Analysis of the Quality of Teachers' Beliefs in English Language Teaching and Its Implementation in the Independent Curriculum

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ABSTRACT

This research aims to reveal the quality of teachers' beliefs in teaching English and its implementation in the curriculum in Bima Regency. The method used is descriptive qualitative and uses purposive sampling techniques. Data was obtained through in-depth interviews with ten teachers from two different schools with questions about teacher experience, teaching experience, educational principles, and teacher personality, then analyzed by data reduction, display, conclusions, and verification. The research results show that: 1) the teacher has an educational background relevant to English subjects and strong motivation to choose an English education major. They also identify idols or role models in learning English. 2) The teachers' teaching experience, with most teachers having taught for more than five years, shows that they consider their main task to be educating, guiding, and providing information to students. Teachers also feel the most impressive experience is when their students succeed. 3) teachers remember the importance of knowledge about content, pedagogy, and students in the teaching process. 4) there is a lack of research and use of specific teaching methods, strategies, and approaches. 5) Implementing the new independent curriculum begins in classes X and XI, with efforts to measure student characteristics and potential, although teachers are still limited in designing open modules. This research concludes that teachers have strong confidence in teaching English, but there are still challenges in implementing the new curriculum.

Keywords: *Teachers' Beliefs, Language Teaching, Independent Curriculum*

INTRODUCTION

Indonesian education in Law No. 20 of 2003 has a function and aim, namely to develop abilities and form dignified character and civilization to make the nation's life intelligent so that the potential of students can develop and become human beings who believe and are devoted to God Almighty. Esa has noble morals and is a healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizen.

Education is a conscious, planned, and gradual effort carried out by educators to achieve national intelligence. A nation's progress will depend on how much they can educate generations (Sujana, 2019). According to Risdiany (2021), it is unsurprising that education sector development has been one of the government's main priorities in the last decade. The government continues to be committed to maintaining the education budget in the APBN at 20%, aiming to improve the quality of education. In line with this, the government also continues to enhance the welfare of teaching staff through professional teacher allowances as a serious effort to increase the dignity of educators, advance the teaching profession, and encourage improvements in the quality of learning. This support is part of an effort to provide enthusiasm for teaching staff to continue to improve their abilities and potential so that the quality of education in Indonesia continues to improve.

Education quality depends on the educator or teacher (Al-Issa, 2017), (Musanna, 2016). So, if you want to enjoy quality education, one of the things that needs to be improved is the competence of teachers. Increasing teacher abilities and potential can begin by focusing on learning about the teacher's confidence level in the learning process. In the Republic of Indonesia, Minister of National Education Regulation No. 16. 2007 (Jones, 2013) concerning Academic Qualification Standards and Teacher Competencies, self-confidence is equated with the term "teacher confidence," which means the mental attitude teachers have towards the benefits of learning and confidence in their abilities in teaching and learning activities in the classroom. The term teacher self-confidence is often interpreted the same as teachers' belief.

The teacher's confidence in teaching will impact the success or failure of the learning process—likewise, the level of teacher confidence in teaching English as a foreign language subject in Bima Regency. English plays a crucial role in our lives amidst the era of globalization (Astri, Noer, et al., 2022; Astri, Nur, et al., 2022; Syamsir et al., 2021). Moreover, in Indonesia English becomes one of the subjects in the Indonesian curriculum and has been taught for a long time. However, this subject is a subject that is very difficult to master even though it is gradually taught at junior high school, high school, and college levels as a basic/general subject that is repeatedly taught, pupils or students are not able to apply English even in the form of communication. According to Musanna (2016), one of the causes of this is the teacher's level of confidence in implementing the English teaching process in the classroom because the teacher's beliefs influence the point of view of the teacher's meaning, actions, and interactions with students.

Meanwhile, according to Kaniadewi (2022), if the beliefs and teaching practices of English teachers follow existing references, then

it is possible to carry out development efforts so that learning outcomes become even better than those that are already good because teacher beliefs are very influential on the way they convey material to students, so it is essential to explore what the teacher believes.

Based on the description above, the urgency of conducting this research is to reveal teacher confidence in teaching English subjects in schools. After knowing this, teachers can increase their confidence in teaching to improve the quality of English learning.

1.   Teachers' Beliefs

Teachers' beliefs manifest in the teacher's judgment and decision regarding something. Teacher beliefs are interpreted as statements or views that reflect the core understanding of educators about students and their interpretation of the nature of educational success (Turner et al., 2009). Prime and Miranda (2006) stated that teacher beliefs include emotive and cognitive activities to construct theories and learning that gradually form from teacher experiences. Hidayat (2007) noted that high self-confidence or teacher confidence is believed to impact completeness in implementing the curriculum and learning in the classroom. In contrast, low teacher self-confidence can lead to the common implementation of the curriculum and learning in the school. Based on Hidayat's opinion, teacher confidence is an essential element in the success of education, especially the learning process in the classroom. Efforts to increase

teacher confidence or self-confidence can be grown in several ways. Richardson (Wong et al., 2010) to increase teacher confidence can come from and can be improved through 3 things: personal experience, experience through school and learning, and experience with formal knowledge, especially school learning materials and pedagogical expertise. Kukari dalam Wong et al. (2010) believe teachers have a mutual relationship with culture and religion. From the description of these two opinions, it can be concluded that teacher confidence can be increased through personal experience, the learning process at school or other formal institutions, cultural interactions, and the application of religious values.

2.   Curriculum Implementation

The term curriculum was originally used in sports during Ancient Greece. Curriculum comes from the words curere (distance traveled), courier (running limit), curir (runner), or currere, which means a place to run or a racetrack. Judging from its history, the publication of The Curriculum, written by Franklin W Bobbit in 1918, marked the start of a systematic and scientific study of the curriculum. Bobbit (in Cohen, 2011) interprets curriculum as a series of learning experiences to develop a person's ability to do something well in achieving maturity. The curriculum consists of a series of experiences that are consciously directed at school to complement and perfect the development of a person's potential so that they can play an optimal role in social life. Another

part of Bobbit's writing (Cohen, 2011) formulates curriculum as a series of experiences that are consciously directed to complete and perfect the development of a person's potential. This definition places the curriculum as a systematic plan adapted to life's needs. Bobbit's thoughts regarding curriculum cannot be separated from the management paradigm, social efficiency, and industrial development at the beginning of the 20th century. In this perspective, the curriculum formalizes expectations outlined in documents or learning programs.

METHODS

The method used in this research is qualitative. The researcher believes that qualitative methods are very suitable to be implemented to dig deeper into teachers' beliefs about teaching English as a foreign language and its implementation in the independent curriculum. Gunawan (2013) in Astri & Fian (2020) stated that qualitative research is a kind of research without statistical procedures or other forms of calculation. Moreover, as stated by (Catherine Marshall, 2008) (Creswell, 2007), qualitative research examines and understands phenomena in the format of a complete description of what is experienced by the research subjects. This research was conducted at SMA Negeri 1 WOHA and SMA KAE Bima Regency. The objects of this research were teachers in English subjects in Woha District, consisting of 7 Woha 1 Public High Schools and 3 KAE High School teachers. Data will be collected

through unstructured interview techniques, field notes, and documentation. Data Analysis Techniques use Data Reduction techniques, Data Display, Conclusion, and verification.

FINDING AND DISCUSSION

This research involved 10 teachers as samples. Samples were given 5 categories of questions, including 1) teachers' experience as language learners, which consists of 9 questions; 2) experience from teaching, which includes 6 questions, 3) teaching based on education or research (education-based or research-based principle) which includes 7 questions, 4) teachers' personality which includes 8 questions, and 5) implementation of the independent curriculum which includes 10 questions. Interviews are conducted using in-depth interviews to obtain more information from the sample.

1. Results

Teachers or a sample of 10 people from 2 schools were asked questions describing the teacher's level of confidence in the teaching carried out in the classroom. Their answers are grouped and categorized in the table below (Table 1).

Table 1. Interview Results

Interview Results	Numbers	%
Teachers' experience as language learner (teacher's experience as a language learner)		
The relevance of educational background to the subjects taught at school	10	100%

Interview Results	Numbers	%
Have strong reasons and motivation to study English education	10	100%
Carrying out business or taking part in self-development activities and English language skills	8	80%
Internal factors that influence the learning process	2	30%
External factors that influence the learning process	8	80%
Having an idol teacher or lecturer who teaches English	10	100%
Teaching activities, including methods, approaches, and teaching styles, are the result of imitation of teachers or lecturers who have been idolized	5	50%
Experience from teaching (experience from teaching)		
Length of teaching < 5 years	2	20%
Length of teaching > 5 years	8	80%
A teacher's job is to educate, guide, and provide information	5	50%
A teacher's job is to discipline, be a mentor, and be a facilitator	3	30%
A teacher's job is to be an example and role model	2	20%
An impressive experience as a teacher is seeing the students you teach succeed or succeed	7	70%
The most impressive thing is that it succeeded in teaching students from not being able to speak English to being able to speak English	3	30%

Interview Results	Numbers	%
The teacher's way of teaching is an adaptation of teaching experience	5	50%
The way of teaching is an adaptation of the way colleagues teach	5	50%
Learning is seeking knowledge, doing, and obeying what is given by the teacher	3	30%
Learning is knowing, discovering, and accepting what is given by the teacher	6	60%
Learning is exploring and describing what the teacher gives	1	10%
Education-based or research-based principle (based on educational or research principles)		
Make measurable observations of the learning carried out in class	10	100%
Conduct special research related to learning carried out in class	0	0%
Make notes related to learning activities carried out in class	10	100%
Read and explore journals or research adapted or adopted in teaching and learning in class	0	0%
The status of English as a foreign language influences the syllabus, learning, and its application in schools	3	30%
The knowledge that Englishers teachers need when they want to teach is knowledge about content, pedagogy, the relationship between students and teachers, or knowledge about students.	10	100%
Teachers use special methods, strategies, and approaches	**7**	70%
Teachers' personality (teacher personality)		

Interview Results	Numbers	%
The skills he likes and masters are speaking and listening	7	70%
The skills he likes and masters are reading and writing	3	30%
Focus on teaching grammar/structure	2	20%
Speaking and listening is the most challenging skill to teach	7	70%
reading and writing is the most challenging skill to teach	3	30%
Style or appearance is something that needs to be considered in teaching because it influences students' attention to the teacher	8	80%
Students lack focus when the teacher teaches because the material presented is difficult	5	50%
Teachers prepare various kinds of teaching media to deal with students who have little interest in learning English	3	30%
When teaching in class, the teacher combines English with Indonesian	6	60%
Enthusiasm for learning, enthusiasm for inquiry, and curiosity are habits that teachers want students to emulate	10	100%
Teachers share and tell stories about learning experiences with students	10	100%
Teachers feel uncomfortable when students are noisy and play in class	10	100%
Implementation of the independent curriculum		
An independent curriculum is a curriculum that requires students to play a	10	100%

Interview Results	Numbers	%
more active role in the learning process at school		
Curriculum changes in Indonesia are a common thing	10	100%
Implementation of the independent curriculum has not been carried out in all classes	10	100%
IKM is only carried out in grades 10 and 11	10	100%
IKM has been carried out in the English Language Subject	8	80%
The teacher has carried out a diagnostic assessment of students	8	80%
The teacher carries out an analysis of the potential, characteristics, and learning needs of students in the English Language Subject	8	80%
The teacher creates a learning plan/teaching module	0	0%
If a student does not meet the criteria for achieving learning objectives (KKTP), remedial and special guidance will be carried out for the student	8	80%

The table above is data from interviews conducted with 10 teachers in 2 schools. There are 4 essential things to ask, namely: 1) the teacher's experience as a language learner, 2) experience gained from teaching, 3) educational principles and research that are used as references in teaching, and 4) the teacher's personality. These 4 things were put forward by Kindsvatter & Ishler (1988) in Abdi and Asadi (2015) as the sources of teachers' beliefs.

2. Discussion

In table 1. The data obtained shows that the teacher's teaching experience as an English language learner with the highest percentage is that the teacher's background is teaching relevant English subjects with an educational background of 100%. The teacher has strong reasons and motivation when studying in the language education department. English is 100%, and all the English subject teachers in the sample have idols or role models who increase their interest in studying or studying in the English language education department with a percentage of 100%. However, only 5 people in the sample, or 50%, were teaching activities, whether methods, approaches, or teaching styles, resulting from imitating teachers or lecturers who have been idolized. As English language learners, the sample, when studying at university, also made particular efforts to master English and took part in self-development activities and English language skills with a percentage of 8%. The effort and process of learning English when you were a student first had an external influence at a percentage of 8%, then an internal influence at 2%.

The following data is regarding the experience gained while teaching. This teaching experience begins with the sample's length of teaching as an English teacher of more than 5 years, namely 8 people, or 80%, while 2 people in the sample, or 20%, have taught English subjects for less than 5 years. As many as 50% of the sample said their job as a teacher was to educate, guide, and provide information to

students, then 3 people, or 30%, said the job of a teacher was to teach discipline, be a mentor, and be a facilitator for students in class, while the rest as many as 2 people or 2% stated that a teacher's job is to be an example and role model for their students. The most impressive experience when becoming an English subject teacher is when you see the students you teach succeed or are successful. This was expressed by 7 people in the sample, or 70%, while 3 people, or 3%, stated that the most impressive thing about being an English subject teacher was when successful in teaching students not being able to become able to speak English. A total of 5 people in the sample, or 50%, stated that their way of teaching was an adaptation of their teaching experience so far, and 5 other people,e or 50%, said that their way of teaching was an adaptation of the way of teaching of their peers. According to 6 samples, or 60%, learning is knowing, discovering, and accepting what is given by the teacher, then 3 people, or 30%, stated that seeking knowledge, doing, and obeying what is given by the teacher. At the same time, 1 sample, or 10 %, noted that learning is exploring and describing what the teacher provides.

Furthermore, data regarding the principles of education and research used as references in teaching was obtained. As many as 10 samples, or 100%, made measurable classroom English language learning observations. Next, as many as 10 people, or 100%, made notes related to learning activities in class. Then, according to 10 samples, or 100%,

they stated that the knowledge English teachers need to teach is about content, pedagogy, and students. A total of 7 samples, or 70%, used special methods, strategies, and approaches. There were 3 people, or 30%, who stated that the status of English as a foreign language influenced the syllabus, learning, and its application in schools in Indonesia. Then, no samples or 0% carried out specific research related to what was carried out in class, and the sample had never read explored journals or research that was adopted/adapted to teaching and learning activities in class.

Regarding teacher personality, data was obtained that as many as 7 people in the sample, or a percentage of 70%, stated that they liked and mastered speaking and listening skills. Meanwhile, 30% or 3 people in the sample said that the skills they liked and mastered were reading and writing. Some 20% or 2 teachers focus on teaching students grammar or structure. According to 70% or 7 people in the sample, speaking and listening were the most difficult skills to teach, and 30% of the sample said reading and writing. Meanwhile, according to the sample style or appearance, it is enough to influence students' interest in learning, teachers also prepare various kinds of teaching media to support the teaching and learning process in the classroom.

The data obtained regarding the implementation of the independent curriculum in English subjects is that the independent curriculum was only implemented in classes X (ten) and XI (eleven) in the two schools that were the research locations. Teachers in English subjects have conducted diagnostic assessments on students and have classified their students' character, potential, and abilities in English subjects. However, teachers still combine learning using the old curriculum due to the lack of training in implementing the independent curriculum. Teachers cannot design learning plans or teaching modules independently or in groups, so they still take them from the internet or other sources, which do not necessarily suit students' abilities, character, and potential in their respective schools.

CONCLUSION

In conclusion, this research illustrates the quality and commitment of teachers in teaching English and their efforts to improve student learning in an ever-changing environment with a changing curriculum. The teachers' teaching experience, with most teachers having taught for more than five years, shows that they consider their main task to be educating, guiding, and providing information to students. Teachers also feel the most impressive experience is when their students succeed. In addition, teachers believe in the teaching process's importance of knowledge about content, pedagogy, and students.

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