

The Implementation of Curriculum 2013 in Vocational High School 4 Takengon

Zainal Arifin

Postgraduate Students, Master of Chemistry Education
Post Graduate School
State University of Medan
Medan North Sumatera, Indonesia
Coresponding email:zachemistry@gmail.com

Herbert C.B. Manalu

Postgraduate Students, Master of Chemistry Education
Post Graduate School
State University of Medan
Medan North Sumatera, Indonesia

Rini Deliana

Postgraduate Students, Master of Chemistry Education
Post Graduate School
State University of Medan
Medan North Sumatera, Indonesia

Fitri Ariyanti

Undergraduate Students, Tadris of Mathematics Education
Faculty of Tarbiyah
State Institute of Islamic Studies Gajah Putih
Takengon Central Aceh, Indonesia

I. INTRODUCTION

Abstract – The implementation of curriculum 2013 has been established by the government. Which has been implemented since july 2013 in several Indonesian school and which might have been in effect in all schools around 2014. While in vocational high school 4 Takengon at the central aceh regency of aceh province implemented curriculum 2013 since July 2016 and there is some problem in implementation curriculum 2013. The study was descriptive research which focused on the implementation of the curriculum 2013 in vocational high school 4 Takengon in designing and implementing the teaching and assessment processes of curriculum 2013 implementation. The data was collected using a questionnaire consisting three indicators (designing the learning, implementing the teaching and assessment processes). The data were analyzed using the descriptive statistical, quantitative and qualitative descriptive analyses. The results of this research shown that the teachers in vocational high school 4 Takengon are ready to implement the curriculum 2013. However, factors in implementation of curriculum 2013 in vocational high school 4 Takengon that is readiness of teacher which are not yet optimally prepared, the socialization which are not yet optimally and the lack of handbooks for teacher and student.

Keywords – implementation curriculum, curriculum 2013, vocational high school

National Education aims to develop the potential of students to become human beings who believe and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, and responsible in order to educate the nation. Law no. 20 of 2003 on National Education System, article 1 paragraph 1 about general term states education is a conscious effort and planned to create an atmosphere of learning and learning process so that students are actively developing their potential to have spiritual power, self-control, personality, intelligence, noble, as well as the skills they needed, society, nation and country. This goal done through the implementation of education by improving the educational content, shifting the learning paradigm to constructivism, from students accepting materials into students forming conceptual understandings in their own subjects, using competency-based assessments, and authentic classroom assessment[1]. This means, the curriculum is an integral part of education or teaching. From some explanations about the curriculum above, it can be concluded that the curriculum is a very important role in developing ideas and design into a learning process so as to achieve educational goals.

The curriculum in Indonesia has undergone several changes in succession on 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revision of Curriculum 1994), and 2004 (Competency Based Curriculum/ KBK), as well as the 2006 curriculum (Education Unit Level Curriculum/ KTSP). In its journey, the government as a regulator sees the need for development in the 2006 Curriculum (KTSP) in order to improve the grade and quality of national education. Therefore, finally born a new curriculum in 2013 which is a curriculum based on competence and character. The birth of this new policy, of course, still must be addressed with a positive do not be a burden of teachers and educational units that dabbling and pay attention to education. In addition to Indonesia, countries are doing improvement curriculum such as Korea [2], Hongkong[3], China [4], Philippines [5], Turkey[6] and Pakistan[7].

Before the curriculum is implemented, the important thing done by the government is to conduct socialization and training [8]. This activity is intended for the implementation of the curriculum to fully understand the curriculum so as to implement it properly. One strategy for understanding and consolidating curriculum implementation is through education and training activities for teachers, principals and school supervisors [9-10]. Training and curriculum socialization is the initial capital of the successful implementation of the curriculum. When training and socialization are well organized, it will provide a good understanding of the curriculum for teachers[1].

Some of the obstacles encountered in curriculum implementation include: teachers' view have not fully understanding the principles of learning [10], lack of teacher understanding about curriculum [11], and lack of school facilities and infrastructure [12]. And lack of student and teacher handbooks, preparation of students and teachers mental has not been optimal, and socialization has not been submitted to all schools [13]. In addition, there are still problems in the implementation of learning and assessment.

II. METHOD

This research is a descriptive research focused on the implementation of 2013 curriculum in vocational high school 4 Takengon. The sample of this research includes 18 teachers at vocational high school 4 Takengon. Data were collected by using questionnaires about the implementation of the 2013 curriculum with a focus on 3 indicators are, 1) learning design, 2) application of learning, and 3) assessment process.

The samples were used then identified through questionnaires. Other data collection techniques conducted by observation and interview. The data collected then analyzed as descriptive by analyzing the results of the questionnaire which includes descriptive analysis, frequency analysis by describing the number of choices based on the category under research.

III. RESULTS AND DISCUSSION

Data on the readiness teachers of vocational high school 4 Takengon in applying the Curriculum 2013 include teacher

readiness in planning the lessons, carrying out learning, and conducting assessments for learning collected by using questionnaires and analyzing the results of questionnaires using descriptive analysis.

Readiness of teachers in planning lessons

Based on the descriptive analysis in the lesson planning, it is known that there are 2 teachers (11.1%) are in fully implemented category, 15 teachers (83.3%) are in the category mostly executed, 1 teacher (5.6%) are in category a small implemented and no teacher in the category has not been implemented.

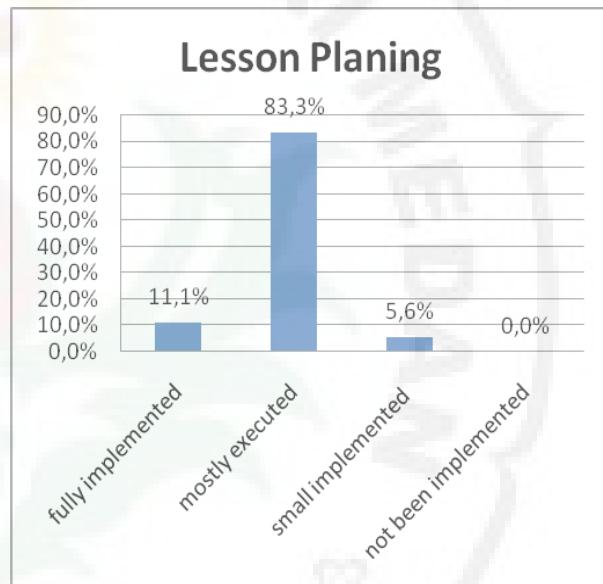


Figure 1. Lesson planning

The category showed that, most of the teachers implement the Curriculum 2013 in the implementation plan of learning as with the development of Curriculum 2013, which is about the preparation of lesson plan (RPP) based on the principles written in Regulation of Education and Culture Minister (Permendikbud) 65 of 2013 on the standard process of basic and secondary education and refers to the syllabus made by the government in implementing the Curriculum 2013 on teacher implementation plan (RPP) can link and integrate basic competencies, learning materials, learning activities, competency achievement indicators, assessment, source of learning and application of information and communication technology designed in a unified learning experience. This can be seen from the conformity of the RPP components that teachers have made with RPP components based on the Curriculum 2013, which includes: 1) school data, subjects, classes/ semesters; 2) subject matter; 3) time allocation; 4) KI, KD and indicators of competence achievement, and learning objectives; 5) learning materials, learning methods; 6) media, tools and learning source; 7) steps of learning activities; and 8) assessment.

Readiness of Teachers in Applying the Learning Process

Based on descriptive analysis in the implementation of learning, it was known that there are 3 teachers (16,7%) were in fully implemented category, 13 teachers (72,2%) are in category mostly executed, 2 teachers (11,1%) were in category a small implemented and no teacher in the category has not been implemented.

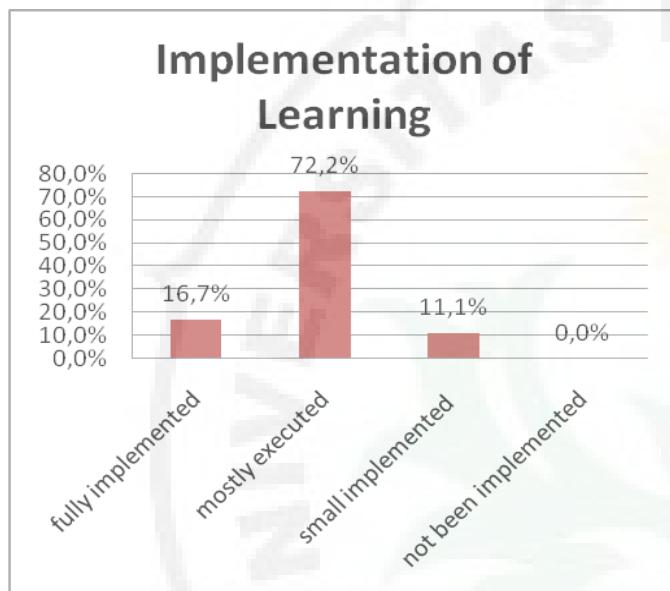


Figure 2. Implementation of learning

The category showed that most teachers implement the 2013 curriculum in the implementation of learning in accordance with the development of Curriculum 2013, which is about active, independent, critical, problem-based learning, team-based learning, use of learning characteristics tailored to competency characteristics and application learning discovery learning which is summarized in the preliminary activities, core activities and closing activities undertaken during teaching and learning activities take place.

Readiness of Teachers in Assessing Student Learning Outcomes

Based on the descriptive analysis of the students' learning outcomes, it is known that there are 3 teachers (16.7%) in the fully implemented category, 12 teachers (66.7%) are in the most implemented category, 3 teachers (16.7%) are in a small category implemented and no teacher in the category has not been implemented.

The category shows that, most of the teachers implemented the Curriculum 2013 in the assessment of student learning outcomes in accordance with the theory that has been written in Regulation of Education and Culture Minister (Permendikbud) no. 66 of 2013 on the Education Assessment Standards, which describes the scope of the assessment, the assessment of student learning outcomes that include the attitudinal competencies, knowledge, and skills

performed in a balanced manner so that it can be used to determine the relative positions of each student to standard which has been set. The techniques and instruments used for the assessment of attitude competence are through observation, self-assessment, peer assessment by students and journals, for the assessment of knowledge competence are through written test, oral test, and assignment, while to assess the competence of skills are through performance appraisal using practice test, project, and portfolio assessment. The assessment done continuously by the teacher, so that teachers can know the learning developments that occur within the students.

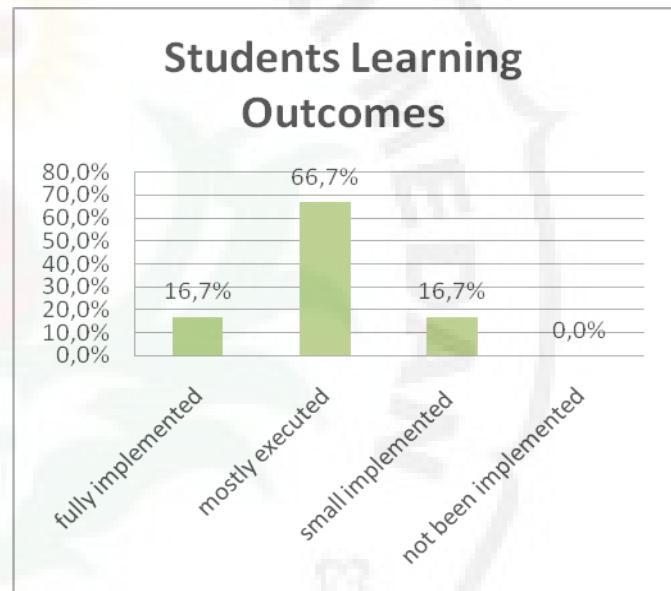


Figure 3. Students Learning Outcomes

Authentic assessment as an assessment that requires students to use the knowledge, skills and behavioral competencies to apply to solve problems in future life, where the level of authenticity of the assessment will depend on the degree of similarity of task to the situation faced in the real world [14]. Thus, it can be concluded that assessment is what students need not only to answer the test correctly, but also to apply their knowledge, skills and attitudes.

IV. CONCLUSION

A research on the implementation of curriculum 2013 has been conducted in vocational high school 4 Takengon. based on the explanation of the results above, it can be concluded that the readiness of teachers in learning planning, learning process, and assessment of student learning outcomes in the ready category. This can be seen on the preparation of lessonplan (RPP) based on principles which has been set, the application of discovery learning summarized in the preliminary activities, core activities and closing activities undertaken during teaching and learning activities and assessment of student learning outcomes includes the

competence of attitudes, knowledge, and skills performed in a balanced way so that it can be used to determine the relative positions of each student to standard which has been set. However, there are still influencing factors in the implementation of the 2013 curriculum in vocational high school 4 Takengon they are the readiness of teachers that have not been prepared optimally, socialization is not optimal and lack of handbook for teachers and students.

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