

Authentic Assessment Based on Curriculum 2013 Carried by EFL Teacher

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Abstrak

Penerapan kurikulum 2013 menggunakan teknik baru dalam menilai siswa yang disebut dengan penilaian autentik. Penelitian ini berfokus pada analisis penerapan penilaian autentik berdasarkan kurikulum 2013. Tujuan dari penelitian ini adalah untuk mendeskripsikan kemampuan guru Bahasa Inggris dalam merancang rencana pelaksanaan pembelajaran (RPP) pada bagian penilaian dan penerapan penilaian autentik dalam kegiatan pembelajaran di dalam kelas. Penelitian ini adalah penelitian kualitatif deskriptif. Peneliti menggunakan wawancara, analisis RPP, analisis lembar kerja siswa, dan observasi di dalam kelas sebagai instrumen penelitian dalam mengumpulkan data. Kedua guru Bahasa Inggris sudah membuat kunci jawaban untuk masing-masing lembar kerja siswa kecuali lembar kerja siswa pada penilaian pertemuan ke delapan. Namun, mereka membuat beberapa kesalahan pada rubrik penilaian yang mereka buat. Hal tersebut juga terjadi pada beberapa penilaian yang tidak sesuai dengan kompetensi dasar, indikator pencapaian kompetensi (IPK), dan aspek dari penilaian autentik. Dalam penerapan penilaian autentik, peneliti hanya duduk di belakang kelas sebagai "observer". Peneliti menggunakan tabel yang dilengkapi dengan dua belas indikator untuk mengobservasi penerapan penilaian autentik dalam kegiatan pembelajaran di dalam kelas. Hasil dari observasi di dalam kelas menunjukkan bahwa penerapan penilaian autentik yang dilakukan oleh guru menunjukkan 75% kesuksesan yang termasuk dalam kategori memuaskan. Dapat disimpulkan bahwa kedua guru Bahasa Inggris sudah cukup mampu dalam merancang, mendesain, dan menerapkan penilaian autentik. Pengelolaan waktu merupakan masalah terbesar yang dihadapi oleh kedua guru Bahasa Inggris dalam menerapkan penilaian autentik. Peneliti menyarankan agar penerapan penilaian autentik harus dengan menggunakan perhatian yang serius. Guru Bahasa Inggris memerlukan banyak pelatihan untuk membuat mereka paham dalam menerapkan penilaian autentik.

Kata kunci: kurikulum 2013, penerapan penilaian autentik, analisis rencana pelaksanaan pembelajaran, analisis lembar kerja siswa.

Abstract

The curriculum 2013 realisation uses authentic assessment in assessing the students. This final project focused on the analysis of the implementation of the authentic assessment based on curriculum 2013. The objectives of the study are to describe the ability of the English teachers in planning the design of lesson plans (assessment part) and implementing the authentic assessment in teaching-learning process. This study was a descriptive qualitative research. The researcher used interview, lesson plans analysis, student worksheets analysis, and classroom observation checklists as the instruments of the research in gathering the data. The English teachers already put the answer keys for all assessments except the last part of the eighth meeting's assessment. However, they made some mistakes in the rubrics of the assessments. It also happened with some assessments which were not relevant with the basic competences, indicators, and the aspects of authentic assessments. In implementing the authentic assessment, the researcher just sat down in the back of the classroom as the observer. The researcher used twelve numbers of checklists to observe the teaching-learning activities in the classrooms. The results showed that the implementation of the authentic assessments presented 75% success which included in satisfactory category. It can be concluded that the English teachers were competent enough in planning, designing and implementing the authentic assessments. Time management was the biggest problem for the English teachers in implementing the authentic assessments. It is suggested that the implementation of the authentic assessment needs serious attention. The English teachers need lots of trainings to make them more understand in implementing the authentic assessment.

Keywords: curriculum 2013, implementation of authentic assessment, lesson plans and worksheets analysis

INTRODUCTION

In order to make education in Indonesia success, the government of Indonesia has applied many kinds of curricula. Shao-Wen Su describes curriculum as “one of the main concerns in the educational field which is also closely related to how well the learners learn the outcomes”. Every teacher in Indonesia has to understand the rules of applied curriculum in Indonesia before he or she makes plans and materials for students in the teaching-learning process. The Oxford dictionary defines curriculum as “the subjects comprising a course of study in a school or college: course components of the school curriculum. In the education system, curriculum is a foundation which is a basis of teaching and learning process.” Based on Undang-Undang No. 20 tahun 2003 chapter 1 verse (19) about National Education System, curriculum is “the set of plan and arrangement which contains learning objective, content, learning material and method are used for the guidance of the implementation in the learning activity to achieve the aim of education.”

Curriculum in Indonesia has changed in many times because the use of a specific curriculum influences an education's condition in a country. Indonesia has applied nine curricula until 2012. These curricula are curriculum 1947, curriculum 1952, curriculum 1964, curriculum 1968, curriculum 1975, curriculum 1984, curriculum 1994, curriculum 2004 (Kurikulum Berbasis Kompetensi (KBK)), and curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan (KTSP)). Those curricula still cannot answer Indonesian learners need in education, e.g. Curriculum 1994 has too many materials which could not prepare students to have competition with other students in another country. Then, curriculum 2004 was lack of media in some schools and the teachers do not have good understanding of what competence to be achieved by language education. The last curriculum called curriculum 2006, cannot develop students' ability to deliver their minds.

In order to realize the educational goals, Indonesia has applied a new curriculum which is Curriculum 2013. Curriculum 2013 is coming with a new vision of education. Curriculum 2013 does not only make students smarter, but also train them to be mentally tough, physically healthy, and tolerant. Moreover, it also makes students willing to live in harmony with others with different religions, races and tribes. In changing curriculum, assessment is still being an important thing. Assessment is a part of the teaching - learning process which takes an important role to assess or measure students' knowledge in learning. Assessment

is “an ongoing process which encompasses a wide range of methodological technique” (Brown, 2004). On the other hand, O'Malley & Pierce (1996) describe that “assessment information is needed by administrators, teachers, staff developers, students, and parents to assist in determining appropriate program placement and instructional activities as well as in monitoring student progress”. Hence, the assessment is needed to improve learning and teaching process. It is followed by some purposes; the first one is screening and identification. It is used to identify qualified students for special language and/ or content area support programs. The second is placement. It is used to determine the language proficiency and content area competencies of students in order to recommend an appropriate educational program. The third is reclassification or exit. It is used to determine if student has gained the language skills and content area competencies needed benefit from instruction in grade-level classroom. The fourth is monitoring student progress which is used to review students' language and content area learning in classroom. The fifth is program evaluation. It is used to determine the effects of federal, state, or local instructional programs. The last is accountability. It is to guarantee that students attain expected educational goals or standards, including testing for high school graduation.

Based those important purposes related to assessment above, curriculum 2013 is using a new method in assessing the students. It is called authentic assessment.

According to O'Malley & Pierce (1996):

Authentic assessment is the multiple forms of assessment that reflects students' learning motivation and attitudes on instructionally-relevant classroom activities. Also, authentic assessment is an assessment of learning refers to the situation or context of the “real world” which requires a variety of approaches to solve a problem. It gives the possibility that the problem may have more than one solution.

Particularly, in implementing authentic assessment, teacher should apply some criteria which are related to the activities of constructing knowledge, observing, trying new concept and developing student's achievement outside the school. The teacher should be able in designing and developing authentic assessment and implementing it in class to achieve the goals of learning. Since the government implements curriculum 2013 which uses authentic assessment as the new method in assessing students, there are several challenges which teachers might

encounter. These challenges appear if the teachers do not have adequate and proper knowledge and skills in implementing authentic assessment. In addition, the challenges arise when the teachers are not familiar with the term of authentic assessment.

Based on a research conducted by Fitri Aliningsih and Ahmad Sofwan in 2015, they found some challenges in implementing curriculum 2013 for teachers. The challenges such the teachers perceived insufficient time, crowded classes, exhausting and time consuming activities and also complicated administration as the main problems in implementing authentic assessment. Moreover, Heri Retnawati, Sam-sul Hadi and Ariadie Chandra Nugraha also made a research in 2016 about Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia. Their research also found teachers' challenges in implementing authentic assessment such as developing the instrument of attitude, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple choice measurement technique. In addition, the teachers could not find a feasible application for describing the students' learning achievements.

Based on those example of studies, the implementation of authentic assessment in curriculum 2013 as a new technique in assessing students' works and performances needs serious attention. In addition, the teacher should know how to design and develop the authentic assessment in Curriculum 2013 to assess the students. The researcher chose English Teacher in the seventh graders of SMPN 22 Semarang in academic year of 2017/2018 as the object of this study because it is one of schools in Semarang which is implementing Curriculum 2013. Although the teacher in SMPN 22 Semarang has had a training about curriculum 2013, the teachers still feel confused in implementing it. Considering the issues above, this study would like to find out how teachers implement the authentic assessment in classes and how they design the lesson plan.

RESEARCH METHODOLOGY

This research is a descriptive qualitative research in which the data was analyzed and the analysis result was formed descriptively. Creswell (1994) described that "qualitative design focused on data collection, analysis, and writing, but they originated out of disciplines and flew throughout the process of

research (e.g., types of problems, ethical issues of importance)". In the other words, descriptive qualitative research reflected the nature and reported the data based on instrument performed not tests a hypothesis. Instrument performed meant that this research focused on the reports of experience or data which cannot be adequately expressed numerically.

The writer used qualitative research since the main purpose of the study is to find out the dignity of the authentic assessment and the implementation of authentic assessment which were made by the seventh grader English teachers of SMPN 22 Semarang in the academic year 2015/2016. Qualitative research expresses something comprehensively about the context through data collection taken by the researcher as the key instrument. It presents the data and research in the form of qualitative description. Analysis of this type is done with words to describe conclusions.

In collecting the data, the researcher collected the data by four techniques which were interview, observation, documentations and audio-visual materials. According to Nunan (1992), "there were some ways to get data resources for case study research, included taped monologues and dialogues, field notes, and interviews". Moreover, Creswell (1994) stated that "data collection procedure in qualitative research involved four basic types: observations, interviews, documents, and visual images".

The researcher did the interviews with two seventh graders English teachers of SMPN 22 Semarang to find out the preparation design of authentic assessments. After doing the interviews, the researcher did classroom observations in both English teachers' classroom. In doing the classroom observations, the researcher used table of checklists to analyse the implementation of authentic assessments in the classroom.

In this research, the researcher collected the documents such lesson plans, syllabi, and students worksheets which were related to the implementation of authentic assessment based on Curriculum 2013. Moreover, the researcher took photographs, recorded videos, and recorder voices as the data of audio and visual materials. Those were taken during the class activities in teaching-learning process and during the interview with the English teachers.

FINDINGS AND DISCUSSIONS

(1) Planning and Design of the Authentic Assessment

The design of the authentic assessment

were analyzed from the interview results and lesson plan analysis. The interview results contained of nine aspects, they were explained as follows:

The first process in planning the authentic assessment based on curriculum 2013 was conducting professional development. Based on O'Malley and Pierce's book, it aimed to share information with the design team and other teachers about the design and the use of authentic assessment in planning instruction. They also stated that this process can be extended by planning information-sharing session on teacher work days meeting as teachers gain more experience in the use of authentic assessments. The teacher also can invite administrators to attend the meeting ensured they were well-informed about the authentic assessment. Moreover, the government also held training programs for teachers in Indonesia to give them comprehension toward the authentic assessment. Kemendikbud (2013a) declared one of the general goals of Curriculum 2013 Implementation Training was to make teachers were able to carry out duties in accordance with the demands of Curriculum 2013's outcome competence, content, learning process and assessment of Curriculum 2013. During the research, the researcher found that the teachers had attended the training from the government. Both of the teachers said that they attended the training from the government in two times as the participant. However, Teacher A also stated that she found some difficulties during the training programs. She said that the training programs were too short which meant the time of the training program and the material were not balanced. In addition, there were no any detail information or explanation about the assessment were used.

The second process in planning the authentic assessment based on curriculum 2013 was building a team. Based on O'Malley & Pierce's book, the teachers should create team of teachers, parents and administrator of school in arranging the authentic assessment. During the research, the researcher found that there were different responses from the teachers. Teacher A stated that there was a team in their school called MGMP Sekolah. They were working together to discuss the lesson plans. Teacher A said that the held parents' meeting to discuss the whole curriculum 2013. However, Teacher B said that he did not have a team in his school and only had a team in the training program. Teacher B noted that they ever made a discussion about the curriculum with parents'

forum or called as FORTU.

However, the researcher found that the lesson plan of the teachers was the same. Hence, the researcher asked the teachers for more detail information about it and the teachers told that they arranged the lesson plans together. Based on the explanation, it meant that the teachers had already built a team in arranging the authentic assessment. The teachers' responses showed that they did not really understand about "teamwork" and did not well-inform about curriculum 2013 especially in the assessment part.

The third process in planning the authentic assessment based on curriculum 2013 was doing observations. It aimed to make the teachers were easier to decide the assessment for the students. During the research, the re-researcher found that both of the teachers did observations to their students. Teacher B used pre-tests as his observation and Teacher A used classroom observation technique by asking questions to the students.

The fourth process in planning the authentic assessment based on curriculum 2013 was collecting samples assessment. O'Malley and Pierce (1996) declared that "this is the best way to begin the development and use of authentic assessments and to look for examples of the assessments that seem consistent with teachers' objectives and the type of assessment you want for students." Teachers can find examples of authentic assessment from many sources. During the research, the researcher found that Teacher A used references from the government and from the training program to construct the authentic assessment. Then, Teacher B used references from government's books and his own books from other publishers. In this process, the researcher also asked about the type of authentic assessment which mostly used for seventh graders. They had the same answer, they used oral test assessment and products. However, based on researcher observation in the classroom, the researcher also found that they were using writing sample, experiment/demonstration, and portfolio too in assessing the students.

The fifth process in planning the authentic assessment based on curriculum 2013 was adapting existing assessments. Based on O'Malley and Pierce's book, teachers should look for good examples of authentic assessment and determine if they wanted to adapt it. The teacher had to develop the assessment based on their observation before and decided the relevant objectives. During the research, the researcher found that both of the teachers made adaptations from some sources. They

noted that they were not only doing “copy and paste” but also they reviewed the existing assessments. The researcher found that in this part, the teachers were totally understand in adapting the existing assessment.

The sixth process in planning the authentic assessment based on curriculum 2013 was adapting existing technique. This process related to the fifth process. Teachers should determine what kind of technique they will use. Based on the interview, the researcher found that both of the teachers mostly used written test and oral test. Based on the interview results, the researcher found that the teachers totally understand the techniques of authentic assessment. Unfortunately, the teachers sometimes felt confused in using the techniques and only chose the simplest one.

The seventh process in planning the authentic assessment based on curriculum 2013 was trying out the assessment. O'Malley and Pierce (1996) said that the teacher should try the assessment out to the students after the assessment have been developed. It aimed to find out the students' difficulties and students should feel sense of success in responding the authentic assessment. During the interview, the teacher explained that they had already tried the assessment out to the students. The teachers observed students' comprehension from classroom observation. They gave examples of assessment to the students before judging them to measure their knowledge. By the teachers' explanation, it meant that the teacher were totally understand in this process.

The eighth process in planning the authentic assessment based on curriculum 2013 was planning strategies. In this process, the teachers explained the strategies to develop the authentic assessment in their classes. It aimed to know students' weakness and strength during the classroom. Based on the interview result, the researcher found that Teacher A did classroom observations to know the student who cannot learn as fast as his/her friends. Teacher A said that she gave the student a personal consultation to fix the student's problem. If the student was too shy to tell her, Teacher A asked his/her friends to talk and share. Moreover, Teacher B also used retest and enrichment as his technique for the students who got that problem. Teacher B also gave an extra class for who wanted to join, especially for the student who cannot learn as fast as his/her friends.

The ninth process in planning the authentic assessment based on curriculum 2013 was doing evaluations. It aimed to find out the

teachers' difficulties in the implementation of authentic assessment, students' response, teachers' feedback, and the how the implementation of authentic assessment in this school was. Based on the interview results, Teacher A found the difficulty in time management. In addition, she said that she did not find any difficulties in the classroom implementation. Teacher B found some difficulties in communicating with his students. Curriculum 2013 required teachers to speak and explain the material in English, but for seventh graders it was too hard. Moreover, there were various kinds of students' responses. Some of them said it was easy and the rest said it was too hard. For the feedback, both of teachers usually gave a feedback for the parents through students' test paper by giving comments, suggestions or compliments.

The last question from this process was about the implementation of authentic assessment in this school. Both teachers declared that the implementation of authentic assessment in their school was not totally perfect in range of 100%. However, it was about 70-80%. It did not mean that the teachers did not do their best, but they still tried to make the implementation of authentic assessment based on Curriculum 2013 better.

The chart below was the summary result of the interview results of teachers' readiness in planning the authentic assessments presented some different responses between Teacher A and Teacher B. The researcher found that the readiness between two teachers in SMPN 22 Semarang was not totally 100% ready. The teachers still needed some trainings related to the implementation of authentic assessments in details.

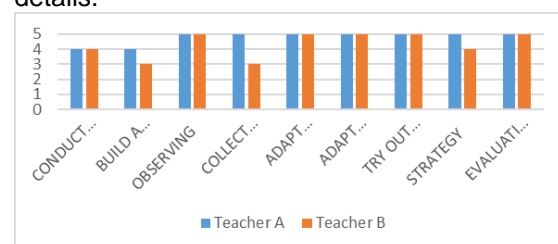


Chart 1 The Interview Result of Teacher Readiness in Planning the Authentic Assessment

Afterwards, the researcher also analyzed the teachers' documents. These analysis were used to know how the design of the assessment in their documents was. The results of them were presented by charts and some descriptions below.

- 1) The first analysis was on teachers' rubrics assessment. The diagram followed teacher's guide book (2013) made by The Ministry of Education and Culture, teachers should fulfill the requirements to

assess students using the authentic assessment. It should contain three assessments which are attitude, knowledge and skill assessments. This diagram gave conclusion of result about the planning of teachers' assessment through the lesson plan analysis.

The researcher also made some ranges to measure the results which followed by the theory from The Ministry of Education and Culture. Here were the result followed by the ranges and criteria of it which guided by the rules from The Ministry of Educational and Culture

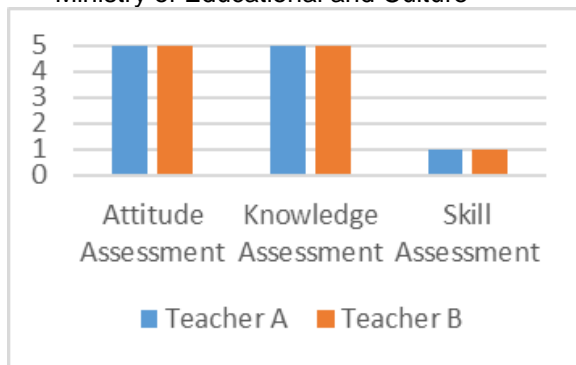


Chart 2 Teachers' Rubric Analysis' Result

From the chart above, it presented good results even though it was not totally perfect. The teachers made incorrect rubric for assessment of skill. The assessments which were made by the teachers were not totally relevant with the basic competence and indicators. The teachers made some irrelevant questions in their assessments.

- 2) The second analysis was about relevance of teachers' assessment with basic competence and Indikator Pencapaian Kompetensi (IPK). In this analysis, the researcher made tables of the correlation or relevance of teachers' assessment with the basic competence and IPK. The researcher analyzed teachers' lesson plan on assessment part and put the results on the tables. The teachers wrote two points of IPK based on the government rules in the syllabus of curriculum 2013 for basic competences 3.2 and 4.2. The analysis focused on the relevance between teachers' assessment with the basic competence, and IPK. The tables of result aimed to make the analysis to be easier and more effective. The tables below were the result of the analysis.

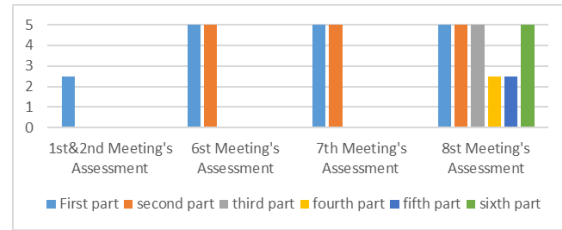


Chart 3 The Summary Result of Teachers' Documents Analysis with Basic Competence and IPK

From the chart above, the result presented that it was not totally perfect. The teachers' assessments were not totally relevant with the basic competence and IPK based on the syllabi of curriculum 2013.

- 3) The third analysis was about the relevance of student worksheets with authentic assessment based on curriculum 2013's aspects. In this analysis, the researcher took some criteria which adapted from the government regulation and the researcher also made tables to make it easier and more effective.

From the chart below, it presented that the results were not totally perfect. Some questions in the student worksheets were not relevant to the authentic assessment based on curriculum 2013's aspects.

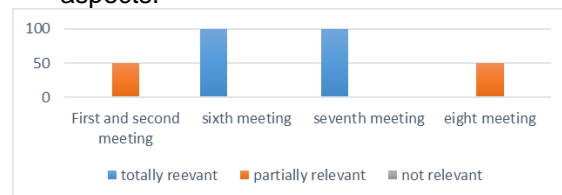


Chart 4 The Analysis Result of The Relevance of Student Worksheets with Authentic Assessment Based on Curriculum 2013's Aspects

- 4) The fourth analysis was about the relevance of teachers' answer keys with the student worksheets. The researcher did an analysis on the teachers' answer keys to support the authentic assessment analysis. In this analysis, the researcher also made checklist tables. The tables below presented results of the analysis.

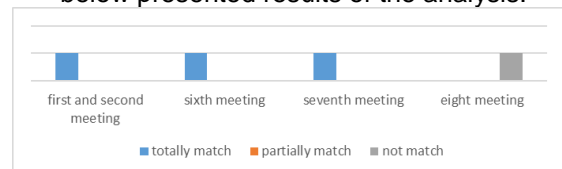


Chart 5 Result Analysis of the Relevance of Teachers' Answer Keys with The Student Worksheets

From the chart above, the result presented that it was not totally perfect. In the eighth meeting assessment, the student worksheets were not followed with the key answers.

- (2) **The Implementation of Authentic Asses-ment In Classroom**

The second finding was about the observation in the classroom. In the implementation of authentic assessment, the researcher observed in both of the teachers' classroom. Moreover, the researcher also made classroom observation checklists to observe the teaching and learning process in the classroom for the use of authentic assessments. Based on the classroom observation's checklists, there were twelve criteria which were used by the researcher. The results showed that the teachers clearly defined the levels of student's work result/performance. The teachers were doing the observation during the teaching and learning process too to measure the students' behavior and attitude. The teachers also planned the rubric criteria before assessing the students which presented in their lesson plans and they were also using a journal. In addition, the teachers made the assessment criteria based on basic competences and indicators which written in the syllabus of curriculum 2013, but some questions did not match with the basic competences and indicators. Moreover, the assessments which made by teachers were reflecting a real life and the students' society. After finished with the assessments, the teachers gave feedbacks to the students for their good result and if the students could answer the questions. The teachers also used some techniques in teaching the students. The teachers mostly used oral test because it was the easiest way for them. Then, they also covered all of learning aspects such as cognitive, affective, and sensory-motoric as written in their assessments. However, the teachers did not tell the scoring criteria to the student and the teacher did not write it down in the students' worksheet. The teachers also did not ask the students to rate their work result or the other's work result.

Based on the observation above, the researcher used a formula which was adapted from Sudijono (2009) to measure the readiness of the teachers in the implementation of authentic assessment. From the summary result, the teachers already fulfilled the nine criteria from twelve criteria. There were three things that were missed by the teachers. The first was the teachers did not tell the rubric criteria before they assess the students. The second and third were the teachers did not ask the students to rate their own and their friends' performances. From the analysis, the researcher got the result as 75% success which already presented in the finding. The results included in satisfactory category.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of the research, it is found that teachers were able to make the lesson plans especially in the assessment part. However, the English teachers did not totally complete all components of the lesson plans in the assessment part. Furthermore, they were able to make the assessments in accordance with curriculum 2013 and also implement the authentic assessments in teaching-learning activities which gained 75% success.

The English teachers made the assessments in their lesson plans by the guidance of curriculum 2013's syllabi. They were able to complete all assessments of authentic assessment based on curriculum 2013 such as assessment of behavior, assessment of knowledge and assessment of skill. On the other hands, there are problems in making the rubrics of skill assessment. The teachers put the rubric of skill assessment in the assessment of knowledge. It also happened in the student work-sheets. The teachers made some irrelevant questions in the student worksheets. Some questions did not relevant with basic competences and indicators which required the students to understand the material of asking and giving information. However, the answer keys of the authentic assessments were good enough even though the teachers forgot to write down the last answer keys in the eighth meeting's assessment.

The implementation of authentic assessment based on curriculum 2013 in the classrooms was guided with classroom observation checklists. The English teachers were able to fulfill some checklists, but they cannot fulfill three numbers in the checklists. The English teachers did not tell the students related to scoring criteria of the assessments and did not write them down in the student worksheets. Moreover, they did not ask the students to rate their own performances or others' performances in the assessments. Teachers also tried to use English as the language to deliver the material instead of just using Indonesian or Javanese in the classroom. The results present that the implementation of the authentic assessments includes as satisfactory category and the percentage of it is 75% success. It can be concluded that the teachers are able in planning, designing and implementing the authentic assessments. Time management was the biggest problem for the English teachers in implementing the authentic assessments.

Suggestions

The results of this research are not intended to be used as criticism toward the implementation of the authentic assessment based on curriculum 2013 or toward some particular parties. Yet, the results should be taken positively by the trainers of authentic assessment based on curriculum 2013, schools, teachers, and education practitioners in order to give better solutions toward the restoration of the implementation of authentic assessment based on curriculum 2013.

The trainers of curriculum 2013 should give better solutions toward teachers' difficulties in implementing the authentic assessment based on curriculum 2013. They need to hold more training programs, especially about the authentic assessment based on curriculum 2013.

The suggestion for the school, they should accommodate the teachers' needs in understanding the authentic assessment based on curriculum 2013. The schools should provide more workshops to improve teachers' understanding related to the curriculum applied. Not only workshops and seminars, the schools should have programs in which the teachers gather, discuss their problems in teaching learning process, and discuss the best solution of the problems.

The suggestion for the English teachers is they should enrich themselves with various types of learning media, activities, strategies, and sources. In order to enrich their knowledge and information, the English teachers should actively attend workshops or training programs. As the development of technology and information, the internet can be used as one of the teachers' sources in developing their teaching. Moreover, they should improve their ability in using English instead of using more Indonesian and Javanese. They should use more English to deliver the material and communicate with the students. Teachers and students should have an agreement in the teaching-learning process in advance in order to achieve the goals of the teaching-learning process. Teachers as educators have to be open minded people in term of the new concept of curriculum, learning strategies, methods which will always develop as the result of the development of technology and era. Teachers have to always learn to accept everything such as the comments,

inputs, or criticisms, even if it is from the students in order to be better and improve their competence and ability.

The suggestion for the education practitioners such as the university, they should train the students especially the ones who attend the education program to improve the teachers' competencies so that they know the duties and obligations of the teacher. Furthermore, education practitioners should watch the implementation of the curriculum. Their opinion is needed as recommendation toward the government to improve the teachers' effort to implement the curriculum based on curriculum 2013 regulation.

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