



Implementation of the 2013 Curriculum in Primary School 55/1 Sridadi Muara Bulian

Nur Samsah
Universitas Jambi, Jambi, Indonesia
Corresponding author email: nur_samsah15@gmail.com

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Abstract

This research aims to describe learning planning, learning implementation, learning assessment that teachers encounter in implementing the 2013 Curriculum in class IV Primary School 55/1 Sridadi. This research uses a descriptive qualitative research type because the researcher wants to describe a phenomenon according to the conditions actually experienced by the research subject. The data collected is data regarding the implementation of the 2013 curriculum which includes planning, implementation and assessment of learning activities based on the 2013 Curriculum and this data is presented in the form of words. The data collection techniques used observation, interviews and documentation. Data analysis through data reduction, data presentation, and drawing conclusions. The data validity checking technique uses triangulation. The research results show that the teacher's steps in preparing the Study plan are choosing a theme, reviewing the teacher's book, reviewing the syllabus, then preparing the Study plan. Based on the research results, it can be concluded that the implementation of the 2013 curriculum in class IVA has been carried out well. The implementation of the 2013 curriculum in class IVA received support from class IVA teachers who had taken part in the 2013 curriculum training, the government which helped with teacher and student handbooks, schools which provided Information Technology and Technology facilities. However, there is a lack of student understanding of the learning material

Keywords: Curriculum; Primary School; Implementation

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INTRODUCTION

The development of science and technology and demands for improving the quality of learning are increasingly encouraging efforts to renew the use of technological results in the learning process (Harahap, 2020). The development of science and technology also encourages the creation of creative learning media (Razak, 2020). To meet these demands, the task carried out by teachers is to be able to innovatively and creatively create technological tools to help the teaching and learning process take place so as to achieve learning goals (Kesuma & Wahyuni, 2020; Lasmita, 2020). In RI Law Number 20 of 2003 concerning the National education system, article 1, paragraph 1, namely: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, and the skills they need, society, nation and state".

Basic education is the basic foundation of all subsequent levels of schooling. Mohammad Ali, former Director General of Islamic Education at the Ministry of Religion, "That the aim of providing basic education is to prepare students to become moral human beings, to be citizens who are able to carry out their obligations, become adults who are able to obtain work. And operationally, the main objective of basic education is to help students develop their intellectual and mental abilities, the process of independent individual development, the process of development as social beings, learning to live to adapt to various changes, and increasing creativity." The government has done many things to create good quality education, from the root to the end of the educational problems in our country, such as improving educational facilities and infrastructure, improving the quality and quality of teaching staff, and even changing the curriculum in order to achieve competitive education with developed countries (Suciwati & Masrita, 2020).

The 2013 curriculum is a permanent curriculum implemented by the government to replace the Education Unit Level Curriculum which has been in effect for approximately 6 years. The 2013 curriculum entered its experimental period in 2013 by making several schools into experimental schools. In 2014, the 2013 curriculum was implemented in Classes I, II, IV, and V, while for Middle School Classes VII and VIII and High School Classes X and XI. It is hoped that in 2015 it will be implemented at all levels of education. However, this hope did not match reality. On December 5 2015 the Minister of Education and Culture announced that he would stop implementing the 2013 curriculum (Latifah, 2019). For schools that have only implemented this curriculum for one semester. Various reasons have emerged, including the lack of socialization regarding the 2013 curriculum, then many teachers who do not understand the 2013 curriculum and various other reasons (Apriliyani, 2020; Ariyana et al., 2018). The success of implementing a curriculum is largely determined by its implementer, where the teacher is the main actor in implementing the curriculum (Nurkholis, 2013; Roslinda, 2020). The phenomenon of stopping the implementation of the 2013 curriculum in the field for schools that have just implemented it makes it possible for teachers to have difficulties in implementing the 2013 curriculum (Siregar, 2020).

This research has several important implications in the context of educational development in class IV of Primary School 55/1 Sridadi Muara Bulian and more broadly in the implementation of the 2013 Curriculum. The findings from this research can be the basis for developing recommendations and strategies that are more effective in improving the quality of learning in that class. Apart from that, a deeper understanding of the challenges and obstacles faced in implementing the 2013 Curriculum can also help in designing training and competency development programs for teachers to more effectively implement the curriculum. This implication does not only apply to class IV of Primary School 55/1 Sridadi Muara Bulian, but can also be valuable input for educational policy makers to continue to improve the quality of education at the national level.

RESEARCH METHODS

Research Design

This research uses a qualitative descriptive type of research because the researcher wants to describe a phenomenon according to the conditions actually experienced by the research subjects. In this research, the researcher wants to describe how the 2013 Curriculum is implemented in one of Primary School 55/1 Sridadi Muara Bulian, according to the actual conditions experienced by the research subjects.

Research Target/Subject

Research on class IV of Primary School 55/I Sridadi will involve samples that represent the population. The sample in this context is a number of students from that class who were selected randomly or based on certain criteria to be used as research subjects. This research population refers to all students in the class, including their characteristics and behavior which are the focus of the research. By

using a representative sample, it is hoped that the research results can provide an accurate and useful picture regarding class IV Primary School 55/I Sridadi.

Research Procedure

First of all, researchers will conduct an in-depth literature study to thoroughly understand the 2013 Curriculum and the concepts related to its implementation. The next step was data collection, which involved direct observation in class IV of Primary School 55/1 Sridadi Muara Bulian, interviews with teachers involved in the learning process, as well as distributing questionnaires to students to obtain their point of view regarding curriculum implementation. Data analysis is then carried out using appropriate methods, such as statistical analysis for quantitative data and thematic analysis for qualitative data. With this comprehensive research procedure, it is hoped that the research results can provide a deeper understanding of the implementation of the 2013 Curriculum in class IV of Primary School 55/1 Sridadi Muara Bulian.

Instruments, and Data Collection Techniques

Observations were carried out by researchers to see problems regarding the implementation of the learning process in the 2013 curriculum at Primary School 55/1 Sridadi, then researchers conducted in-depth interviews with informants who would provide information about the research carried out, interviews were conducted by researchers to deepen the information and strengthen the observation data so that researchers were able to find answers to problems that occur. After data from observations and interviews has been collected, researchers need additional data that strengthens the data that has been obtained through documents and archives in the form of notes or files from the research location.

Data analysis technique

After the data is collected, the data is analyzed based on observations, interviews and other data, then the data is analyzed using the Milles and Huberman model with the following stages:

1. Data Reduction (Data Reduction)

Data reduction is an activity carried out by researchers to summarize, select the main things, focus on important things from the large amount of data obtained by researchers in the field, making it easier for researchers to carry out subsequent data collection.

2. Data Presentation (Data Display)

After the data has been reduced, the researcher presents the data (data display). This is done by the researcher by making a brief description, which will help the researcher to obtain appropriate data in this research.

3. Conclusion (Verification)

After the data presentation is complete, the researcher draws conclusions from the data obtained. These conclusions are temporary and will change if no supporting evidence is found at the next stage of data collection, but if this conclusion has strong evidence, then the conclusion can be said to be valid. or right.

RESULTS AND DISCUSSION

The results of observations, interviews and documentation regarding the implementation of the 2013 curriculum in class IV Primary School 55/I Sridadi explained that to implement the 2013 curriculum it is necessary to get support from all educational tools to achieve success in the 2013 curriculum which prepares students to have the abilities expected in the 2013 curriculum. Curriculum 2013 has been implemented at Primary School 55/I Sridadi since the 2013/2014 school year. The principal and several teachers have taken part in the 2013 curriculum training. The implementation of the 2013 curriculum in the classroom has looked good, teachers have prepared learning tools, implemented processes and carried out learning assessments according to the 2013 curriculum. In this discussion we will discuss further the results of research on learning planning , implementation of learning, assessment of learning, and

obstacles in implementing the 2013 Curriculum in class IV Primary School 55/I Sridadi as well as efforts to overcome these obstacles.

1. Learning Planning in the 2013 Curriculum

Before carrying out the learning process, including the 2013 Curriculum learning process, the teacher first makes a learning plan. Minister of Education and Culture Regulation of the Republic of Indonesia Number 103 of 2014 concerning Primary and Secondary Education Process Standards Chapter III learning planning states that learning planning is designed in the form of a Syllabus and Learning Implementation Plan which refers to Content Standards. However, in this research, in the 2013 Curriculum teachers used another form of learning planning design, namely the Teacher's Book.

It can be concluded that the teacher continues to carry out the stages of mapping the basic competencies and indicators that will be achieved in the themes that have been chosen, and adds to this the analysis of the Graduate competence standard and Core Competencies, and this stage is included in the stage of reviewing the teacher's book. Meanwhile, in the stages in the Technical Guide for Preparing Study plan in Elementary Schools in the 2013 Curriculum Implementation Training Module Semester II Class IV, there are steps to prepare a Thematic Syllabus while teachers use the thematic syllabus that has been provided by the government.

Based on the results of the analysis of the thematic Study plan documents made by the teacher, the thematic Study plan components made by the teacher are in accordance with the components of the thematic Study plan based on the 2013 Curriculum implementation teacher training material Semester II Class IV Study plan, it's just that the thematic Study plan made by the teacher is not included. main material, and in the thematic lesson plans made by teachers (Qoryana, 2020; Rusliani, 2020). Study plan components are added in the form of learning resources and tools. Even though the media, tools and learning resources are actually included in the thematic lesson plans made by the teacher as well.

2. Implementation of Learning in the 2013 Curriculum

In implementing the 2013 Curriculum, at the beginning of the semester, class I and IV teachers all received provisions from the school principal, National Instructor in Jakarta in the form of socialization of curriculum documents, analysis of teaching materials, and socialization related to the preparation of learning model designs and analysis of learning models (Astiti et al., 2020; Juniwati, 2020). To support the implementation of learning activities in accordance with the description of the 2013 Curriculum, the principal prepares the availability of facilities consisting of providing wifi facilities for internet connections, providing the necessary media, trying to provide teacher books and student books, improving school facilities and infrastructure, forms of professional development in the form of Teacher Working Group, carrying out competency training such as training competency in utilizing the environment and ICT for the teachers concerned.

It is hoped that the assistance, socialization and provision of facilities provided by the school principal will be able to equip teachers to be ready to carry out the implementation of learning in accordance with the content of the implementation of learning in the 2013 Curriculum. The implementation of the 2013 Curriculum learning carried out by teachers consists of preliminary, core and closing activities. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 61 A of 2014 concerning Curriculum Implementation, which states that the second stage in learning according to process standards is the implementation of learning which includes preliminary activities, core activities and closing activities (Farlina & Yusminar, 2020; Wulan, 2020). The regulations explain in detail that regarding the implementation of learning that reflects the 2013 Curriculum learning, the activities carried out consist of preliminary, core and closing activities.

3. Learning Assessment in the 2013 Curriculum

Based on the research results, it can be concluded that teachers use authentic assessment as an approach to learning assessment in the 2013 Curriculum. This is in accordance with the Minister of

Education and Culture of the Republic of Indonesia Regulation Number 103 of 2014 concerning Primary and Secondary Education Process Standards Chapter V assessment of learning outcomes and processes which states that the assessment of the learning process uses an authentic assessment approach which assesses student readiness, processes and learning outcomes as a whole. In the 2013 Curriculum learning assessment, teachers assess student learning processes and outcomes through 3 competencies, namely attitude competency, knowledge competency and skills competency.

Furthermore, based on the results of the interview, the teacher stated that in relation to the 2013 Curriculum learning assessment, the Minimum Completeness Criteria for competencies/knowledge aspects is lower than the Minimum Completeness Criteria in the previous curriculum, this is because in the 2013 Curriculum knowledge competency is not the main competency assessed. At the elementary level, the main competencies currently assessed are students' attitudes and skills.

This is in accordance with the objectives of developing the 2013 Curriculum based on Minister of Education and Culture Regulation number 57 of 2014 concerning the basic framework and structure of the primary school curriculum which concludes that attitudinal and skill competencies have a large portion in the 2013 Curriculum learning.

CONCLUSION

From the results of research and discussion regarding the implementation of the 2013 curriculum in class IV at Primary School 55/I Sridadi, it can be concluded that class IV at Primary School 55/I Sridadi has implemented the 2013 curriculum since 2013/2014. The learning preparation process, learning implementation and assessment are adjusted to the 2013 curriculum. The implementation of the 2013 curriculum in class IV at Primary School 55/I Sridadi received support from teachers who had taken part in the 2013 curriculum training, the government who helped with teacher and student handbooks, and schools that prepared Information and Communication Technology facilities. However, students' lack of understanding of the learning material is one of the obstacles in implementing the 2013 curriculum in class IV at Primary School 55/I Sridadi. In connection with the results of this research, the researcher advises teachers to expect that there will be visits outside for children's learning purposes, at the beginning of the semester or long before the intended lesson is taught. Teachers must first carefully plan the implementation of the visit in collaboration with the school and parents.

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