

CHAPTER V

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.1 Conclusion

The overarching theme of this study delves into the experiences of teachers facing curriculum changes in Indonesia, exploring their profound impacts on both professional and socio-economic aspects. The central questions guiding this investigation are: (1) What are the teachers' experiences regarding the curriculum changes in Indonesia? And (2) How do the curriculum dynamics impact the teachers' professional and socio-economic dimensions?

To address these questions, I employed a narrative approach, utilizing episodic interviews to delve into the journeys of the interviewed teachers. The findings from these discussions can be succinctly summarized as follows.

To answer the first research question, data gathered from three episodic interview sessions were chronologically traced and categorized into themes. This approach aimed to provide a clearer understanding of the cause-and-effect relationships and the significance of their experiences. Notably, the study uncovered essential aspects of how English teachers, in particular, navigated the shift of their subject from intra-curricular to extracurricular.

In this context, the teachers' experiences with curriculum changes were unexpected and filled with disappointment. First and foremost, they did not anticipate that their careers could be halted by a curriculum shift, undermining the paths they had previously traversed. The sudden transition of English lessons from intra-curricular to extracurricular caught them off guard, creating an unprepared and directionless situation. Consequently, teachers found themselves uncertain and had to forge their paths to overcome the challenges.

Secondly, their experiences were laden with disappointment, stemming from the unexpected shift of English lessons in primary schools from intra-curricular to extracurricular. This shift was met with disappointment rather than joy, as it significantly impacted their livelihoods. The sudden change made them feel

that their efforts to become English teachers in elementary schools crumbled instantly.

Moving on to the second research question, the investigation explored how the curriculum impacted the professional and socio-economic dimensions of teachers. Through episodic interviews, teachers shared how they no longer received professional recognition from the state due to the shift of English lessons from intra-curricular to extracurricular. Administrative hurdles and the loss of linear career progression resulted in the invalidation of previously earned professional certificates. Consequently, they had to explore alternative career paths, either continuing to teach English at a different level or abandoning the profession altogether.

This shift also had a profound impact on their socio-economic dimensions, as the absence of English in the intra-curricular curriculum meant a loss of material support derived from their professionalism. For many teachers, the materials obtained through their professional activities served as a primary source of sustenance.

Moreover, the narratives included alarming accounts of teachers being terminated and unable to continue as English teachers due to the lack of linear progression. While the government could potentially offer alternative positions for civil servants facing such issues, private schools without advanced levels leave teachers with no choice but to leave or pursue careers outside teaching.

In conclusion, this study sheds light on the unexpected and adverse consequences of curriculum changes in Indonesia, not only disrupting the professional trajectories of teachers but also impacting their socio-economic well-being. The experiences recounted by the teachers underscore the need for a comprehensive examination of the implications of curriculum dynamics on the teaching profession.

5.2 Implications

This section of the study examines the theoretical implications of the findings as well as provides insights for educational policymakers and teachers. Theoretical implications are discussed first, followed by the implications for educational and language policy-makers, and closed by the implication or insight for the teacher.

5.2.1 Theoretical Implication

This research study enriches the theoretical understanding of how teachers' experiences indicate that the curriculum not only influences pedagogy and student development but also has implications for the socio-economic aspects of the teachers themselves. While previous studies have predominantly focused on how teachers face challenges in teaching with the curriculum, discussions regarding the curriculum's impact on a teacher's professional and socio-economic aspects remain limited. Therefore, this research aims to bridge the gap in the literature and provide valuable insights into the experiences of teachers undergoing curriculum changes that affect their lives. By delving into this overlooked perspective, the study not only deepens our comprehension of the phenomenon but also broadens the existing knowledge base in the field.

Regarding the research methodology employed, this study utilizes episodic narrative interviews, commonly employed in narrative inquiry, to unearth in-depth data concerning the experiences of teachers impacted by Curriculum 2013. Unlike previous research that often examined teachers' perspectives on a curriculum through case study frameworks with limited open-ended interviews, this study demonstrates that episodic interviews in narrative inquiry can provide a more comprehensive exploration. While prior research often focused solely on pedagogical aspects related to specific cases, this study shows that the approved curriculum encompasses various aspects that warrant exploration.

In conclusion, this research significantly enhances our understanding of the impact of curriculum changes on teachers, extending beyond pedagogy to influence their socio-economic aspects. Addressing a gap in existing literature, the study sheds light on teachers' experiences amid curriculum changes, providing valuable insights. The utilization of episodic narrative interviews proves to be a powerful method, offering a more comprehensive exploration compared to traditional case study frameworks. By delving into this previously overlooked perspective, the study not only deepens our comprehension of the phenomenon but also broadens the knowledge base in the field, emphasizing the multifaceted nature of curriculum influences on teachers' professional and socio-economic dimensions.

5.2.2 Implication for Policy-Makers

Comprehensively understanding the impacts of curriculum implementation is crucial. Therefore, exploring aspects beyond pedagogy, such as the social dimension, is essential. At times, the aspirations voiced by teachers dissipate without consideration, leading to a curriculum that prioritizes only the interests of students, neglecting the affected teachers. Consequently, the curriculum may potentially harm many individuals within the educational system.

In curriculum design, it is prudent to consider aspects beyond pedagogy, including socio-cultural elements. This research has illustrated how a curriculum can impact the socio-cultural dimensions, particularly for teachers. Furthermore, the curriculum is not just a pedagogical reference but an integral part of the Indonesian education system, both administratively and pedagogically. Therefore, curriculums must examine the socio-economic aspects of all involved in the education system. The proposed curriculum should not inadvertently victimize overlooked parties, becoming a mere slogan. Besides preparing students, it should align with existing aspects systematically.

In this regard, the research findings serve as a reference on how teachers are systematically impacted by curriculum approval. By examining the presented narratives, policymakers can make more informed considerations regarding aspects

beyond pedagogy and students. The hope is that, when a curriculum is approved, it does not become a problem affecting crucial aspects of life and socio-economic factors for all involved, including teachers.

To sum up, this research emphasizes the need for a holistic approach to curriculum development, recognizing its profound impact on teachers and socio-economic elements. Policymakers are encouraged to consider a broader perspective beyond pedagogy and students, ensuring that the approved curriculum does not inadvertently compromise crucial aspects of life, particularly for teachers.

5.2.3 Implication for Teachers.

Understanding what transpired in the same profession in the past is a valuable reflection to anticipate various possibilities in the future. Therefore, this research becomes an essential reflection for teachers to prepare themselves if similar circumstances arise. The profound narratives shared by Mr. Ali and Ms. Ratna offer valuable lessons for teachers to prepare themselves for any changes in the curriculum. They provide insights into decision-making and communicating with peers about what actions to take.

Additionally, teachers can learn from these narratives about the importance of solidarity and voicing concerns related to the existing curriculum. Every factor affecting teachers' lives should be brought to the forefront to avoid being overlooked. Expressing aspirations collectively, rather than within small groups, is crucial. The significant impact on numerous teachers deserves to be heard, and these aspirations can be conveyed through existing unions. However, if existing unions do not sufficiently support these aspirations, teachers should conduct independent research and gather as much data as possible. The hope is that this can form an objective foundation for understanding how the curriculum can impact not only pedagogical aspects but also the socio-economic aspects of teachers.

In short, this research serves as a valuable guide for teachers in preparing for potential curriculum changes. It emphasizes the importance of collective action, voicing concerns, and seeking objective data to address the broader impacts of the

curriculum, extending beyond pedagogy to influence the socio-economic dimensions of teachers. Teachers are encouraged to learn from past experiences and actively engage in shaping the future of their profession.

5.3 Recommendation

This recently completed research, although providing insights into how the curriculum can impact teachers and how these aspects can be learned through the narratives of the teachers themselves, is not without limitations. Future studies are recommended to address these limitations to enhance the quality and comprehensiveness of research in this area. Several aspects can be developed from this research to make it even better.

Firstly, this study was conducted in a relatively short period and with a very limited scope to fully understand the overall impact of the curriculum on teachers. This was due to the limited time available to the researcher. Therefore, future research is expected to involve more participants over a longer period to gain a broader perspective. Additionally, while many studies use case studies in practice, research using narrative inquiry to examine the effect of the curriculum is also worth developing.

In this case, researchers should be familiar with and have a deeper understanding of narrative inquiry research. This is to make future researchers understand that, despite obtaining a substantial amount of data, this research process takes a considerable amount of time. By addressing these limitations and implementing the recommended improvements, future research can contribute to a more valid and reliable understanding of how the curriculum can impact teachers through their narratives.

Furthermore, considering that the discussion on socio-economic aspects is extensive, additional literature on this topic is highly needed. I acknowledge that this research has not provided a sufficiently comprehensive overview of understanding a phenomenon from the socio-economic perspective. Therefore, it is

hoped that future research can offer a more complete picture of the socio-economic dimensions faced by teachers.

Moreover, in terms of presenting findings, this study still focuses on the chronological writing of verbal data alone. However, presenting narratives can be more exploratory and comprehensive by integrating them with other aspects such as history and personal archives. With this approach, the discussions can become more relatable to many people who have experienced similar periods. This is expected to stimulate readers to delve deeper into the narratives presented. Ultimately, future research can be more comprehensive and accessible to a wider audience to disseminate knowledge.

In conclusion, while this research provides valuable insights into the impact of the curriculum on teachers through their narratives, it acknowledges certain limitations. Future studies are encouraged to address these limitations, particularly by extending the research period and scope, involving more participants, and considering alternative research methods such as narrative inquiry. Improving the integration of socio-economic aspects and adopting a more exploratory approach in presenting findings can further enhance the depth and relatability of research outcomes. This will contribute to a more comprehensive understanding of how the curriculum affects teachers, making future research more valuable and accessible to a broader audience.