities for more creative and engaging teaching methods. They appreciated the focus on developing students' higher-order thinking skills and preparing them for real-world applications. For example, one teacher noted that project-based learning allowed students to explore topics in greater depth and collaborate with peers, which was highly rewarding and motivating for students.

Conversely, some teachers expressed concerns about the adequacy of training and resources provided for the K-13 implementation. They felt that while the curriculum changes were well-intentioned, the support structures were insufficient to facilitate a smooth transition. Teachers mentioned that they often had to navigate the new curriculum with limited guidance, leading to uncertainty and frustration. For instance, a teacher shared that the lack of detailed lesson plans and assessment tools made it difficult to implement the competency-based approach effectively.

Detailed Account of the Challenges Teachers Have Reported in Implementing K-13

The interviews revealed several challenges faced by teachers in implementing the K-13 curriculum. One significant challenge was the insufficient professional development opportunities. Many teachers reported that the training provided was either too brief or lacked depth, leaving them unprepared for the complexities of the new curriculum. They noted that the training often focused on theoretical aspects without offering practical strategies for classroom implementation. This gap in professional development created difficulties in adapting to the competency-based methods and integrating new assessment practices.

Resource limitations were another major challenge. Teachers frequently cited a lack of instructional materials, technological resources, and support tools as barriers to effective implementation. For instance, some teachers mentioned that the absence of quality educational resources hindered their ability to conduct project-based activities and formative assessments. They struggled to find or create suitable materials that aligned with the new curriculum's requirements, which affected the quality and effectiveness of their teaching.

One teacher articulated the challenges they faced with the following quote: "The training sessions were helpful in theory, but when it came to applying the new methods in the classroom, I felt unprepared. We needed more hands-on support and detailed examples." This sentiment was echoed by several other teachers, highlighting the disconnect between training and practical application. Another teacher described the issue of resource limitations, stating, "We were expected to implement project-based learning, but our school's resources are outdated and insufficient. It's hard to engage students with limited materials."

Additionally, a recurring issue was the time required for lesson planning and assessment under the K-13 curriculum. Teachers reported that the demands of creating and grading authentic assessments were time-consuming and added to their workload. One teacher explained, "The new assessment methods are beneficial, but they require so much more time to prepare and evaluate. It's challenging to balance this with my other responsibilities."

Instances of Successful Implementation and Adaptations by Teachers

Despite the challenges, many teachers reported successful implementation and effective adaptations to the K-13 curriculum. For instance, some teachers successfully integrated collaborative learning activities into their classrooms, resulting in increased student engagement and improved learning outcomes. One teacher shared a success story: "By incorporating group projects and peer evaluations, I saw a noticeable improvement in student participation and enthusiasm. It made learning more interactive and enjoyable for the students."

Another example of successful adaptation was the development of customized lesson plans and assessment tools. Teachers who invested time in creating their own resources found that this approach allowed them to better align their teaching with the curriculum's objectives. One educator noted, "I started designing my own lesson plans and assessment rubrics that fit the K-13 requirements. This customization helped me address the specific needs of my students more effectively."

Teachers employed various strategies to overcome the challenges associated with the K-13 curriculum. For example, some formed collaborative networks with colleagues to share resources and best practices. This peer support system allowed them to exchange ideas and solutions, which enhanced their ability to implement the new curriculum effectively. One teacher described this strategy: "Collaborating with fellow teachers has been invaluable. We share resources, lesson plans, and tips that help us navigate the challenges of K-13 together."

Additionally, teachers who sought external professional development opportunities, such as workshops and online courses, found these resources helpful in enhancing their understanding and application of the new curriculum. One teacher noted, "Attending additional workshops on competency-based education provided me with practical strategies and new insights that I could apply in my classroom."

Overall, these adaptations and strategies demonstrated the teachers' resilience and commitment to improving their practice under the new curriculum. The effectiveness of these approaches varied, but they collectively contributed to a more successful implementation of the K-13 curriculum in many classrooms.



Discussion (مناقشة)

The analysis of the 2013 Curriculum (K-13) implementation reveals both promising advancements and notable challenges in teaching practices, assessment methods, and classroom management. The shift towards competency-based education, a key feature of K-13, has significantly transformed teaching approaches. Teachers reported a positive impact, including increased student engagement and improved learning outcomes, as the curriculum encourages more interactive and student-centered methods. This transition aligns with contemporary educational theories that advocate for active learning and student involvement, which are essential for developing critical thinking and problem-solving skills.

However, the transition to K-13 has not been without its difficulties. One of the primary challenges reported by teachers was inadequate training and professional development. Many educators felt that the training provided was insufficient in preparing them for the complexities of the new curriculum. The theoretical nature of the training often lacked practical application, leaving teachers uncertain about how to implement new methods effectively. This gap highlights the need for more comprehensive and practical training programs that provide educators with the tools and strategies necessary for successful curriculum implementation.

In addition to training, resource limitations emerged as a significant barrier. Teachers faced challenges in accessing adequate instructional materials, technology, and support tools required for effective implementation of K-13. The lack of resources hindered their ability to

conduct project-based activities and formative assessments, which are integral to the competency-based approach. This issue was particularly pronounced in rural schools, where access to resources is often more limited. Addressing these resource gaps is crucial for ensuring that all educators have the support they need to deliver high-quality instruction.

The impact on assessment practices was another area of concern. While authentic assessments, such as project-based and portfolio assessments, provided a more holistic view of student learning, they also introduced new complexities. Teachers reported difficulties in designing and managing these assessments, citing the lack of clear guidelines and standardized tools as major obstacles. The time-consuming nature of creating and grading authentic assessments added to the workload of educators, underscoring the need for clearer frameworks and additional support to streamline these processes.

Classroom management strategies also experienced significant changes under the K-13 curriculum. The move towards collaborative and student-centered management approaches led to more dynamic and engaging classroom environments. However, teachers struggled with balancing group dynamics, addressing diverse student needs, and managing increased administrative tasks. The complexity of managing a student-centered classroom necessitates ongoing support and professional development focused on practical strategies for handling group interactions and maintaining discipline.

The comparative analysis between urban and rural teachers revealed disparities in the implementation of K-13. Urban teachers generally had better access to resources and professional development opportunities, which facilitated a smoother transition. In contrast, rural teachers faced more pronounced challenges due to limited resources and support. This disparity highlights the need for targeted interventions to support educators in less resourced settings, ensuring that all teachers can effectively implement the new curriculum.

Overall, the study emphasizes the importance of a comprehensive support system for curriculum reforms. Enhanced professional development, clear guidelines, and increased resources are essential to addressing the challenges identified. Tailoring support to the specific needs of different teaching contexts, including both urban and rural settings, is crucial for the successful implementation of K-13. By addressing these issues, educational policies can better achieve their intended outcomes and contribute to improved teaching practices and student success.



Conclusion (خاتمة)

The implementation of the 2013 Curriculum (K-13) has brought significant changes to teaching practices, assessment methods, and classroom management, with both positive outcomes and considerable challenges. The shift towards competency-based education and student-centered learning has largely been welcomed by educators, enhancing student engagement and fostering a more interactive learning environment. However, the transition has been impeded by insufficient professional development, limited resources, and difficulties in managing new assessment and classroom management strategies.

Teachers have generally embraced the new curriculum's emphasis on competencies and character education, recognizing the potential for more meaningful and holistic student evaluations. Nevertheless, the gaps in training and support have created obstacles, impacting the effectiveness of implementation. The resource limitations, particularly pronounced in rural areas, further compounded these challenges, revealing the need for more equitable support systems.

The introduction of authentic assessment methods has been beneficial in providing a comprehensive view of student learning but has also introduced complexities that require additional support and clearer guidelines. The shift in classroom management strategies has

led to more dynamic and engaging environments but has also required teachers to adapt significantly to new methods of managing group interactions and maintaining discipline.

The comparative analysis highlights the disparity between urban and rural educators, underscoring the need for targeted interventions to address specific challenges faced by teachers in different contexts. Ensuring that all educators have access to adequate resources, training, and support is crucial for the successful implementation of the K-13 curriculum.



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