THE STUDENTS' AWARENESS IN FACING THE 2013 CURRICULUM AND SEVERAL RELATED VARIABLES: A QUANTITATIVE STUDY ON EFL STUDENTS IN YOGYAKARTA

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INTRODUCTION

Education is one of the important sectors that support the progress of a country, and one of them is determined by the level of competence of its human resources. One of the important components of the education system is the curriculum because the curriculum is an educational component that is used as a reference by every educational unit, (Mulyasa, 2017). The curriculum acts as a tool for implementing the educational process. In Indonesia, the 2013 curriculum is used as the improvement of the previous curriculum. Curriculum 2013, Indonesia's most recent national curriculum, would significantly change the country's educational system. Numerous lessons will be canceled for students at all levels of education, from elementary school to senior high school. The development of the 2013 curriculum is improving the mindset, strengthening curriculum governance, deepening and expanding the material, strengthening the learning process, and adjusting the learning load in order to ensure the match between what is desired and what is produced. The new curriculum requires the teachers to integrate integrative thematic-based learning as well as learning based on science or scientific techniques, i.e., learning systems that allow students to participate actively in their own or group learning. The 2013 curriculum is centered on improving and balancing soft skills and hard skills which includes aspects of attitude competence, skills, and knowledge, (Tiara & Sari, 2019). However, from all the plans and theories provided by the government in implementing the 2013 curriculum, of course, there are pros and cons to it.

The implementation of the 2013 curriculum does not only affect teachers, most of which have been studied by several experts only related to the teacher's perspective in implementing the 2013

curriculum. We need to know how the role and awareness of students in taking the 2013 curriculum. Based on (Ekawati, 2017), not a few students complained that it was difficult to adapt, economic difficulties due to the urgency of using IT even though the facilities had not been met, and the unused textbooks from the teacher. I believe that all students, teachers, and schools should be aware of the implementation of the 2013 curriculum since it is a requirement of the government throughout this time. However, it has been discovered that certain students have difficulty applying this curriculum. As a result, the focus of this study is on analyzing students' perspectives on learning with the 2013 curriculum. This research used quantitative research with qualified expert judgment for the questionnaire.

LITERATURE REVIEW

The curriculum is closely related to the quality of education, although the curriculum is not the only factor that will affect the quality of education (Kwartolo, 2002). According to (Nasution, 2006), the curriculum is something that is planned in order to achieve educational goals. (Kwartolo, 2002) explains that there are many definitions of curriculum, but the essence is to deliver students through learning experiences so that they can grow and develop as optimally as possible. Standardized National Educational Institution in 2006 stated that curriculum is a set of goals, contents, and learning resources, as well as how to use it as a guide for implementing learning activities that are aimed at achieving a specific goal. It is supported by (Julia & Supriyadi, 2018), which is the term "curriculum" refers to a strategy for providing a person with a collection of learning opportunities. It implies that curriculum is definitely important in the teaching and learning process since it can lead teachers in achieving educational goals. Furthermore, (Hamalik, 2006) revealed that the curriculum is an educational program provided by educational institutions (schools) for students. The curriculum is not limited to a number of subjects but all things that can affect student development. The curriculum is a plan that contains content and learning materials, methods, or learning strategies, and is also a guideline for organizing teaching and learning activities. In essence, the Ministry of Education and Culture of Indonesia stated that the 2013 curriculum is a learning design designed to develop the potential of students, aim to create a generation of Indonesian people who are dignified, civilized, cultured, have character, have faith, and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, become a democratic and responsible citizen which began to operate in the 2013/2014 school year gradually. This curriculum will develop for approximately five years from 2010 to 2015. In 2010 and 2011, a study of the curriculum was conducted. In 2012 the curriculum document was finalized. In 2013 to 2015 the implementation of the 2013 curriculum and evaluation in schools appointed by the government was carried out.

The 2013 curriculum requires students to be able to observe, be active in asking questions, try and explore learning themes. For this, it is clear that teachers are led to create innovative and applicable teaching, which involves students directly in learning, as a learning center. This is the tough task

of preparing for the 2013 curriculum implementation, changing the mindset of teachers according to what the Ministry of Education and Culture wants.

The teacher, as the curriculum implementer, plays a vital part in the curriculum implementation, since no matter how good a curriculum is created, if the teacher who runs it does not have good abilities or competencies, the program will not operate successfully. It is in line with the study conducted by (Mulyasa, 2017), that the teacher is the most important component of the education system as a whole, and he or she must be given priority because the teacher is always connected with the education system. In order for the 2013 curriculum to be successful, it must begin with preparation and optimal execution. The execution is linked to a teacher education program modeled after the execution of the 2013 curriculum, the distribution of handbooks for teachers and students, and the mentorship of teachers in disseminating the curriculum to be implemented.

Teaching and Learning Process

It is obvious that teachers are frequently considered as the actor most responsible for students' performance in the teaching and learning process, as (Cooper, 2013) asserts that a good teacher is someone who is capable of achieving learning goals. In summary, that teacher is critical in the classroom, particularly in the instructional environment of language acquisition, such as the Indonesian EFL classes (Liando, 2015). According to (Maisa, 2017), a professional English teacher is one who can sustain a high level of student engagement or whose students can achieve the goal of the teaching-learning process. As a result, it is reasonable to define a professional teacher as someone who is capable of doing instructional tasks competently.

Furthermore, (Richards, 2001) adds that the teachers' teaching ability can be developed through observing another experienced teacher outside, watching the films about teaching correctly, taking a short course about teaching, practicing to teach, and having cooperation with another teacher. In short, it can be deduced that teaching exploration is critical for improving teaching quality. The investigation of teaching may be accomplished by following a few processes, which include collecting samples of teaching, analyzing the samples of teaching, evaluating teaching based on the analysis, and deciding on adjustments in teaching behavior, (Gebhard Jerry, 1999).

All in all, based on those experts' opinions, it can be concluded that the worth of EFL teachers is determined not just by their ability to use language, but also by their knowledge of the language and their awareness of how to apply that information to support their students' learning.

Several Related Variables in the Implementation of 2013 Curriculum

Based on the reading of any expertise' journals and articles, the writer concluded these related variables in the implementation of 2013 as Book Distribution, the Skill of ICT, and also the school facilities. All the explanations are below.

Book Distribution

The implementation of the 2013 curriculum certainly requires support from various things, one of them is about the distribution of books. Books become a tool and guide for students to face the learning with the 2013 curriculum. To support the learning of the 2013 Curriculum, of course, some readiness is needed in various aspects. Books are the important one in supporting the 2013 curriculum implementation. It is in line with the study concerned by (Rahman & Bahar, 2019), books are used to facilitate teachers in delivering material because books are one of the important instruments in learning. The procurement of student textbooks and teacher manuals is carried out to facilitate the implementation of the 2013 Curriculum so as not to burden parents and teachers. The goal is that students and teachers have the same guidelines regarding the 2013 Curriculum.

Students' Skill in ICT

ICT, as well known as Information and Communication Technology. ICT has provided society with various information and also given a brand-new system in communication capabilities. According to Niebel, Kopp, &; Beerfeltz (2013), ICT covers all of the technical tools and facilities that can save, progress, and also hand over many categories of data in a digital formula. Polla (as cited in Sukinah, 2011), Information and Communication Technology can be used as the media knowledge that is about the convergence of computer, telecommunication, and learning process. It can be explained that all of the needed of the human being can be found in ICT because ICT covers all of the things. In relation to the use of the 2013 curriculum, of course, the ability to use ICT is certainly a must. ICT in the 2013 curriculum must be owned by all students, both from home and at school. Students are required to be able to operate ICT to support the learning process. In the 2013 curriculum, the ability in using ICT devices is vital. The students and teachers are expected to be the up-to-date ones, so they will not leave behind.

Students' ICT skills should really be evaluated at an advanced level. This is coherent with the Ministry of Information and Communication of the Ministry of National Education of the Republic of Indonesia, which has defined seven critical roles for ICT, is: 1) as a science warehouse; 2) learning aids; 3) educational facilities; 4) supporting education administration; 5) management aids, and 6) educational infrastructure [39]. According to (Perbawaningsih, 2013), in order to organize ICT-based learning and provide basic ICT skills, the following are required: 1) ICT devices, both hardware and software, and data software with certain operational capability standards; 2) Human Resources with a positive attitude toward technology and high ICT Literacy; and 3) A conducive institutional and institutional climate.

School Facilities

School facilities are still one aspect that needs to be considered in educational institutions in Indonesia. In certain schools, school facilities have not developed with technological advances, even in rural areas, there are still many school facilities that are far from proper. In fact, school facilities have a very important role in supporting teaching and learning activities. The school facilities in question are the facilities and infrastructure used by all parties in the school, both teachers, students, and school principals. Not only for teachers and students, but school facilities can also affect the quality of schools and learning.

Meanwhile, there is infrastructure which means a tool that indirectly helps to achieve goals in education, such as location, school buildings, sports fields, money, and others. While means a direct tool to achieve educational goals, for example; blackboards, books, laboratories, libraries, and others. Then, why the school facilities are important?

1. Helping students to be more focused on learning

Sometimes some concepts and lessons need to be explained using tools. In simple terms, teachers who explain the concept of mathematical formulas will certainly find it easier to convey material than teachers who explain mathematical formulas only orally. Because one of the roles of school facilities is to help teachers to explain abstract concepts in a concrete way. That way, students will be able to better grasp the subject matter and can focus more on listening to the lesson.

2. Improving student learning experience

In addition to making students more focused on learning, good school facilities can also improve student learning experiences. For example, with information and communication technology tools, teachers can explain objects that are too big, too dangerous and other objects that are difficult to bring into the learning environment.

3. Supporting students to hone their potential

The potential of students certainly needs to be processed and honed continuously in order to develop. Well, in this process, school facilities play an important role. Facilities such as swimming pools, basketball courts, futsal courts, can make it easier for students to hone their sports skills. Meanwhile, facilities such as laboratories can support students to deepen their scientific abilities.

School facilities in the form of the latest tools, comfortable classrooms, and comfortable learning areas are important things in supporting the student learning process. It is supported by (Aritonang, 2019), creating a favorable classroom environment by involving students as a whole to be more active, often causing a disturbance in the classroom when pupils initially play more than they learn.

METHODOLOGY

This research was undertaken to address two questions below:

a. How is the level of students' awareness in facing the 2013 curriculum?
b. How are the variables related to the implementation of the 2013 curriculum?

Research Design

The quantitative research design was used in this study. It is regarded as an appropriate research approach because the purpose of this study is to discuss the level of EFL Students in facing the 2013 curriculum. This study can also be classified as a case study because it was conducted on a small scale, with a single case focusing on a specific instance of educational practice (Nunan, 2012).

Research Site

This study was conducted in one of Yogyakarta's junior high schools, where the researcher was also an alumna. There were twenty-eight EFL Students who were selected as the respondents of this study.

Data Collection

Questionnaires were used to collect data for this investigation. Closed questionnaires were utilized to collect data on book distribution, students' ICT skills, and school amenities in the K-13 English language subject implementation. These closed questionnaires included a number of sub-variables such as book distribution, students' ICT skills, and school facilities.

Data Analysis

The research data were quantitatively examined. Before being evaluated, the questionnaire data was quantified using quantitative descriptive analysis. The data processing results in a score, which is subsequently interpreted. The change in means and accessibility to each indicator was measured using a five-point scale.

FINDINGS AND DISCUSSIONS

In order to answer the research questions, the researcher had already counted in IBM SPSS 2.2, which is the result of the mean score from the questionnaire that was already distributed. The researcher got the mean as explained below:

a. How is the level of students' awareness in facing the 2013 curriculum?

Mean from the total items= 16.43 Categories:

Histogram

Mean = 24.93
Std. Dev. = 4.337
N = 28
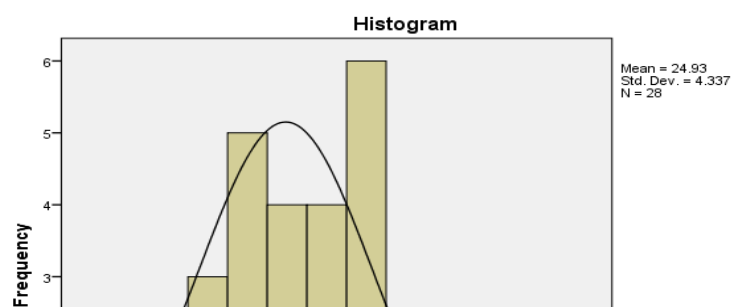
Categories:	Interval Range
Very High	21 – 25
High	17 – 21
Neutral	**13 – 17**
Low	9 – 13
Very Low	5 – 9

Based on the data, it can be concluded that the students' awareness in facing the 2013 curriculum is Neutral. There were five items of questions regarding the level of students' awareness in facing the 2013 Curriculum. For each statement, the responses were coded 1 for "very low" to 5 for "very agree". The distribution of the students' levels is shown in table 1 below.

Number of Question	Questions	DA		QA		A		SA		Mean
		F	%	F	%	F	%	F	%	
7	By applying K-13, I am better able to observe learning			2		2	5.9	32	74.1	3.11
8	By applying K-13, I am more capable of asking questions			2		6	17.6	28	82.4	3.43
9	By applying K-13, I am better able to gather information in learning	1	5.9	6	12.7	21	76.5			3.07
10	By applying K-13, I am better able to associate in learning	1		6	17.6	26	76.5			3.50
11	By applying K-13, I am better able to	1		2	5.9	32	94.1			3.61

| communicate in |
| learning |

Table 1 above shows the factors that the student's level of awareness in facing the 2013 Curriculum. As shown on the table, there are five items that became the questionnaires of the awareness students. The high mean listed above is that By applying K-13, I am better able to communicate in learning. The students got right in facing the 2013 curriculum due to their communication. The mean is 3.61. Also, it proved by (Putri & Arsil, 2020), revealed that the implementation of the 2013 curriculum where the learning process is student center by carrying out scientific steps, namely observing, asking questions, gathering information, reasoning, and building networking/communicating.

Then, the second place that shows their awareness is question number 10, By applying K-13, I am better able to associate in learning. The mean is about 3.50. As mentioned Hong, K. S., Ridzuan, A. A., & Kuek, M. K. (2003) that the lecturers give the instruction for their students to face their teaching and learning process. Learning environment actively encourages the association of learning

The next part is about question number 8. By applying K-13, I am more capable of asking questions, with the mean being about 3.41. It is supported by (Yarmi, 2019), that the implementation of the 2013 curriculum enables students to be more active and supportive.

The following part is about the number 7, By applying K-13, I am better able to observe learning, and the last is the ninth question, By applying K-13, I am better able to gather information in learning. Based on the data and also the analysis above, we can conclude that EFL Students' have five parts/categories in facing the 2013 curriculum. These are including the students' activeness, the student's communication, and etc.

b. How are the variables related to the implementation of the 2013 curriculum?

This second research question is divided into three parts, they are book distribution, students' ICT skills, and school facilities. Those findings are explained below.

- **Book Distribution**

There were seven items of questions towards the distribution of 2013 curriculum books. For each statement, the responses were coded 1 for "inadequate" to 5 for "very adequate". The scores are mostly listed in coded "inadequate" and "adequate". Thus, the highest mean of the item below is in the amount of 3.79 and the lowest mean is in the amount of 3.29. The book distribution that students faced is shown in table 2 below.

Categories:

Categories:	Interval Range
Very Adequate	43 - 50
Adequate	35 - 42
Neutral	27 – 34

Less Adequate	19 – 26
Inadequate	10 -18

Table 2 below showed that the book distribution in the implementation of the 2013 curriculum in this school. The highest score raises the sixth question, which is the ability of books to provide guidance on the application of scientific learning, which has a means of 3.79. The next rank goes to question number 2, which is the equitable distribution of student books with the 2013 curriculum, which got 3.68 in the means. The next is about the numbers six and three, which is the student ownership for 2013 curriculum books and the ability of books to provide guidance on the application of scientific learning. It is proven by the expert that the distribution of the 2013 curriculum book is less adequate, revealed by (Apsari, 1970; Pengaruh PMA, PMDN, TK, 2020), it was discovered that the responders had trouble accessing the materials. All respondents agreed that curriculum 2013 books had not been delivered effectively up to this point. This indicates that assistance is essential to help teachers improve their teaching abilities and knowledge. As we can see here, that the means is about 24.92, then goes to the less adequate category.

Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. Ownership of 2013 curriculum books for students from the government	28	1	5	3.46	1.319
2. Equitable distribution of student books with the 2013 curriculum	28	1	5	3.68	1.188
3. Student ownership for 2013 curriculum books	28	1	5	3.64	1.311
4. Use of student books in the 2013 curriculum	28	1	5	3.29	1.213

		N	Minimum	Maximum	Mean	Std. Deviation
5.	Ability to understand books from the 2013 curriculum					
6.	The ability of books to provide guidance on the application of scientific learning	28	1	5	3.64	1.162
		28	1	5	3.79	1.258
Valid N (listwise)		28				

TOTAL_X

N	Valid	28
	Missing	0
Mean		24.9286
Std. Error of Mean		.81961
Mode		22.00ᵃ
Std. Deviation		4.33699
Skewness		.161
Std. Error of Skewness		.441
Kurtosis		-.276
Std. Error of Kurtosis		.858
Minimum		17.00
Maximum		35.00
Sum		698.00
Percentiles	25	21.6000ᵇ
	50	25.2000
	75	28.0000

Students' ICT Skill

There were three items of questions towards the students' ICT Skill in facing the 2013 curriculum. For each statement, the responses were coded 1 for "very low" to 5 for "very high". The scores are mostly listed in coded "high" and "very high". Thus, the highest mean of the item below is in the amount of 3.79 and the lowest mean is in the amount of 3.29. The book distribution that students faced is shown in table 3 below.

The categories for the Students' ICT Skill is about:

Categories:	Interval Range
Very High	13 - 15
High	10.5 – 12.9
Neutral	8 – 10.4
Low	5.5 – 7.9
Very Low	3 – 5.4

The mean is 11.21 which belongs to High. So, based on the data, it can be concluded that the Students' ICT Skill in facing the 2013 curriculum is HIGH.

Statistics

Total_Y_5_6_7

N	Valid	28
	Missing	0
Mean		11.2143
Std. Error of Mean		.55482
Median		11.7778[a]
Mode		12.00
Std. Deviation		2.93582
Skewness		-.879
Std. Error of Skewness		.441
Kurtosis		.768
Std. Error of Kurtosis		.858
Minimum		3.00

Maximum		15.00
Sum		314.00
Percentiles	25	9.4000[b]
	50	11.7778
	75	13.2000

School Facilities

The school facilities are one of the major parts that should exist in the implementation of the 2013 curriculum. School facilities support the teaching and learning process, also support the students' needs. There were seven items questions that should be answered by the students/respondents. The product is below:
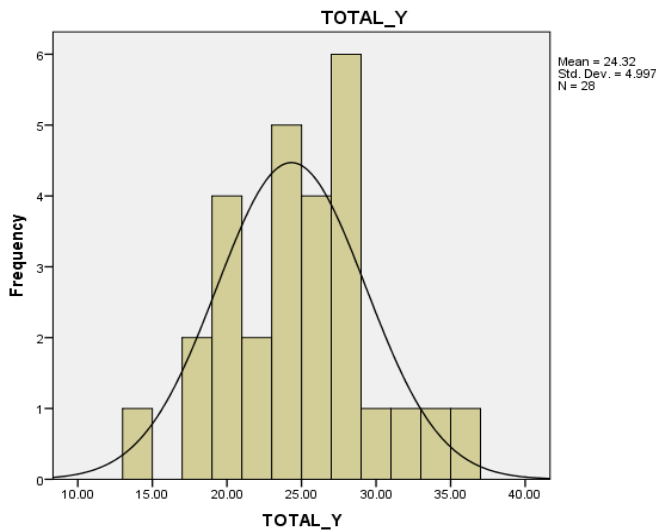
From the table histogram above, we can see that the mean is about 24.32, which belongs to the adequate category. While the categories are below:

Very Adequate	29.4 - 35
Adequate	23.8 – 29.4
Neutral	18.2 – 23.8
Less Adequate	12.6 – 18.2
Inadequate	7 – 12.6

The highest score obtained by question number seven, with the laboratory, it becomes easier for me to learn, which got 3.82, followed by question number 3, school computer laboratory is very supportive of learning which got 3.79. The lowest score is obtained by question number 2 which is about the difficulties of infrastructure from the school, which got 3.07. The table analysis of School facilities is below.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Y1	28	2	5	3.11	.956
Y2	28	2	5	3.43	1.136
Y3	28	1	5	3.07	1.412
Y4	28	1	5	3.50	1.347
Y5	28	1	5	3.61	1.286
Y6	28	1	5	3.79	1.315
Y7	28	1	5	3.82	1.416
Valid N (listwise)	28				

CONCLUSION

This research is entitled The Students' Awareness in Facing the 2013 Curriculum and Several Related Variables: A Quantitative Study on EFL Students in Yogyakarta with the aim of analyzing students' perspectives on learning with the 2013 curriculum. This research used quantitative research with qualified expert judgment for the questionnaire. At the end of this research, the researcher concluded some views about the related findings.

There are two research questions, they are: a) How is the level of students' awareness in facing the 2013 curriculum?; and b) How are the variables related to the implementation of the 2013 curriculum? In answering those research questions, the researcher found four parts that have shown in the findings above. The first part is about the students' awareness. The second part is about the related variables related to the implementation of the 2013 curriculum, in which the researcher found three aspects. The three aspects are book distribution, students' ICT skills, and school facilities. In the end, the researcher found there are four questions that should be answered in this research.

The first question is about the students' awareness in facing the 2013 curriculum. From the finding above, we can see that the students' awareness in facing the 2013 curriculum is neutral. It can be explained that, with the 2013 curriculum, the level of student awareness is mediocre, not increasing

and not decreasing. The next question is about the book distribution. The book distribution in the implementation of the 2013 curriculum feels less adequate. Books are considered less supportive of the learning process, where most students feel less adequate with the availability of books at school. The third question is about the students' ICT skill. The students' ICT skill based on the findings refers to high categories. It means that the students' ICT Skill in facing the 2013 curriculum is well done. The last question is about the school facilities. The school facilities from the school are high, based on the finding above. It can be concluded that the school facilities and students ICT skill has a correlation, because of the facilities, their abilities also increase. Both are on the same track.

to sum up, although the level of awareness of students is neutral with the 2013 curriculum, it is related to the lack of distribution of books by schools. Schools should be able to implement book distribution better so that the level of student awareness increases. Thus, with regard to students' ability in ICT and school facilities, it is very well done.

SUGGESTION
a. For Teachers

Teachers are suggested to pay more attention to the level of student awareness so that the 2013 curriculum can be felt by students and ends well.

b. For School

Schools are suggested to be able to increase the level of distribution of books to students so that students can interact and learn through books.

c. For Next Researcher

For the next researcher, it is hoped that they can use other designs and can use data/documents to make them more valid. The next researcher also suggested interviewing several teachers, not only students.

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