

## EXPLORING THE PRACTICAL APPLICATION AND APPRAISAL OF THE 2013 ENGLISH CURRICULUM IN A STATE JUNIOR HIGH SCHOOL: A QUALITATIVE INVESTIGATION

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**Abstract:** The constant enhancement of Indonesia's educational curriculum is aimed at improving the overall quality of education. This research specifically investigates the application of the 2013 English Curriculum at a state junior high school in Palembang, South Sumatra, Indonesia, utilizing a qualitative evaluative approach. The study, conducted at SMP Negeri 1 Palembang, involved two English teachers and eighth-grade students. The findings revealed that the English teachers adhered to standard content and government syllabi when developing lesson plans. Teaching methods and assessments also aligned with government policies. Additionally, factors such as teacher quality, resource accessibility, and community involvement were identified as potential influencers on curriculum effectiveness. Although the curriculum has evolved, evaluating the 2013 curriculum can provide valuable insights for future improvements in Indonesia's educational curriculum.

**Keywords:** *curriculum 2013; curriculum evaluation; English curriculum.*

### INTRODUCTION

English plays an essential role in communication. Many people in the world use English to communicate, provide information and knowledge, express their feelings and thoughts, etc. English becomes an international language in which people all around the world use it to communicate to each other despite the barriers they have. Furthermore, mastering English is crucial to increase the competitiveness of our human resources in a global scope. It is apparent that people should be able to master English.

According to Mapiasse and Sihes (2014), the Indonesian government has considered the importance of English in term of education. The country's educational policies have undergone a significant transformation as a result of Indonesia's adoption of the English language. Li (2012) adds that in order to increase the

proficiency of its usage in the nation, some pedagogy related to the teaching of the English language, including the methodology, curriculum, and evaluation, has received considerable attention. The effective transmission of instructions to students by non-native speakers of the language is a crucial component of language learning.

Kosam et. al (2018) states that the government uses education as a tool to improve the nation's human resources. Education is a deliberate effort to educate students for their role in the future via the activities of guidance, discussion, and training, as stated in the Law of the Republic of Indonesia, Number 2 the year 1989 article 1 paragraph 1. However, the curriculum in Indonesia is constantly being improved with the aim of improving education in Indonesia as well. For this reason, in creating a curriculum, it must

be considered whether the curriculum created is truly capable of improving all parts related to education. In an effort to improve the curriculum, Indonesia finally implemented the 2013 Curriculum which was a development of the KTSP Curriculum (Nasyirwan, 2015).

In developing the curriculum, it is necessary to refer to national education standards to achieve national education goals. According to Mulyasa (2013), the government has set standards in the administration of education. There are eight standards including content standards, process standards, graduate competency standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. Out of the eight standards, four of them are related to curriculum development. Curriculum development should commence with the formulation of comprehensive course objectives and desired learning results, prior to addressing the methods of assessing students' attainment of these targeted learning outcomes (Bovill & Woolmer, 2019). In addition, graduate competency standards are explained from national education goals and the needs of society, the country and global developments. Content Standards are explained from standard competence of graduates. Standards process are taken from content standards. Assessment standards are explained from Graduate Competency Standards, Content Standards, and Process Standards. Graduate Competency Standards are explained into Core Competencies. Core Competencies are translated into basic competencies contextualized in a subject.

In curriculum, the competencies that wants to be achieved have been planned, supported by learning strategies that are in accordance with the expected competencies and supported by evaluations that are in accordance with the competencies being taught so that a conducive learning process is obtained. Competencies is an essential component of the curriculum because it serves as the framework for educational institutions (Ritonga & Yusmaita, 2019). If there are deficiencies, improvements can be made from the evaluation that has been carried out. An evaluation that focused on equity and excellence provides a critical lens to ensure that schools are meeting the learning needs of students (Goodrick, 2022). The 2013 curriculum implementation was first carried out in stages from 2014-2015 and up until now. During this process, the government

provides training and improves the quality of teachers so that the implementation of the 2013 curriculum can be carried out properly. As a teacher plays a vital role in the process of education, teacher motivation can directly influence the process of learning. Through the use of training program, government wish to maintain teachers' motivation and personal development (Ahmed, et al., 2021). So that in fact schools and educators can implement the new curriculum accurately and student competence has increased.

In the 2013 curriculum implementation process, it begins with designing a learning planning program in the form of a syllabus and learning implementation plan which is an elaboration of the core competencies and basic competencies that have been defined. The 2013 curriculum's implementation encourages teachers to be more productive, imaginative, and creative in their adaptation of many types of teaching resources (Hanifa, 2017). The role and responsibility of the teacher in developing the syllabus is to analyze the competency design and competency indicators and standard materials, develop lesson plans, develop learning strategies and develop learning media and methods. Therefore, teachers need to have certain skills like planning, designing, managing, evaluating, researching, making decisions, and administrating (Patankar & Jadhav, 2013). It should also be noted that the determination of competencies to be achieved, the development of strategies to achieve competencies, and evaluation (Mulyasa, 2013). From this thought, several aspects that need to be considered in curriculum implementation are planning, process, and evaluation.

Furthermore, the four standards are spelled out in the Minister of Education and Culture and in its development have been renewed several times. The latest regulations are contained in Permendikbud No. 20 of 2016 concerning Competency Standards for Graduates of Primary and Secondary Education, Permendikbud No. 21 of 2016 concerning Content Standards for Elementary and Secondary Education, Permendikbud No. 22 of 2016 concerning Process Standards for Elementary and Secondary Education, Permendikbud No. 23 of 2016 concerning Education Assessment Standards.

The regulations of Ministry of Education mentioned above are the reasons that this study to be conducted. As for not all of the teachers in Indonesia are quite understood about the

government's policy about the right way to implement the 2013 curriculum in the classroom, this study is to see whether that the teachers are in the right path of implementing the curriculum or not. In fact, many studies have talked about evaluation the 2013 curriculum before using vary ways of evaluation. However, this study will be derived from the ministry's regulations.

Several studies regarding the implementation of 2013 curriculum for English subject had been conducted. The research conducted by Sofiana, Mubarak, and Yuliasri (2019) have elucidated that even though the 2013 curriculum for the English subject in Jepara has been effectively put into practice, there remains a necessity for the government to offer support and guidance to teachers to enhance the overall learning environment. The government has determined that before the 2013 curriculum is fully implemented by all schools in Indonesia, teachers must attend some trainings. A study that has been conducted by Revina, et al. (2020) showed contrast result that government training program for teacher remain ineffective to improve teacher's skills and teaching practices. However, Gunawan & Daud (2018) argue that teachers still have lack resources and knowledges about this. Therefore, teachers are expected to have sufficient provisions to implement the 2013 curriculum especially in English subject. To prove this, an in-depth evaluation is needed using research activities to assess the extent to which the 2013 English curriculum implementation at SMP Negeri 1 Palembang conforms to the specified standards. In addition to providing data for improving the current curriculum, curriculum evaluation will keep external stakeholders accountability. Its goal is to determine whether the implemented planned curriculum is producing or capable of producing the desired results. Therefore, this research intended to see how do the teachers of English at SMP Negeri 1 Palembang implement the 2013 English Curriculum in their classrooms?

Concerning on the conditions described above, the writer planned to evaluate the implementation of the 2013 curriculum at SMP Negeri 1 Palembang, especially in English subjects through a research entitled "An Evaluation of 2013 English Curriculum Implementation at SMP Negeri 1 Palembang".

## METHOD

This study used qualitative evaluative research of taking the data. Creswell (2017) mentions that qualitative methods include selective sampling,

open-ended data collecting, text or image analysis, information representation in figures and tables, and individual interpretation of the results. However, evaluative research is basically used to examine the success of a program, that is including the scope of education. This research is also directed to assess the success of the benefits, uses, contributions and feasibility of a program of activities from a particular unit/institution. Thus, this study aimed to find out how well the implementation of 2013 English Curriculum at SMP Negeri 1 Palembang so far. The participants of the study were two teachers of English and eighth grade students at SMP Negeri 1 Palembang selected by purposive sampling. There are five English teachers in total, on the other hand, the two English teachers were carefully chosen as they were the teachers that taught the eight-graders. In fact, the reasons why this study selected eight-graders as this grade was only focused on 2013 English Curriculum even though once they promoted into the next grade.

The data collected by interview and questionnaires. The main advantage of conducting in-depth interviews lies in the researcher's capacity to collect comprehensive information and to explore and contemplate in order to acquire deeper insights (Rutledge & Hogg, 2020). Teachers were given questions to answer through interview towards the implementation of 2013 English curriculum for, whilst students were given questionnaires towards the teaching and learning process that the teachers done in the classroom.

## RESULTS AND DISCUSSION

### *Teachers of English teaching planning in 2013 curriculum*

The interview was done to two teachers of English to collect the data on how they planned their lesson plans used in the classroom. In devising the lesson plan, the teacher must include competency standards (KD) that cover the basic competencies compiled in it. The lesson plan must include detailed learning objectives, learning materials, learning methods, steps for learning activities, learning resources and assessments. Basra (2022) said that developing a lesson plan that aligns with curriculum elements, such as a syllabus, has favorable impacts on the teaching and learning journey. With a lesson plan, learning will be more focused and consistent in the process of its activities without feeling confused in taking the next steps each time they are going to carry out learning with different material delivered

every day.

The following are quotes from the participants regarding their planning in implementing teaching English according to the 2013 English Curriculum:

“yeah actually I have done to make or to finish my lesson plans like usually yeah but on the syllabus and for the step of to make a lesson plan based on the curricula 2013” (ER, interview)

“I think RPP is, RPP we arranged it that have to notice about KI and KD and then about the material itself and then about the teaching and learning that we have to teach into our students and of course for the sources of the book, it is also very important in teaching and learning activity” (TYA, interview)

Referring to the quote above, it is apparent that she wrote or devised the lesson plan based on the syllabus. Furthermore, to make the step of it, she followed the rules of 2013 curriculum. Afterward, the writer asked another question regarding the way the teacher identify the basic competencies (KD) on each theme or sub-theme that will be taught. Here is the revealing answer done by the teachers.

“yes of course yeah I formed the KD before I make the lesson plan to observe the theme for teaching and etc.” (ER, interview)

“yes of course because with KD we have to know first about the operation that we have to observe and then we measure and according to the word of operational such as of observing, adapting, practicing, responding, receiving, etc., so RPP is we designed for every KD so we can be applied it in every time we have meeting in classes” (TYA, interview)

Regarding the explanation above, it is confirmed that the teachers identified and even formed the basic competencies before making the lesson plan. Furthermore, indicators later derived from the basic competencies. Thus, next question will be in the way asking about the indicators.

“yes of course yeah because the indicators is the best competition to show the respond of our students, yes very very best.” (ER, interview)

“well, it seems that yes because KD can be showed by its response by our students and every KD can be developed at least with two

indicators and we have the indicators itself, it can be we increase it into competence that can be we practice or we apply it into our RPP” (TYA, interview)

It can be concluded from the answer above that as the indicators is derived from the basic competencies, the teachers gave an insight that what they have been doing all this time about putting it in the lesson plan is in appropriate way as the government want the teachers to do. Therefore, the next question was explaining about the ABCD component.

“yes as the purpose of our teaching and learning for Audience Behavior Condition and Degree, we have to make it as the purpose to show the students’ behavior, the condition of the student and the achievement of the students yeah like for example to show the video first and make it the students enjoy and practice their listening” (ER, interview)

“yes of course because by considering about the component ABCD, Audience of course that is our student, and Behavior we have to know first about the students’ behavior in the class and the Condition itself that can be we can predict or we can know the condition in our class and Degree too because if the four aspects we combine it so we can be teaching our students as well as good as we expect it” (TYA, interview)

The explanation above can be concluded that the teachers indeed considered about the ABCD component as they thought that it is such a good way to see the students’ achievement and as the teachers expecting a good environment in the classroom in planning the lesson plan.

Table 1. *Performance of the implementation of 2013 English curriculum*

No	Indicator	S	P	D	Category
1	The use of teacher books (BG) and student books (BS) from the government as the main sources in learning	100	82	18	Very Appropriate
2	The use of the other textbooks as an additional source for learning	100	67	33	Appropriate
3	The teacher communicates learning objectives to students	100	83	17	Very Appropriate
4	The teacher carries out the learning by	100	79	21	Very Appropriate

	using /involving various learning resources and learning media				e
5	The teacher checks student's readiness before the learning process starts	100	74	26	Appropriate
6	The teacher checks for students' attendant list	100	74	26	Appropriate
7	The teacher does an apperception	100	80	20	Very Appropriate
8	The teacher provides feedback on the process and learning outcomes	100	79	21	Very Appropriate
9.	The teacher makes a summary by involving the students	100	76	24	Very Appropriate
10.	The teacher gives the students assignments in order to know the students' understanding	100	90	10	Very Appropriate

Notes:

S : Standard

P : Performance

D : Discrepancy

(Source: Farrah Dina Milyarni, 2021)

Thus, the indicator that has a highest performance and discrepancy is "the teacher gives the students assignments in order to know the students' understanding" where it is Very Appropriate (90%) and the discrepancy is 10%. Whereas the indicator that has a lowest performance and discrepancy is "The use of the other textbooks as an additional source for learning". Hence, it is categorized as Appropriate (67%) and the discrepancy is 34%.

#### *Teachers of English teaching assessment in 2013 curriculum*

Assessment is a process of obtaining information in any form that can be used as a basis for making decisions about students, both concerning curriculum, learning and school policies. In other words, assessment is the process of making a decision by using the information obtained by referring to a certain size. The question below talked about how the teachers determine the type of learning evaluation (assessment) that is in accordance with the indicators/basic competencies (KD).

"yes before decide uhm the evaluation, sometime I always explain about the learning objectives yeah in lesson plan, so that's why

when we make the test items, we choose what is the eh test item correctors that related to the material. Yeah of course every material related to the structure or tenses to yeah as a teacher you have to explain before for the modal before you to begin our material" (ER, interview)

"I think it is based on the goals of the learning on the process of our RPP, so we can be chosen which one the assessment that we will be like to choose like for the example, for daily test" (TYA, interview)

The answers above shared the same opinion in which teachers were saying that before deciding the evaluation, they always explained and made it based on the goals or learning objectives of the material learned. Hence, next question would relate to follow-up activities in the form of assignments, both individual and group assignments that the teachers give to the students.

"for task for continuous task, it is especially for the students has a low score only because you know uhm especially for me uhm I avoid to ask or to give the students many homework, yeah based on our curriculum Merdeka you know we just make the students correctors as the important one and as the English teacher I just want to make the students' progress that I see but with the practice they're practicing their skills, maybe all their friends in the class also can make this course who is the best one and who will be revised" (ER, interview)

"yes of course, actually I mixed it, they are sometimes that the task can be done by them individually, sometimes they can be in the group, it depends on the material" (TYA, interview)

It can be assumed that from the answers above, both teachers shared different opinions. First teacher mentioned she only gives the continuous task for those who has a low score but still avoiding a written task such as homework. However, the second teacher mentioned that she indeed gives students a follow-up activity and mixed it by doing it in group and individually. Next question later related to the steps that you usually do to evaluate the learning process.

"uhmm the steps that I usually do to evaluate the teaching and learning process yeah I make a lesson plan based on syllabus, related to the material, apply it in KI-1, and some of a yeah we will we apply from our based learning to the material for the lesson plan." (ER, interview)

“I think from we get to be we show it or we teach about the lesson and then we just doing the not doing but we just apply the effectivity of the media and then the way the teacher the way the teach about their hobby, their passion and their acting too” (TYA, interview)

Based on the answers above, first teacher mentioned that the steps that she usually does to evaluate is apply from the based learning to the material for the lesson plan. Meanwhile, the second teacher explained that for evaluation, it is from what we teach about the lesson. Thus, next question asked about whether the teachers inform the learning activity plan for the next meeting at the end of learning process.

“yes in the ending of our teaching process I-I inform to my students for the next material that we will study for the next study.” (ER, interview)

“yes, usually I inform to the to my students that they have to be prepared if the material is a need to be prepared well before they study it.” (TYA, interview)

Based on the answers above, it is mentioned that both of the teachers do inform the learning plan for the next meeting at the end of the learning process, because if we do so, the students can prepare better before they study it in actual meeting. In conclusion, those are the answers that the writer could get by giving questions through an interview regarding the assessment of the students.

A regulation pertaining to education and culture known as Permendikbudristek No. 7 of 2022 focuses on the required subjects or content standards for the early childhood, primary, secondary, and similar levels of education. The impacts of Permendikbudristek No. 21 of 2016 on educational curriculum are as follows: 1). the standard curriculum content stated in the regulation must serve as the foundation for developing the curriculum, 2). the basic competences that students must possess at each educational level must be covered in the curriculum, 3) the learning goals that students must attain in each subject area must be included in the curriculum, 4) the subjects' needed materials and topics must be covered in the curriculum, 5) the regulation must be followed while developing the evaluation criteria and assessment procedures for student learning

outcomes.

2013 English Curriculum has been applied at SMP Negeri 1 Palembang ever since the government ordered schools to change the curriculum. English teachers at SMP Negeri 1 Palembang, based on the interview that the writer done, has followed the standard content while they create a lesson plan. Both of the teachers used the syllabus from the government as their direction on devising the lesson plan. They also make sure to put the appropriate basic competences that needs to meet the learning objectives in accordance to the material or topic to learn. The English teachers too is necessary to create an evaluation or assessment at the end of their teaching and learning activities in order to see how far the students could comprehend about the material that just done learned. The outcome of assessment can be used to see the students' English proficiency level in order to meet the individual students' needs (Gultom, 2016). Luckily, these steps mentioned all is written in the lesson plan.

On 2016, Republic of Indonesia's Ministry of Education, Culture, Research, and Technology published Permendikbudristek No. 22 of 2016 as a regulation. It concerns the standard processes in primary, secondary, and early childhood education. It establishes the minimal standards for the educational levels' learning processes. The rule highlights the value of interactive learning and establishes the maximum number of instructional hours for each educational level. The rule is divided into a number of components, including general guidelines, learning planning, instruction, assessment, and closing guidelines.

Based on the results of teachers' interview and students' point of view, the process of learning happened at SMP Negeri 1 Palembang is in line with the Government's regulations. Learning planning, instruction, and assessment are also written in lesson plan before the actual implement in the classroom. Instruction that the teachers made is comprehensible, this factor is because the use of mother tongue on conveying. As Tamami (2022) state that using the native language can serve as a valuable bridge to the target language, particularly for novice students. This approach ensures ongoing communication and discourages students from feeling disheartened. Same thing goes on assessment too. In general, what is written on the Permendikbudristek No. 22 of 2016, sounds quite the same as the content standards. The value of interactive learning as

mentioned on the regulation requires a various media and various resources that the teachers should have to give to the students. However, this kind of environment is rarely seen at SMP Negeri 1 Palembang as the students thought that the teacher did not give various resources such as another textbook. Although it has been studied by Polikoff (2015) the importance of textbook as an additional resource to promotes curricular reform and assures the implementation of the new standards.

Last of all, Permendikbudristek No. 23 of 2016 states about the Standard Assessment of Education in Early Childhood Education, Primary Education, and Secondary Education. The regulation highlights the significance of an in-depth assessment that takes taken into consideration every aspect of students' growth, including cognitive, emotional, and psychomotor aspects. The regulation also forbids primary and secondary schools from using final exams as the only form of assessment. Utilizing a variety of assessment techniques offers greater advantages as it enables the teacher to triangulate evidence, resulting in a more comprehensive understanding of student comprehension, in contrast to relying solely on a single assessment method (Sugiono, 2021). By offering a more comprehensive and fair evaluation of students' learning outcomes, the rule seeks to raise the standard of education in Indonesia. To ensure that assessments are fair, valid, and reliable, teachers are obligated to stick to these requirements, which may call for improvements to the teaching and learning process.

This later comes to the point that the assessment done at SMP Negeri 1 Palembang is in accordance to the Permendikbudristek No. 23 of 2016. The school provides a various type of assessment so that the final exam is not the only one to decide the students' outcomes. For instance, the teachers at SMP Negeri 1 Palembang mentioned that in one semester, at least one- or two-times daily test must be done to see the outcomes of the students toward certain materials. An assessment that evaluate the students' skill is also must be done. This all is done in order to make sure that there will be not only one examination that can set the graduate standards of the students.

Based on the questionnaire administered to students and supported by interviews with teachers at SMP Negeri 1 Palembang, the research findings indicate that the implementation of the 2013 curriculum at SMP Negeri 1 Palembang

aligns with the guidelines outlined in the 2013 curriculum regulations. The in-depth interviews have provided comprehensive insights into how teachers implement the 2013 curriculum in English language teaching class. This approach is consistent with Bulan, Suryaman & Madinah (2020) research, which emphasizes that English language teaching under the 2013 curriculum involves an approach that fosters active student participation in the development of knowledge and skills. However, during the evaluation, a notable issue emerged, which pertains to the limited availability of additional resources and teaching media in the learning process. Maffea (2020) stated that a lack of resources in the learning process can hinder students from reaching their full learning potential. To compensate for the compromises, teachers make the most out of the media that already available for the learning process by applying various learning media provided.

## CONCLUSION

Based on the results, it can be concluded that:

The planning of the 2013 English Curriculum by English teachers aligns with national standards, as evidenced by data analysis results indicating a very appropriate category. Teachers demonstrated a good understanding of syllabus and procedure that the government has given.

The implementation of the 2013 English Curriculum is in accordance with national standards. The data analysis gives a very appropriate category with low discrepancies observed that indicate a great performance. Numerous students gave positive responses in various indicators reaffirm the curriculum's effective implementation. These findings indicate that teacher's performance is not hindered by inadequacies in curriculum planning.

The evaluation of the 2013 English Curriculum in classrooms is conducted in accordance with national standards. Teachers demonstrate competence in assessment selection, aligning assessments with specific English skills. This adherence to syllabus and government guidelines ensures the curriculum's effective execution.

The research highlights that teacher are well-informed about students' strengths and weaknesses both in and outside the classroom. Teacher involvement in 2013 curriculum socialization and training, as well as the utilization of library resources for learning activities, significantly supports curriculum implementation. Additionally, a positive learning

environment and effective communication between schools and stakeholders, including parents, the community, and local government, contribute to a successful curriculum implementation.

However, it is important to acknowledge that any curriculum changes may require additional resources, including time, budget, and training, to ensure teachers and students can adapt successfully. Teacher quality, resource accessibility, and parental and community involvement are other influential factors in curriculum effectiveness. Proper planning and monitoring are crucial to ensuring that curriculum modifications positively impact student learning outcomes.

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