

**THE IMPLEMENTATION OF CURRICULUM 2013: THE
PREPARATION AND THE TEACHING LEARNING PROCESS
IN THE CLASSROOM OF SMP NEGERI 2 SEPAUK
(A DESCRIPTIVE STUDY ON SMPN 2 SEPAUK)**

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Abstract

This research was aimed to describe the use of curriculum 2013 at the SMP Negeri 2 Sepauk, Sintang. It started from the preparation until the process of the teaching and learning process. This study discussed about the implementation of the curriculum, difficulty, and how to overcome the difficulty in teaching and learning using curriculum 2013. The subjects of this study are the English teachers, the principle, the vice principle of curriculum, and the seventh grade students. Furthermore, the writer used interview also observation checklist as the tools in obtaining the data. As the result, the implementation of curriculum 2013 has not been running as it supposed to be. The result of this study is expected to be informative to many educators such as teacher, reader, or students which are correlated with English Educational system and give a good image of the school's condition in using curriculum 2013.

Keywords: Curriculum 2013, Implementation, Students learning, English teaching.

INTRODUCTION

Education in Indonesia has developed from time to time. Likewise, the curriculum that has changed and developed in several times. The Ministry of Education and culture of Indonesia has decided that education in Indonesia has to implement Curriculum 2013.

Curriculum 2013 or K13 is one of the efforts of the government to resolve the various problems being faced by the world of education at this time. The purpose of K13 is to prepare Indonesian people to become individuals and citizens who are faithful, productive, creative, innovative and effective and able to contribute to the life of society, nation, state and world civilization. Therefore, K13 is more designed to educate students so that they not only have good knowledge (cognitive) but also have a strong character.

Afterwards, K13 formed students to make observations, ask questions, and reason on the knowledge being taught. Students are given subjects based on integrated themes to know the environment, life, and have a strong personal foundation in social life and better creativity. Character education regulates human behaviour in special rules, laws, norms, and customs in the field of human social life that has a very strong influence on the mental attitude (mental attitude) of humans individually in life activities.

The development of Curriculum 2013 as explained above must also be balanced with good implementation as well so that the big plan behind the curriculum development can be conveyed to all components contained therein. In this case, the teacher's role is very important in implementing Curriculum 2013, unlike the previous curriculum where the teacher is the centre of information but in Curriculum 2013 the teacher must be able to create conditions of learning where students are more active in searching, learning, processing, and associating knowledge into a learning outcome. At the same time, the teacher must also be able to assess the development of the child's nature, build the character of students so they can be more confident in the future.

SMP N 2 Sepauk is the first the school in Sepauk which implement Curriculum 2013. SMP 2 N Sepauk become a pilot school to other schools in

Sintang city to implement Curriculum 2013. Because of that, the school need to fulfil the good criteria as a pilot school to another school at Sepauk. In consequence, SMP N 2 Sepauk support all of the teacher to implement the curriculum, especially for the English teacher. The school has supported the teacher to implement Curriculum 2013 in many aspects. However, the implementation of Curriculum 2013 in English teaching and learning still not perfect. They still need to work hard to implement it well and correctly.

The reality of SMP N 2 Sepauk, the condition of the school still in good category because the school always got a renovation from the government, but for the facilities still limited. For examples, the availability of technology to support the teaching and learning process. This condition is a problem for that school to implement Curriculum 2013 well. Whereas, one of the Curriculum 2013 goals is to make the teacher and the students familiar with the technology.

There are some previous studies with the results similar to this research study. The research by Jaedun, Hariyanto, & R (2014, pp. 14-22) with the title "An evaluation of the implementation of Curriculum 2013 at the building construction department of Vocational High Schools in Yogyakarta".

Therefore, the researcher intended to find out more about how the implementation of Curriculum 2013 in SMP N 2 Sepauk by the English teachers. It starting from how they plan the lesson, how they conduct the English teaching and learning processes, the difficulty the teacher face in the teaching process, and how they evaluate the students based on Curriculum 2013 objectives.

METHOD

Furthermore, in this research design, the researcher used a qualitative descriptive method because of the data obtained in the form of information rather than a number. Based on Cresswell (2009, p. 22) said that Qualitative research is meant for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research is a type of scientific research, it seeks to understand a given research problem or topic from the perspective of the local population it involves. The strength of qualitative research is its ability to

provide a complex textual description of how people experience a given research issue (Mack, Woodsong, MacQueen, Guest, & Namey, 2005). In this study, the researcher concern to the English teacher and the 7th grade at SMP Negeri 2 Sepauk in 2019-2020 academic years. There are 2 classes. The total of the student's 7th grade at SMP N 2 Sepauk are 61 students.

The data of this research are interview result, teaching documents and the observation of teaching and learning process. The teaching document such as the syllabus of Curriculum 2013, lesson plan and the textbook provided. The sources of data are the English teacher which teaches 7th-grade students and the 7th-grade students. There are interview guidelines and a field note as an observation sheet for this research. To analyze the data, the researcher first will reduce the data by doing data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 1994). In line with Berg (2001, pp. 35-36), there are four ways of analyzing the data. They are data reduction, data display, conclusions drawing and verification.

Miles and Huberman (1994: p. 11) defines that data display is an organized, compressed assembly of information that permits conclusion drawing and action. Also, Berg (2001:35) also claims that the notion of data display is intended to convey the idea that data are presented as an organized, composed assembly of information that permits conclusion to be analytically drawn. Displays may involve tables of data, tally sheets of themes, summaries or proportion of various statements, phrases, or terms, and similarly reduced and transformed groupings of data.

The last activity of doing an analysis is conclusion drawing and verification, conclusion drawing here means that the researcher gives various informed evaluation and decisions about the study and the data. So after the researcher did with data reduction and data display, the researcher must conclude the result of the study and make a description of the study. After that, verification is also important to be done in doing data analysis. Also, according to Berg (2001:35), there are two-fold considerations. First, the conclusion drawn from the patterns apparent in the data must be confirmed (verified) to assure that they are

real, and not merely wishful thinking on the part of the researcher. In this part, the researcher may also involve another researcher independently to examine the display and data to see whether or not they will draw comparable conclusions, a kind of intercoder reliability check.

Second, verification is used to ensure that every step of the research is already done and documented correctly. So the other researcher may replicate the study and analyze the procedures and draw another conclusion. Miles and Huberman (1994: p. 11) said that "conclusion is also verified as the analysis proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing".

DISCUSSION

The interviews as the procedure obtain the data for revealing the school readiness to implement curriculum 2013 in the preparation barrier. This interview conducts on the three persons in charge which have a big contribution to the role of how the teaching-learning process is running. They are The Principle of SMPN 2 Sepauk, Assistant Principal of Academic and Curriculum, and also the teacher of English Subject. The Principle of SMPN 2 Sepauk postulates that the current curriculum is the development of the previous curriculum (KTSP) with improving some aspects tends to give a big opportunity for teachers to improve their teaching material. He mentioned that this curriculum should be a better way for the educational world to evolve in better condition, in the future, related to the curriculum especially for subject teachers, they are more flexible in developing teaching materials.

Apart from being technical personnel of the curriculum that has been prepared, teachers also perform other functions, namely aligning the curriculum with the characteristics of student needs. Teachers as adapters have more authority to adapt the existing curriculum to the characteristics of the school, students, materials, and local needs. The curriculum developer has determined the minimum standards that must be achieved, and then further development and implementation are left to the respective teachers. Hereinafter, based on School

Administration of Curriculum of SMPN 2 Sepauk mentioned that there are 4 categories of students competencies, the first is the ability of students in the field of science, then the second is the ability of students in the field of skills, and the third is the ability of students in the social field, and the fourth is the ability of students in the field of piety, this is usually the relationship with religion.

Then, as a product of education this curriculum 2013 must be conducted by all the school in Indonesia, as same as the Principal ideas this curriculum also used to be equal with another school, the goal is essentially the same, because it is a government program and all schools are required to use the 2013 curriculum. Furthermore, the School Administrator of Curriculum of SMPN 2 Sepauk argued as this far the curriculum 2013 is to cover the weakness of the previous curriculum which is KTSP, he said that it is important to teach the students about character rather than only giving the students about knowledge. It is very important for teachers in implementing the curriculum so that they can add and shape knowledge, but even more so that students can become individuals who have good character traits. Moreover, in implementing the 2013 curriculum, teachers have been given trainings ranging from preparation to assessment.

In more detail, it was also explained by the School Administrator of Curriculum of SMP Negeri 2 Sepauk that special training on the 2013 curriculum has often been carried out, so an understanding of the 2013 curriculum is obtained by subject teachers from the training provided including English teachers. After that, according to the principle of SMPN 2 Sepauk claimed that in this school there is no special strategy used to implement the curriculum, the school only following the procedure that has been given or exist inside the curriculum they get from the training itself. At this school there is no specific strategy used in implementing the 2013 curriculum, the school only follows the rules in the curriculum itself and teachers are invited to develop it through teacher meetings to discuss the implementation of the 2013 curriculum at SMPN 2 Sepauk.

However, according to the School Administrator of Curriculum of SMP Negeri 2 Sepauk, there are several obstacles related to the implementation of the curriculum. The first is the level of teacher competence, which means the

competence that must be mastered by teachers, including pedagogic competence, personality competence, social competence, and professional competence. The second is, teaching English using old patterns (teaching using the previous curriculum) is still carried out by senior teachers who are indeed difficult to accept or make changes in learning using the 2013 curriculum. The third is, there is no synchronization between school policies and the education office, for example in making questions for learning evaluation made by the education office which subject teachers should make.

On the other hand, the principal of SMPN 2 Sepauk said that the lack of facilities and infrastructure to support classroom learning was due to the lack of funds owned by the school only from BOS funds (Bantuan Operasional Sekolah/School Operational Assistance) and no other funding sources. Therefore, the school must carefully distribute these funds to be efficient. Furthermore, the use of the BOS budget has been regulated by the central government so that schools encounter obstacles to meet these facilities and infrastructure, for example in the provision of computer equipment and school Wi-Fi. Schools do not have Wi-Fi facilities and still lack computer equipment to support learning at school. In line with the school principal, the School Administrator of Curriculum of SMP Negeri 2 Sepauk also said that teachers are allowed to submit requests for the procurement of facilities and infrastructure to support classroom learning, but it also depends on the funds the school has and goods must be ordered from Java, which requires a long time to be arrived.

After seeing the responses from the Principal and Vice-Principal of the SMPN 2 Sepauk, the researcher felt it was important to gather information from the grade 7 English teacher. According to the English subject teacher, the implementation of the 2013 curriculum has indeed been implemented and has been realized even though it is not yet perfect. In connection with the learning process regulated in the 2013 curriculum, the teacher explains that the learning process in the 2013 curriculum is not yet perfect where four aspects are assessed (knowledge, skills, attitudes, and spiritual). However, in English lessons the assessment is carried out only on two aspects, namely knowledge and skills,

knowledge includes tasks then skills include practice (speaking, writing, reading, and listening).

In preparation before starting to implement English learning according to the 2013 Curriculum, the first is to prepare a Lesson Plan, then prepare a reference book relevant to the learning theme and the last is to prepare audio-visual media in the form of sound recordings or in video form. After that, according to the English subject teacher said that the learning process with the 2013 curriculum was not yet effective due to inadequate teacher preparation and inadequate infrastructure in SMPN 2 Sepauk.

Regarding facilities and infrastructure, the English subject teacher said that the facilities and infrastructure at Sepauk 2 Junior High School were not sufficient to support them so that teachers encountered obstacles when giving assignments or materials. The media that is often used in learning with the 2013 curriculum according to subject teachers is the textbook media that the government has provided, meanwhile, in the delivery of English material the teacher uses the lecture method where students are asked to observe the book then an assignment is held which is taken from the student handbook.

In learning, the teacher must also create a HOTS (High Order Thinking Skill) learning environment according to the 2013 Curriculum, but it has not been well realized. The reason is that the process of learning English is still at a basic stage, so learning using HOTS is difficult to achieve. Subsequently, the difficulty experienced in implementing the 2013 curriculum according to English teachers was that most teachers still used the KTSP curriculum method. This happens because of the lack of vocabulary that students have especially for the students in 7th grade, so that it makes the teacher the center of learning and not the student the center of learning, this makes learning using the 2013 curriculum not well realized. After that, the principal said that in general, things that should be evaluated regarding the 2013 curriculum are about updating information. More specifically, he said the thing that needed to be informed immediately was about the subject matter which was sometimes late arriving at remote schools such as SMPN 2 Sepauk.

The implementation of the 2013 curriculum that has been implemented at SMPN 2 Sepauk in reality still finds many obstacles, these obstacles ranging from school administration to weak student motivation in learning to use the 2013 curriculum. According to the principal of SMPN 2 Sepauk, the constraints experienced are limited supporting facilities and infrastructure. Overall there are still many shortcomings due to several factors, the first is that the school's budget only comes from regular BOS funds.

The limited funds certainly have an impact on the formation of school policies, moreover, the use of BOS funds has been regulated by the Ministry of Education and Culture of the Republic of Indonesia so that schools cannot freely use these funds. The next thing that becomes an obstacle according to the School Administrator of Curriculum of SMP Negeri 2 Sepauk, the first is the level of teacher's competence, the second is that teachers still use old patterns in teaching students in the class so that the implementation of K13 is still hampered, the third is the absence of synchronization between the policies made by schools with the Sintang District Education Office for example in terms of evaluation related to question making.

In the procedures in the 2013 curriculum, the questions should be made by the teacher because the teacher knows the characteristics and lessons that have been delivered to students, including in determining the level of questions, whether they are in the HOTS or LOTS categories. However, in reality, the questions were made by the Education Office which most likely did not know the student's level of ability and this is also not recommended in the 2013 curriculum. Then, in implementing the 2013 curriculum the teacher is the most influential party, the implementation of the 2013 curriculum will run well if the teacher also has good competence, according to the curriculum, it says that teacher competence that is deemed insufficient can result in obstruction of the delivery of learning using the 2013 curriculum. Law No. 14 of 2005 on Teachers and Lecturers, teacher competence includes pedagogic competence, personal competence, social competence, and professional competence obtained through professional education.

Furthermore, the students' lack of motivation in learning English also influenced the successful implementation of the 2013 curriculum, according to the English subject teacher, who said that the lack of motivation was caused by several things, namely a lack of vocabulary so that the teacher was still translating and helping students. This resulted in teachers having more roles than students (teacher centre) and made the 2013 curriculum learning not well realized. Therefore, researchers can conclude that the implementation of the 2013 curriculum at SMPN 2 Sepauk is not optimal.

COCLUSSION

Based on the data that has been analyzed about The Implementation of Curriculum 2013: The Preparation and The Teaching Learning Process in The Classroom of SMP Negeri 2 Sepauk, it can be concluded that:

First, the lessons that have been carried out by teachers at SMPN 2 Sepauk have been carried out as well as possible even though they are not yet perfect. In learning using the 2013 curriculum, the teacher has prepared learning tools such as lesson plans and English textbooks.

Second, the results of the data analysis show that the teacher experiences some difficulties in implementing the 2013 curriculum in the classroom, even though the teacher has prepared a lesson plan that is following the regulations in the 2013 curriculum. Some of the difficulties include, the first is a lack of student knowledge about English lessons. Learning English only started at the Junior High School level and was not taught at the Elementary School, this caused students to become new to English lessons so that teachers had difficulty applying HOTS learning in the classroom. Second, the lack of facilities and infrastructure in schools, so that teachers have limited learning media. At school, the teacher only uses the means of learning books in teaching students so that sometimes teachers have to be more creative in teaching. The third is, there is no synchronization between schools and the Education Office. One example is the slow notification of information updates which resulted in schools often being late in making policies.

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