

Readiness Evaluation of the Multimedia Technology Teachers in Implementing Curriculum 2011 in Timor-Leste

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Abstract

The implementation of the Timor-Leste curriculum 2011 for the multimedia technology subject at Public High School in Baucau sub-district needs to be evaluated for maintaining the consistency of the curriculum objective achievements. This research aims to know the teachers' readiness in implementing the Timor-Leste curriculum 2011. The aspects considered are official language competence, academic qualification, pedagogical competence, and professional competence. This research is a survey analysis using 7 respondents of multimedia technology teachers. The result of the research shows that the teachers at Public High School 01 and 02 in Baucau Sub-district are in the "high" category because the percentage of achievement from the four aspects is 91.71 % until 85%. The teachers' readiness should be evaluated as the guidance or resource to increase the teachers' competence from the aspect of academic competence, teachers' qualifications, pedagogical competence, and professional competence to give the qualified output of the education.

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INTRODUCTION

Education is the foundation of developing process of the human resource to be more qualified (Pujiyono, 2014). Education in this 21st Century becomes important because it should help students to learn, to use technology and information as well as to survive in life by using their life skills (Yuara, 2019). According to the basic education law, number 14/2008 verse 5 (*Lei Base da Educação 14/2008 artigo 5 sobre objetivo do educação*), the objective of education is to coordinate the life which is free, responsible, democratic, and respect the human value. Personality development and individual valorization based on the achievement could overcome economical gap or discrepancy, social and culture as well as the ability to think critically, creative, honest and fair. The qualified education is education which creates the young generation to be intelligent, competent and has wide knowledge to easily adapt and compete in this global era.

The curriculum is one of the core of educational system, there is a plan to achieve the national objective of education. (Nurmawati, 2014). Timor-Leste curriculum 2011 is the curriculum which includes the objective, contents, methods, and evaluation implemented in school institution (República Democrática de Timor-Leste, 2011). Multimedia technology is one of the content components of the Timor-Leste curriculum 2011 to increase the digital literacy of the people in facing the challenges of globalization. (Barbosa, 2015). It is used to build awareness of technology and to adapt to this global era.

Simply, teachers could be a facilitator in the process of transferring knowledge from the learning resources to the students (Winarsih, 2012). The key to implementing curriculum 2013 is the teachers' creativity because teachers are the crucial factor that gives influence to the process of teaching and learning, even it could be an indicator of the students' success in learning (Mulyasa, 2014).

The role of teachers is needed in school even though recently students can learn

independently, but teachers are important to guide them in learning and clarify what they learn, Biesta (2017).

Readiness is a whole internal and external condition of someone or an individual that makes them ready to do something (Slameto, 2010). A teacher is someone who teaches at school that can help the growth and development of people/students in shaping the personality to prepare and increase the human resource for the development of a nation, (Hasibuan, 2017). Teachers as a facilitator are to help the students in achieving some certain goals; so that the teachers should have the readiness of teaching (Wangid, 2014). It is needed for the teacher as the facilitator to improve the development of the human or students to be more qualified. The predictor phase to implement the new program in university is by re-qualifying the teachers, equipping the teachers and redirecting the professional development Acosta (2017). The implementation of curriculum 2011 has not been fully implemented because the teachers do not use Portuguese as their teaching instruction and they also don't have enough academic qualification Gonçalves (2014). The individual and professional development of the teachers is important in teaching, (Belo, 2016). Based on the result of some research, it can be summarized that teachers' readiness can be seen from the academic qualification, professional competence. In this case, these two competencies do not guarantee the teachers' readiness in Timor-Leste because the national language used as the language instruction in the process of teaching and learning is Portuguese and Tetum language. These two languages are not familiar for the teachers because mostly, the teachers at High School are the teachers that graduated from Indonesia. For this reason, it is needed to evaluate the teachers' readiness in four aspects; National language competence, academic qualification, pedagogical competence, and teachers professional competence to improve the implementation of curriculum 2011.

METHODS

The survey questionnaire is used to collect the data of the teachers who teach the multimedia technology subject at Public High School in Baucau sub-district. Firstly, the questionnaire was tested to 24 teachers of multimedia technology at Public High School of Dili sub-district to know the appropriateness of the questionnaire itself. The result of the test shows that the instrument is appropriate to use, and it was also validated by the experienced curriculum and technology teachers. After validation and test, it was evaluated and revised based on the suggestion and then it was applied in the research.

This questionnaire has 4 aspects namely (a) official language competence, (b) academic qualification, (c) pedagogical competence and (d) professional competence. This questionnaire was tested at Public High School 01 and 02 in Baucau. The data was collected in 2 weeks in July 2019.

RESULTS AND DISCUSSION

The following description is the result of the research on the teachers' readiness of multimedia technology subject in implementing the Timor-Leste curriculum 2011 at the Public High School in Baucau sub-district:

Table 1. Percentage of Teachers' Readiness at Public High School 01 in Baucau sub-district

Aspect	Achievement (%)	Category
Official language competence	85	High
Academic qualification	81.7	High
Pedagogical competence	79.96	High
Professional competence	82.81	High

Based on table 1, it is obtained the data at Public High School 01 for the teachers' readiness based on the four aspects are: official language competence is 85% with "high" category, academic qualification is 81.7% with "high" category, pedagogical competence is 79.96% with

"high" category, and professional competence is 82.81% with "high" category. This shows that the teachers for multimedia technology subject at Public High School 01 in Baucau sub-district are high to implement the curriculum 2011 for their subject.

Table 2. Percentage of Teachers' Readiness at Public High School 02 in Baucau sub-district

Aspect	Achievement (%)	Category
Official language competence	79.17	High
Academic qualification	80.6	High
Pedagogical competence	84.20	High
Professional competence	84.38	High

The result, based on table 2 shows that the teachers for multimedia technology subject are high to implement the curriculum 2011 in Timor-Leste because the achievement of the respondents for four aspects is in the "high" category; for the official language competence is 79.17% with "high" category, academic qualification is 80.6% with "high" category, pedagogical competence is 84.20% with "high" category and professional competence is 84.38% with "high" category. This is obvious that the teachers for multimedia technology subject at Public High School 02 in Baucau sub-district are high to implement the curriculum 2011 for their subject.

National Language Competence

Portuguese and Tetum are the national language of Timor-Leste as a communication media for the tribes and society. It also functions as a formal language (Gonçalves, 2014). The aspects of communicative competence are reading, writing, listening, and speaking. A teacher is someone responsible for guiding the students (Hamid, 2017).

The competence of using official language is needed by the teachers because teachers are the facilitator or a guide for the students. The communicative competence that should be mastered by the teachers is both written and

spoken. Written aspects include reading and writing and the spoken aspect includes listening and speaking. In this case, the teachers at Public High School in Baucau sub-district have been ready in both written and spoken competence.

The result from the respondent for using National language competence at Public High School 01 and 02 in Baucau is "high". It shows that these Public High Schools are high to use the national language as a medium of teaching and learning instruction.

Academic Qualification

The standard of academic qualification should be owned by the teachers at Public High School in Timor-Leste as it is stated in the law of Ministerial Diploma, number 20/ME/2011 article 10 about the professional category that the teachers at Public High School should have minimally Diploma III (*D3*) until Bachelor (*S1*) degree qualification based on their subject. The research result shows that the teachers for the multimedia technology subject at Public High School in Baucau sub-district have fulfilled the qualification based on the law. If there is no correlation between teachers' qualifications and the subject they teach, it will give the low exposure that influences the outcome of education (Legkauskienė, 2018). Lecturers' academic qualifications and their academic achievement simultaneously give significant influence to the quality of teaching and learning in Unismuh Makassar, (Maward, 2018). Academic qualification is the special ability or competence in a certain field of education obtained from the process of education that has an important role in influencing the outcome of the teaching and learning process.

The result shows that the achievement for the academic qualification at Public High School 01 and at Public High School 02 is "high". It shows that the teachers' academic qualification for the multimedia technology teachers is high because they mostly have the required qualification like Diploma (*D3*) and Bachelor (*S1*) degree based on their subject.

Pedagogical Competence

Pedagogical competence is someone's ability to use the synergy and coordination of the instruction resources like books, articles, and technology (like software and hardware) as well as the abstract resources (like knowledge, creativity, experience) to achieve the efficiency and effectivity in pedagogic, (Madhavaram & Laverie, 2010). The needs of the individual increase based on the development of the era and it is in line with the need of the teachers who have high pedagogical competence to educate the students, Şentürk (2018). In pedagogical competence, teachers are encouraged to understand the students' characteristics and to apply the curriculum spontaneously in every learning process; so that, the students could fulfill their attitude competence (Firman, 2019). Pedagogical competence is the absolute competence that should be mastered by the teachers. Teachers are also encouraged to have competence in everything like the ability to know the students' characteristics to help them in the teaching and learning process and give a chance for every student to learn well. Mastering and understanding the learning theories and principles means that the teachers should be able to use various approaches, strategies, methods, and techniques in the teaching and learning process creatively based on the teachers' standard competence. The ability to develop curriculum and arranging the syllabus based on the important objectives of the curriculum and to apply the lesson plan based on the learning environment; to be able to make the learning activity that educates the students means that the teachers are already able to arrange, to organize and to apply the lesson plan.

The result of the respondents for the pedagogical aspect at Public High School 01 and 02 Baucau is "high". It means that the teachers for the multimedia technology subject are high in pedagogical competence like knowing students' characteristics, using approaches, strategies, methods, and techniques of learning that are appropriate with their competence. Besides, they are also able to arrange the syllabus and lesson plans based on the objectives of the curriculum.

Teachers Professional Competence

Professional competence is like an "umbrella" because it covers the other competencies, while the mastering of the learning material widely and in-depth is more accurately referred to as the mastery of learning resources of field (Suyanto, and Jihad, 2013). The study of teachers' professional competence is the competence or ability to run and apply the basic task from the lesson plans; the competence in applying and organizing the process of learning; and the ability to assess the needed competence from the process of teaching and learning (Sumantri, 2017). The procedural component of teachers' professional competence has three elements, namely skill, ability, and experience (Yanova, 2012).

Teachers' professional competence is a set of abilities that should be owned by the teachers to run and to do their tasks successfully. Professional teachers are teachers that could manage themselves in doing their tasks well. The professional teachers have the responsibility to have components of teachers' professional competence namely material mastery, teaching and learning management, and knowledge of evaluation.

The result from the respondents of the teachers' professional competence at Public High School 01 and 02 in Baucau is "high". It shows that the teachers have the ability in mastering the material, managing the teaching and learning process as well as having knowledge about learning evaluation.

CONCLUSION

For the research result, it can be concluded that the multimedia technology teachers at Public High School 01 and 02 of Baucau sub-district are high in the term of competence aspect such as using official language of Timor-Leste, academic qualification, pedagogic, and professionalism in implementing the curriculum 2011 for the multimedia technology subject. So, it can be recommended that the teachers at Public High School in Baucau sub-district should keep

increasing their readiness in teaching to prepare and improve the qualified human resources.

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