

# Curriculum Fidelity in the Secondary Education in Indonesia

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**Abstract**---It is significant that the educational plan of 2013 actualized with adequate constancy, consistency, recurrence, and force to guarantee an understudies' dominance of the material, and to make understudies more picks up when instructors steadfastly execute the showing systems or educational plan. The objective of this study is to reveal the Torajan Teachers' Fidelity towards the implementation of curriculum of 2013. The researcher applied of qualitative method in this research. The instrument utilized in this exploration were interview, the researcher interview the teachers by using semi-structured interview. The subjects of this research were 20 teachers in Toraja. The consequence of this study indicated that for Adherence, the educators did not follow well the methodology of the educational program of 2013 as depicted and executing all bits of the intercession in the erroneous request. It brought about by lacking preparation for the restoration educational program. For Exposure/duration, because the teacher focused on understanding of implementing the renewal curriculum, so, they need to suit the time estimation in the class, and sometimes, the time used more than the concept in lesson or vice versa. For quality of program delivery, teachers encountered of problem in teaching while observing the affective of all students. They tried to be focused on delivering the material but neglecting the affective assessment. For participant responsiveness, the students felt happy and got to be enthusiastic in the classrooms while the program running. But, in the several previous meetings, the students looked confused because the teacher seemed unsure with the implementation of that curriculum of 2013 (K13). For program differentiation, the teachers in Torajan context did not fully implement the program of curriculum of 2013, they still mixed the previous curriculum with the renewal one, Moreover, and they still used the traditional method in teaching.

**Keywords**--- Curriculum fidelity, secondary education, curriculum of 2013

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## I. INTRODUCTION

The instructive program is a course of action regardless [1]. The instructive program changes into reality exactly when educators realize it to understudies and the class in a certifiable world. Masterminding and shaping totally put into exercises is beyond question critical. Before long, those exercises would be immaterial if the teachers don't think about making yields and not skilled enough to execute the instructive arrangement in their classes. An instructive program can be viewed as a graph for direction. For teachers, an instructive arrangement is consistently a declaration of what the school experts, the state government, or some get-together outside the investigation lobby requires the instructor to teach [2].

Instruction educational program in Indonesia has changed in a few times. The first curriculum of Indonesian Education began with 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and in this time the curriculum of 2013 has been implemented. K-13 is in certainty the augmentation of SBC in a few segments. The fundamental motivation behind this educational program is to shape the people who are loyal in God, great in characters, certain, fruitful in learning, mindful residents, and constructive supporters of the human advancement [3]. This structure has been upheld by Government Guidelines Number multi Year 2013 (The update of Government Guidelines Number multi Year 2005 about the National Norms of Training). This guideline is expounded by Training and Culture Clerical Guidelines Number 67, 68, 69, and 70 on Essential System and Educational plan Structure from Rudimentary to Senior Auxiliary and Professional Optional School [3].

Truth be told, the usage of educational program of 2013 was not completely actualized by specific school and there were schools that could execute it completely. [4] finds that the accepted procedures worth embracing from grade teachers in Bandung city incorporate the execution of educational plan of 2013 (K13). The instructors are fruitful in upgrading learning sources accessible around during the time spent adapting simultaneously with electronic learning. Alternating in dealing with the classes and sorting out understudies into bunches is likewise one of the practices in doing their movement. Development in the learning procedure brings about the utilization of LCD to screen the exercises, the utilization of "Star" sticker in assessing mentality, the utilization of Stamp for steady employments and strengths to inspire understudies. Giving more practices to share encounters and, giving contribution on learning as it is rehearsed by model instructor. While, [3] finds that the issues essential the change from the School-Based Educational arrangement (SBC) to K-13 where the mistake of the past instructive plans, the desire portion, and money related conditions later on, and the points of interest offered inside the change. [5] finds that understudies generally (78, 5%) said that learning with the new educational plan is more troublesome than it was previously. Hence, explicit preparing on the new educational program usage is as yet required. [6] finds that there is no enough data about K13, which obviously will create instructors to confront turmoil in executing the educational program in the instructing and learning process. Another test is the evaluation, which is viewed as requesting. The vast majority of the educators contend that the scoring measures are muddled and very tedious.

[6] states that identified with the execution of educational plan, the educator is the key point in the improvement of educational plan for instructors is the initiate usage on the ground. [7] contends that actualizing an educational plan or mediation the manner in which it was proposed to be executed by the engineers is alluded to as usage constancy. One of the helpful approaches to decide the effective usage of an educational program is to look at the idea of the educational plan constancy, [8]. The curriculum fidelity is described as a confirmation of how well a program is being realized in assessment with the primary program structure [9], a technique for choosing the course of action between the use of treatment and its extraordinary structure [10], or on the other hand how much teachers execute an intervention, instructive arrangement, headway, or program true to form by the architects [11]. Fidelity of implementation looks at key parts of projects, for example, Are on the whole bits of the program being conveyed? Is it true that they are being conveyed utilizing the endorsed materials? In high caliber? In the right arrangement? For the arranged time span? Is float happening? Are members locked in? Due to its extraordinary nature, there are no standard proportions of the constancy of usage [12].

There are five measurements that have been resolved for the estimation of educational program constancy: adherence, portion/span, nature of program conveyance, member responsiveness, and program separation. Adherence alludes to the following methods as portrayed and actualizing all bits of the intercession in the right request. Introduction/span portrays executing the mediation for the endorsed time allotment and recurrence. The nature of conveyance takes a gander at the attributes of the usage, for example, great instructor practices and nature of every segment. For program separation, it is critical to look at whether the mediation is obviously characterized identified with other program administrations or intercessions, i.e., is there sully from different projects, and is it clear which parts are in every intercession. Understudy responsiveness/commitment gauges how effectively youngsters partook in the mediation, [13, 14]. Another view, [11] states that there are three principle parts of execution loyalty: 1) Program separation – the degree to which basic highlights that recognize the program are available; 2) Program adherence – the degree to which program segments are conveyed as recommended in organization manuals; 3) Nature of program conveyance – the degree to which program implementers are steady and arranged.

[8] raise four key parts impacting instructive program consistency: 1) Teacher characteristics: Different characteristics of instructors are a noteworthy determiner of instructive arrangement commitment. [15] find that self-assurance and instructing eagerness expanded devotion while tyrant character diminished it. Furthermore, instructors' information in the field and in hypothetical foundations [16], their educational aptitudes in connection change or development [17] and their convictions and approaches [18] are likewise firmly connected with program usage.

2) Numerous properties regarding the structure and movement of a program impact steadiness of use. The first of these is whether the program is tangled or direct. Other program properties join the validity of workplaces supporting the program and program the board. 3) Instructor Preparing: Educator preparation assumes a huge job in the effective execution of inventive projects. In any case, there is no adequate investigation indicating which proficient improvement exercises influence showing execution more. [19] indicated that educators favored exceptionally point by point and clear guidance during preparing, requested supporting regulatory staff to perform fruitful practices and that outer advisors (or scientists and specialists) were not extremely helpful for better usage. 4) Institutional Highlights: Execution of a program relies upon the transparency of an organization to advancements. Educators' self-adequacy levels, school culture, openings, and backing gave by executives, successful authority, and staff assurance, how viable the foundation is at critical thinking, and the level of status for actualizing the new program is a portion of the highlights deciding educational plan constancy at the institutional level.

The curriculum fidelity is critical in the training educational plan; a program is bound to have similar impacts on the off chance that it is actualized by the first program structure. More elevated levels of loyalty anticipate more prominent parent commitment, higher participation, and enhancements in child-rearing practices, [20]. An audit of more than 500 observational examinations showed that projects actualized with more prominent devotion prompted more noteworthy positive program results. For instance, the extent of potential change on positive results is a few times higher when projects are actualized with loyalty, [21]. It is important that instructional techniques are executed with adequate constancy, consistency, recurrence, and force to guarantee a youngster's dominance of expertise [22]. Youngsters will in general make more picks up when educators reliably execute the showing methodologies or educational program [23]. While, [24] uncovered that the devotion of execution of our request based educational plans is certifiably not a decent indicator of stage 1, "lower level." learning. Understudies in both the high and low devotion study halls make comparable increases from pre to posttest, demonstrating that whether understudies are presented to our request based educational plans or in the event that they are shown the material utilizing the customary educational program (for the most part through perusing a course-book) does not have a huge effect in learning essential science ideas. The one special case to this is the climate unit where the constancy of usage makes a huge distinction and understudies in high loyalty study halls show bigger additions from pre to posttest. Potential explanations behind this are the manner by which understudy worksheets were actualized may have focused on fundamental calculated information and along these lines, high constancy understudies have a superior handle of the nuts and bolts than understudies in low loyalty homerooms. [25] discovered that Elements influencing educational program loyalty and related research in the Turkish setting are introduced, and unmistakable highlights of educational plan changes pondered the act of training are contemplated. It is closed from the investigation that the components influencing educational program loyalty in Turkey are educator qualities, educational program properties, instructor preparing, institutional highlights, local, social, financial, and social attributes, centralist.

The Service of Instruction and Culture of Indonesia beginning in 2018 requires all schools to utilize the 2013 Educational program (K13) absolutely in the learning procedure. Each school needs to get ready about that usage. In Torajan setting, In view of the meeting with the instructors, they accepted that through the reestablishment educational plan they can be innovative in making the study halls all the more fascinating, the planning of exercise plan is more detail, the appraisal of understudies are from national assessment as well as considering on a few perspectives, the understudies are progressively dynamic in homerooms since educators are just as the arbitrator. Different hands, the instructors truly need the preparation of how to actualize that program, which is the reason that the educator didn't completely execute the strategy in educational plan of 2013 well. From that marvels, in this exploration, the essayist figured the examination question to be specific: How is the Torajan Teachers' Fidelity towards the implementation of curriculum of 2013? The objective of this study is to reveal the Torajan Teachers' Fidelity towards the implementation of curriculum of 2013.

## II. DATA COLLECTION

The researcher applied of qualitative method in this research. [26] quickly characterized, the term subjective research is can be taken to allude to examine that depends on engaging information that does not make (ordinary) utilization of the measurable methodology. The researcher applied qualitative method to reveal the Torajan Teachers' Fidelity towards the implementation of curriculum of 2013. The instrument used in this research were interview, the researcher interview the teachers by using semi-structured interview. The subjects of this research were 20 (twenty) teachers in Toraja. In the wake of gathering the information from the perception, meetings, and documentation, the scientist broke down it with subjective information examination. In investigating the subjective information, the specialist utilized recurrent information examination as upheld by [27], those stages consists of four procedures are as follows: Data reduction, In this stage, the researcher consider on several data that involve: transcriptions of lecturers talk (from recordings and videos), interview transcriptions, field notes, questionnaire, and observations. All the data was reduced and organized e.g.: Coding, writing summary, separating important with irrelevant data. Dealing with the irrelevant data, the researcher still re-examined it if later the researcher needs in analysing the data. Data display, this stage dealt with: The Extraction of the data into the specific type based on the related theory, putting the data into a list, and then displaying the data. Tentative Conclusion and verification, the researcher in the third stage made conclusion of the findings from the research questions of number one, two, three, and four. Withdrawing some inferences are the third step after data presentation. The initial conclusions remained temporary conclusion. Final conclusion, the last step is final conclusion. Tentative conclusion at the third step possibly changes if there are other valid evidences supporting for another data collection. However, the initial conclusions which are supported by valid and consistent evidences make the conclusions are strongly believed to be incredible and then coming to the final conclusion.

## III. STUDY RESULTS, SUMMARY AND CONTRIBUTION

The curriculum fidelity is a confirmation of how well a program is being executed in connection with the primary program structure [9], a technique for choosing the plan between the use of treatment and its exceptional structure [10], or on the other hand how much teachers realize an intercession, instructive program, progression, or program true to form by the designers [11]. There are five measurements that have been resolved for the estimation of educational plan constancy: adherence, portion/span, nature of program conveyance, part responsiveness, and program division, [14].

Based on the semi-structured interview with the respondents in this research, Torajan Teachers' Fidelity towards the implementation of curriculum of 2013 are as following descriptions:

### *a. Implementation of all pieces of the intervention of the curriculum of 2013 (Adherence)*

Through the interview, several of teachers said that they improve of understanding the program of curriculum of 2013 by reading the concept, sharing with other teachers, and attending the classes of others. While, most of teachers stated that they implemented that the following procedures of curriculum of 2013 as described were not incorrect order sometimes. It was because the teachers did not understand the new curriculum (K13) concept. Moreover, several of them never get the training of the renewal curriculum. It is like the examination found by [5] that solitary 37% of instructors had a decent comprehension of the new educational program. [25] discovered that the variables influencing educational program loyalty in Turkey are instructor attributes, educational plan properties, educator preparing, institutional highlights, provincial, social, financial, and social qualities, centralist training framework, high-stakes tests, and understudy attributes.

b. *Executing the intercession for the recommended period of time and recurrence (Exposure/ duration)*

Torajan teachers' adaptation on renewal curriculum (K13) need more time, especially on understanding the method used. They said that by comparing with the previous curriculum which freely choose the method in teaching and can expand various methods in teaching, but in curriculum of 2013 they were limited in the particular method and need to be learnt more. This condition brings them to suit the time estimation in the class, and sometimes, the time used more than the concept in lesson plan and less than time scheduled. Time estimation is crucial in implementation of program because appropriate time in classrooms will influence the students' understanding of material. [22] expressed that it is important that instructional techniques are executed with adequate constancy, consistency, recurrence and power to guarantee a youngster's dominance of an aptitude. Related to [22] statement, in this research also showed that students' sometimes asking some questions about the material outside of classroom because the time was not enough for the particular course.

c. *The great showing practices and nature of educational plan 2013 (K13) part (nature of program conveyance)*

[6] finds that there is no enough data of K13, which obviously will create instructors to confront turmoil in actualizing the educational program in the educating and learning process. Another test is the evaluation, which is viewed as requesting. The greater part of the educators contends that the scoring standards are muddled and very tedious. This study is similar with the present one, from the teachers in Toraja interview, they said that they encountered of problem in teaching while observing the affective of all students. They tried to be focused on delivering the material but neglecting the affective assessment. As result, in one case, they were focused on cognitive but avoiding to observe the students' affective development.

d. *How actively children participated in the intervention of curriculum of 2013? (participant responsiveness)*

Kids will in general make more picks up when educators reliably execute the showing systems or educational plan [23, 28]. In this research, it is found that the students felt happy and get to be enthusiastic in the classrooms while the program running. The teachers said that their function only as the moderator and the students more active in classrooms activities. It occurred in long time after the teachers understand through peer teaching of the renewal curriculum. But, in the several previous meetings, the students looked confused because the teacher seemed unsure with the implementation of that curriculum of 2013 (K13). Related to the students' gain of material, [4] finds that the accepted procedures worth receiving from primary teachers in Bandung city incorporate the execution of the educational plan of 2013 (K13). The instructors are effective in upgrading learning sources accessible around during the time spent adapting simultaneously with electronic learning. Alternating in dealing with the classes and sorting out understudies into bunches is likewise one of the practices in doing their movement. Development in the learning procedure brings about the utilization of LCD to screen the exercises, the utilization of Star sticker in assessing demeanor, the utilization of Stamp for steady employments, and strengths to persuade understudies. Giving more practices to share encounters and, giving contribution on learning as it is rehearsed by the model instructor. This finding is not quite the same as the educators' announcement of the current examination that they accepted that the usage of the educational program of 2013 in the connection of a course reading driven educational program.

They said that it can make the instructors not inventive in educating while they are required to be imaginative and creative.

e. *The intervention other program services or interventions to curriculum of 2013 (program differentiation)*

From the finding, the exploration demonstrated that the instructors in the Torajan setting did not completely actualize the program of the educational plan of 2013, they despite everything blended the past educational program in with the recharging one, and besides, they despite everything utilized the conventional technique in instructing. They said that on account of clarifying the information they utilized the conventional strategy instead of Revelation Learning, Issue Based Learning, and Task Based Learning as the recommended technique utilized in the reestablishment educational plan. They expected that through usage addressing technique in clarifying the information was accepted as a suitable one. At that point, they applied Disclosure Learning, Issue Based Learning, and Task Based Realizing when showing the aptitudes.

Based on the finding and discussion in this research, the researcher concluded that Teachers' Fidelity towards the implementation of curriculum of 2013 are: For Adherence, the instructors did not follow well the strategies of the educational program of 2013 as portrayed and actualizing all bits of the intercession in the inaccurate request. It caused by lacking of the training of the renewal curriculum. For *Exposure/duration*, because the teacher focused on understanding of implementing the renewal curriculum, so, they need to suit the time estimation in the class, and sometimes, the time used more than the concept in lesson or vice versa. For *quality of program delivery*, teachers encountered of problem in teaching while observing the affective of all students. They tried to be focused on delivering the material but neglecting the affective assessment. For *participant responsiveness*, the students felt happy and got to be enthusiastic in the classrooms while the program running. But, in the several previous meetings, the students looked confused because the teacher seemed unsure with the implementation of that curriculum of 2013 (K13). For *program differentiation*, the teachers in Torajan context did not fully implement the program of curriculum of 2013, they still mixed the previous curriculum with the renewal one, Moreover, and they still used the traditional method in teaching.

This study provide pedagogical implication in implementation of curriculum of 2013 (K-13) in secondary education in Indonesia. This study also offers the challenges faced by the teachers in shifting the previous to renewal curriculum.

#### **ACKNOWLEDGMENT**

This is to acknowledge Universitas Kristen Indonesia Toraja as the author's affiliation as well as the institution where the author dedicates his competence in English education. The author also would like to acknowledge the International Journal of Psychosocial Rehabilitation in publishing my article.

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