

# SHIFTING OLD TEACHING BEHAVIOR FOR NEW CURRICULUM

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**Abstract:** Begin with “the annual habit” of Indonesian government in which the curriculum will be changed as the change of educational paradigm. This paper then aimed to explain about the urgency of new policy in teaching-learning realm and how the teacher adapt and apply that new curriculum in real teaching-learning situation in the classroom. As matter of fact, based on many surveys conducted by some institutions proved that many teachers in every corner of Indonesia still enjoy teaching in their old teaching behavior. No matter how many times the curriculum changed, the problem is that the teachers find it difficult to adapt with the new curriculum. The difficulty in understanding the resent curriculum may caused by many factors, such as lack of information and teachers’ education. Therefore, this paper explains how the teachers should change their old teaching behavior to support the aim of Indonesian government in empowering and increasing the quality of human resource.

**Key Words:** Teaching Method, Curriculum, Evolution

## Introduction

As one of the country with the biggest population in the world, Indonesia needs a high standard education to empower its great human resources. Indonesia is the forth biggest population country behind China, India, and United States of America (*Tempo.com*). Eventhough, those three countries China, India, and United States of America are much more advance than Indonesia. It is caused by the different quality of human resources between Indonesia and those countries in which the quality of human resource is completely related to the wealthy and

prosperity of the nation. Indonesia will be still and still left behind by other countries, like our neighboring country Malaysia, unless the government can increase the quality of Indonesian people through a proper educational policy. Resent information reported that Malaysian government set out the target in 2020, Malaysian will become a nation with the highest income in the world. Learn from that Malaysian progress, they start that target by preparing their human resources and giving a proper education to their students that will lead to the high progress of their human resources. Education is the only way to empower

and train the young generation to face the challenge of global competition.

Talking about education in Indonesia, let's take look at the educational policy that recently runs by our government. As the matter of fact in Indonesia, educational policy that is poured in the curriculum has already shifted for many times. Even, we can say it is "the annual program" for government to change the curriculum year to year. Since the independent day of Indonesian in 1945, noted that it has been about eleven curriculums run by the government for the Indonesian education (include curriculums revision). In 1947, the educational policy was ruled in "rencana pelajaran terurai" and in 1964 the educational policy about the elementary school was proposed and completely became the curriculum in 1968. In 1973, the government set out the PPSP curriculum which stands of "Kurikulum Proyek Printis Sekolah Pembangunan". However, once again it was changed into "Kurikulum Sekolah Dasar" in 1975 (materi presentasi Mendikbud 2012).

The evolution of educational policy is not stopped yet, because in

1984 Indonesia has it new curriculum named "kurikulum 1984" and in 1994 it was changed into "kurikulum 1994" which then revised bay the following year in 1995. The revise of "kurikulum 1994" was applied until 2004 before it changed into new curriculum named "KBK" the abbreviation of "Kurikulum Berbasis Kompetensi". It was not stand for long period because new term of curriculum came in 2006 named "kurikulum KTSP" which stand of "Kurikulum Tingkat Satuan Pendidikan" Nowadays, the evolution of curriculum has become a hot topic among the academicians in which the government runs new curriculum named "kurikulum 2013" (materi presentasi Mendikbud 2012). The Indonesian government through its Minister of Culture and Education can explain the reason of curriculum revision is that because of KTSP does not accommodate some important aspects of education like students' character.

The complete metamorphoses of educational curriculum in Indonesia can be seen through the following chart:



(Source: Mendikbud 2012)

*Kompas.com* reported that the present of new curriculum is very crucial because the youth of Indonesia need to be prepared and trained to be a bright and competent generation with their good attitude, skill and knowledge. Moreover, It said that it is can not be suspended and must be applied during this teaching period because it is about the future of our nation. However, the question then appear “how urgent this previous curriculum to be shifted?” “is the present curriculum can not accommodate the future of our nation?”

Many people being hesitant of the government’s decision on shifting

educational policy into Curriculum 2013, it is caused by the public assumptions in which they think that it is something “redundant”. The government objectives are quite ideal but the real application will be very hard. As the previous experience on curriculum evolution, many teachers still enjoy teaching in their old teaching method because they do not know the essential of that curriculum evolution. Thus, the only one thing that changes is teaching duration in which it is decrease or increase. At the end, the change of curriculum does not make any difference, it still at the same

style, same method and same result, just the matter of teaching duration.

The question then “how to campaign the evolution so that we escape from the old one into a real new paradigm of teaching learning experience?” to answer the question we need to look forward to the elements that are involved in this evolution. The government have to socialize what actually the objectives of government in shifting the curriculum and how urgent that evolution on educational policy. For the teachers, they need to be active and pay attention to that evolution in order to catch the real intention of the curriculum evolution.

The real evolution will be successfully done when all elements that are involved in the teaching and learning process like teachers and academicians aware of the need of that evolution. As the matter of fact, most of the teachers nowadays try to save their position, they will not try to have something new because they enjoy lecturing along the day.

## Literature Review

### **Traditional Teaching Style**

Traditional teaching style is a style in which the teachers dominate the all activities during the teaching learning process in the classroom. The teacher will cover the all activities and give no chance to the students to explore what thing they exactly learn

(Armstrong, 2012: 63). In old teaching style, monotonous activity and bored commonly found because the teachers came and gave the same thing everyday without trying to find something new for the attractiveness of teaching learning process.

In the traditional teaching style the teachers commonly read the material for the students all the way and ask the students to write it down in one purpose, that is for “semester examination material” It is commonly said proudly by the teacher before writing time is begun in which the teacher says “write it down because you will need it for the semester time, and for those who do not take note please get out of this classroom” that is a kind of scaring experience to be remembered. As a matter of fact, this kind of teaching style really exists among the teachers at that time even on today teaching.

Another old teaching style is also given by the teachers through “lecturing” method. Lecturing method is a method in which the teachers speak and give the explanation about particular thing in almost all of the teaching time, and at the end of teachers’ explanation they will rise the question for example “do you understand the explanation?” “what is meant by ‘this’?” (based on the last explanation). On the other hand, the students only need to understand the teachers’ lecturing in which it can be

shown by giving the right answer at the end of lecturing time. As the illustration of situation in old teaching style, let's have look at the conversation between teacher and students below:

Teacher: "good morning students.."

Students: "good morning sir.."

Teacher: "well, today we are going to continue our previous lesson.." "what page did we learn yesterday?"

Students: "page 27 sir"

Teacher: "well, now open page number 28, I will read it for you and just write it down because you will need it in semester examination time..!"

Students: "yes sir"

The example of situation above gives us a clear vision that teaching today is not only teachers read and students write. Teaching today is how the students explore and find their self definition of what they learn at that time.

### **Students centered learning**

Students centered learning is an educational approach that is emphasized on the needs and the interests of the students, rather than those of others involved in the educational process (Estes, 2004). This approach believes the teacher should decrease their authority and participation during the teaching

learning process and vice versa they have to give much more chance for the students to participate in the learning process. In conclusion, we can say the role of teacher in this learning approach is not to teach the students any more but teacher have to administer and create a good learning situation so that teacher as the administrator in the teaching learning process. Nowadays, Students centered learning has been applied on many educational practices such as school, course and educational institution.

In traditional teaching style we have Teacher-centered learning approach in which the teacher in an active role and students in a passive, receptive role. In traditional teaching style teachers direct the learning process and students assume a receptive role in their education. In contrast to Teacher-centered learning, Student-centered learning is emphasized on the students' needs, students' interest, abilities, interests, and learning styles, placing the teacher as a facilitator of learning (Kember, 2009). This classroom teaching method acknowledges student voice as central to the learning experience for every learner, and differs from many other learning methodologies. Student-centered learning requires students to be active, responsible participants in their own learning.

Student-centered learning method allows students to actively

participate in discovery learning processes from an autonomous viewpoint. Students spend the entire class time constructing a new understanding of the material being learned in a proactive way. A variety of hands-on activities are administered in order to promote successful learning. Distinctive learning styles are encouraged in a student-centered classroom. It provides students with varied tools, such as task- and learning-conscious methodologies, creating a better environment for students to learn. With the use of valuable learning skills, students are capable of achieving lifelong learning goals, which can further enhance student motivation in the classroom.

The next question now is “why this Students-centered learning is recommended in teaching learning activities?” the reasons why it is recommended in teaching learning activities can be described through the following reasons. 1) Students-centered learning strengthens student motivation: because students have more chance in the learning activities. 2) Students-centered learning promotes peer communication: the communication is not only between teacher and students but also between student and another student. 3) Students-centered learning reduces disruptive behavior: because the learning is based on the students’ interests and students’ needs. 4)

Students-centered learning builds student-teacher relationships: there is no gap between teacher and students. 5) Students-centered learning promotes discovery/active learning: the students find out their self-learning by exploring the material they are learning.

### **Inquiry Base Learning**

Inquiry based learning method is learning method based on the idea when people are presented with a scenario or problem and assisted by a facilitator (teacher), they will identify and research issues and questions to develop their knowledge or solutions (Mayer, 2004). Inquiry based learning is primarily a pedagogical method, developed during the discovery learning movement of the 1960s as a response to traditional forms of instruction (traditional method era) where students were required to memorize information from instructional materials. Inquiry learning is a form of active learning, where progress is assessed by how well people develop experimental and analytic skills.

Problem-based learning is part of Inquiry based learning method because in this method the teachers or instructor will give the cases or problems to be solved by the students through small scale investigations and small research in which the aim is to find out the solution of those problems

by the students themselves (Henderson, 1992).

Specific explanation about how this Inquiry base learning method is applied in the teaching learning process can be described through the following steps. 1) The students are demanded to ask the questions. 2) Obtaining supporting evidence to answer the question. 3) The next step then, the students need to explain the evidence that has been collected. 4) Connecting the explanation to the knowledge obtained from the investigative process. 5) Creating an argument and justification for the explanation (can be from the teacher or another student)

## Discussion

### **Shifting Traditional Teaching Behavior**

Based on the experience of curriculum evolutions that have already run by the government, it is the time now to shift all bad things that only wasting time and change it into much more meaningful activities that are emphasized on the students need. Old teaching behaviors that have to be changed are as follow:

- a. Teacher domination into students active

In the traditional teaching, we used to find the teacher is the most authority person in the classroom. We have already known that teacher plays almost all roles in

the teaching learning activities, the teacher will read for the students, the teacher explains, the teacher ask the question, the teacher point out the students to answer the question. Teacher domination appears in every single classroom activity without giving the chance for the students to find real things that they learn.

Teaching today is not teacher active but students' participation in every single of the classroom activity. Teacher domination in teaching learning activities is not relevant anymore. Now is the era of information sharing through the group discussion in which the all students have the same opportunity to give and express their opinion during the teaching learning activities. By using students' participation, the entire of the classroom will be full of solution and comment so that there will no "clever" or "stupid" students but "active and passive" students.

The great duty of teachers then, how they promote the students to participate during the class activities. The following steps might use for the teacher to activate the students in order to be an active participant during the teaching learning activities (Estes, 2004).

- Divide students into some small groups to discuss particular topic, then bring them back to the whole group.
- Give students a clue regarding the kind of response that you are expecting.
- Come around the class or sit in different locations and make the students more comfortable by helping them when they find it difficult.
- After several minutes, invite the students to participate by giving the response to the clue that you have given before.
- Discuss together all items that are not mentioned yet by the group.

The tips above are considered effective to engage the students to participate during the classroom activities. In this condition, the classroom will be more attractive and more entertaining. The teachers only need to set out the learning condition and take control during the class activities.

b. Lecturing into Finding

Lecturing is a teaching method in which the teacher just sit or stand in front of the class while giving an oral presentation, this teaching style is commonly used when the teacher intended to teach the students about particular subject to be learned.

Sometimes, the teacher will write on a whiteboard or use an overhead projector to provide visuals for students. Students are expected to take notes while listening to the lecture. Usually, very little exchange occurs between the teacher and the students during a lecture. The teacher will dominate and control the class so that students will have less chance to express their thought of material being discussed.

For the teaching today, lecturing teaching method is considered irrelevant with the government intention of sifting the curriculum in which the students are intended to do “finding” not listening to “the lecture” given by the teacher all day. Finding method is intended to give the brighter understanding by giving a real access to the material being learned. “Finding” method will help the students to figure out their own understanding of particular subject.

A wise word from Sean Junkins say “Great teachers do not take students to a destination; they give them the tools to get there on their own” this wise word is very important to be understood by the teacher in order to give their students more chances to figure out what they learn. The



teacher only needs to give the tools, give more finding action and facilitate the students to dig up the information by themselves during the teaching learning activities.

c. Teaching into Guiding

What we used to know about teaching is the process of transferring knowledge from the teacher to the students. Eventhough, sometimes the teacher himself knows nothing about knowledge that they are transferring. Teaching is the work of teachers, it means that teachers own this job and they will lead it where ever they want. The teacher has the complete authority in teaching and no one may disturb it. Those thought were the old ideas about teaching and we should change it today for the betterment of our future education.

Teaching today is not only telling the story or information in front of the students and asking them to write. Teaching today is how the teacher guide the students and help them find meaning of what they learn through intrinsic motivation. The most important thing about teacher today is that how teacher see him/herself as the “lead learner” in his/her classroom. As the leader of the learners, teacher

has to encourage and guide the students during the teaching learning activities. The teacher encourages the students to involve in classes and workshops, exploring their own personal interests and talents.

d. Explaining into Modeling

A social learning theorist, Bandura A (1977) stated that learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most of human behavior is learned observationally through modeling and observing others. Modeling method forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Research has shown that modeling can be used across disciplines in all grades and ability levels of the classrooms.

In the traditional teaching style, people used to explain the material orally without considering whether the students understand or not. Teaching today is how the teacher can give the closest example of what being taught at that time. Teacher modeling will give the

students a brighter concept of what they are learning. The example of modeling is task modeling, this task modeling occurs when the teacher demonstrates a task students will be expected to do on their own. This type of modeling generally precedes activities like science experiments, foreign language communication, physical education tasks, and solving mathematical equations. This strategy is used so that students can first observe what is expected of them, and so that they feel more comfortable in engaging in a new assignment. Teacher's modeling tools can be various kinds of model. The tools like using an authentic material, interactive pictures or the simplest one is students as the model. The teacher can use the students as the model by calling on students to model expected behaviors or thought processes. Teacher can engage students who have mastered specific concepts or learning outcomes in the task of modeling for their friends. This type of modeling makes the class less teacher's domination in learning and also provides more supportive learning environment for students. The teacher can also use authentic material as the

model, for example when the teacher is teaching about the "the values of reading magazine" he/she can demonstrate the learning by using the authentic magazine.

### **Conclusion and Suggestion**

The evolution of educational curriculum in Indonesia has been shifted for eleven times since the independent day of Indonesia in 1945. Yet, still there is no significant change on the use of teaching style in teaching learning process in which lecturing and other traditional teaching styles still favorite to be used in the classroom. The change of the curriculum and educational policy did not make any difference on the learning out put because the learning process is still run at the same way. The change of curriculum should have been followed by the change of method, attention, and emphasis in the teaching learning activities because the evolution of curriculum and educational policy is essentially based on the change of the paradigm in education. The way to educate the previous young generation will be different from the way to educate today generation because they face different eras, different challenges, and different needs.

Teaching today is not for to the teacher active. Most of the resent methods were developed to support the students' participation in the teaching

learning process. The methods of teaching like Students-centered learning, Inquiry-based learning, and other kinds of collaborative learning are emphasized on the involvement of the students in the teaching learning process. Teaching today is how the teacher provide more chances to the students express, explore, collaborate, and finding by themselves about what thing they actually learn. By the change of teaching paradigm, the role of teacher in the classroom also change from teaching into guiding, from dominating into facilitating, lecturing into finding, teacher active into students active, forcing into managing and so on.

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