

THE IMPLEMENTATION OF 2013 CURRICULUM FOR THE STUDENTS IN MEDAN

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Abstract

This study aims to discover the level of the 2013 curriculum implementation result in whole Medan city. The implementation of this curriculum is seen from several indicators such as the success of the socialization of the 2013 curriculum, Plan of Learning Implementation completeness, facilities and infrastructure, supporting of teachers, principals, students, supervisors and parents, materials of the 2013 curriculum, implementation of learning process and implementation of the 2013 curriculum evaluation. The respondents in this study were teachers, principals, school supervisors, learners and parents of students, who numbered 100 peoples were randomly selected from elementary, junior high school and senior high school (general and vocational).

Based on data processing was concluded that the implementation of the 2013 curriculum for students in Medan city is still quite enough with the implementation value of 70.25. Therefore, it is necessary to evaluate the number of teaching hours and the depth level of teaching material and the supervision must be more assertive with a punishment for teacher have been not implemented the 2013 curriculum and reward for those who have implemented the 2013 curriculum.

Keywords : Implementation of the 2013 curriculum, Plan of Learning Implementation, facilities and infrastructure, teachers, principals, students, supervisors and parents.

Introduction

Education becomes a medium that has influence to determine of a nation's success direction. The essential of education is humanizing humans, developing the basic potential of learners to be able to solve the problems without feeling depressed. Therefore, the curriculum have to be changed in line with technological developments, so that the regently human resources can adapt to existing developments. Indonesia has 11 times of curriculum changes starting with the curriculum of 1947 until the last of the 2013 curriculum, and the implementation of 2013 curriculum was done gradually starting 2013 school year in some schools.

The implementation of the 2013 curriculum that was done in several schools was monitored and evaluated by the national education curriculum development, so that the 2013 curriculum has improved until now. In the past few years, socialization and training of 2013 curriculum have been done for teachers of elementary school upto senior high school level.

In the year 2016, almost all of schools had executed the 2013 curriculum. Therefore, it is needed to be evaluated the curriculum implementation that involves learners, teachers, principals, school supervisors, and also parents of learners. For that we will conduct research entitled The Implementation of 2013 Curriculum for the Students in Medan City.

Problem Statement

The problem of this research is how to implement the 2013 curriculum for the students in Medan.

Research Purpose

The purpose of this research is to determine the success of the 2013 curriculum implementation for the students in Medan.

Review of Literature

The Act of Republic of Indonesia Number 20 Year 2003 on National Education System says that the curriculum is used as a set of plans and arrangements concerning objectives, content and lesson materials and a guidelines for the implementation of learning activities to achieve certain educational goals. The curriculum is a written material that containing the description of a school's education program that have to be implemented from year to year. (Hidayat, 2013).

According to Hamalik (in Sanjaya 2008) the curriculum is prepared and developed to achieve the educational objectives is preparing learners so that can live in the community. This component has three important roles are (1) The Conservative Roles: The curriculum plays a role in preserving cultural values as a legacy of the past. (2) The Creative Roles: The curriculum can solve every challenge according to the changes and needs of society. (3) Critical and Evaluative Roles: The curriculum plays a role in selecting and evaluating everything that is considered beneficial to the learner's life as they learn.

For the teachers, the curriculum serves as a guide in the implementation of the learning process. Learning process is not guided by the curriculum will not work effectively because learning is a process to achieve the goal so that everything will be done by teachers and students are directed to achieve goals, while the direction and objectives of learning and how the ways and strategies that be done to achieve that goal is an important component of the curriculum system. For the principals, the curriculum serves to draw up school plans and programs. Thus, the preparation of school calendars, the submission of suggestions and infrastructure both of concerning extracurricular activities and other activities should be based on the curriculum. For the supervisor, the curriculum will serve as a guide in carrying out supervision. Thus, in the supervisory process, the supervisors will be able to determine whether the school program including the implementation of the learning process had been conducted by teachers were in accordance with the demands of the curriculum or not. Based on the curriculum also the supervisor can provide suggestions and improvements. And for the students, the curriculum serves as learning guides. Through the curriculum students will understand what to accomplish, what are content or lesson materials should be mastered and what is learning experiences should be done to achieve the goals.

The differences of the 2013 curriculum with previous curriculums are additional time to learn some subjects and there are also subjects that reduced the time of study. The learning process in 2013

curriculum is divided into two are Intracurricular and extracurricular learning. Intracurricular learning is a learning process that deals with subjects in curriculum structures and is conducted in classrooms, schools and communities. Extracurricular learning is an activity that executed for activities designed as activities outside routine scheduled learning activities every week. Extracurricular activities are mandatory and optional. The compulsory extracurricular activity is scouting, while the optional extracurricular was depends on each school, for example choir, sports group such as football and basketball, drama, dance, etc.

The 2013 curriculum is expected to be able develop the students potential equally in the cognitive, affective and psychomotor aspects. The curriculum is also expected to increase the spirit and enthusiasm of the students in learning. But that is believed by many experts that the 2013 curriculum less involving the main components of education is teacher. Teachers and schools are more widely positioned as implementers of the curriculum. Though the teachers are an important factor in the implementation of the 2013 curriculum (Rohman, 2012).

The 2013 curriculum Implementation can be able to produce productive, creative and innovative human beings to compete in internationally. According Mulyasa (2013) states that the excellence of 2013 curriculum is the use of scientific approach, character-based and using competency approaches to specific fields of study. The 2013 curriculum implementation consists of three main parts that are preparation (making Plan of Learning Implementation), implementation of learning, and assessment of learning which includes affective, cognitive, and psychomotor assessments. This implementation will affect the performance of teachers, principals and supervisors. The impact of the 2013 curriculum implementation will be seen from student achievement. The success of this implementation is strongly supported by school readiness, laboratory readiness, library readiness, principal support, teacher support, student activeness and parent support.

Materials and Methodology

This research applied a qualitative research that was used to investigate deeply about the 2013 curriculum implementation for students. The subjects of this study were all of students, teachers, school supervisors, principals and parents of students. While the object in this study is the Implementation of the 2013 curriculum in elementary schools, junior high schools, senior high schools and vocational high schools in Medan city.

To find out the effect of the 2013 curriculum implementation for the students was done through an evaluative approach on the implementation of the 2013 curriculum by collecting data that was through filling instrument by teachers, students, principals, school supervisors and parents that are 20 persons of each. Especially for student parents instrument was filled by interview. Descriptive analysis of the 2103 curriculum implementation for the students is the sum of 0,25 of the average score of teachers, principals, school supervisors and students.

Research Finding and Discussions

The result of basic descriptive analysis of this research can be presented in Table 1.

Tabel 1. Recapitulation of the 2013 Curriculum Implementation

No.	Indicators	Value of Implementation of the 2013 Curriculum (VIC2013)				
		1	2	3	4	Average
1	Implementation of Socialization	76,30	81,30	75,00	57,50	72,50
2	Plan of Learning Implementation completeness	76,30	86,30	66,30	73,80	75,70
3	Facilities and infrastructure	70,00	72,50	53,30	72,50	67,10
4	Supporting of teachers, principals, students, supervisors and parents,	77,50	76,30	60,00	71,30	71,30
5	Materials of 2013 curriculum	71,70	67,50	65,80	59,60	66,20
6	Implementation of Learning process of 2013 curriculum	71,60	70,80	63,60	74,30	70,10
7	Evaluation	72,30	68,80	59,20	75,40	68,90
Average		73,70	74,80	63,30	69,20	

Remarks :
 1 = Value of the 2013 Curriculum implementation of Teachers (VICT)
 2 = Value of the 2013 Curriculum implementation of Principals (VICP)
 3 = Value of the 2013 Curriculum implementation of Supervisors (VICS)
 4 = Value of the 2013 Curriculum implementation of Students (VICSt)

so:

$$\begin{aligned} \text{VIC2013} &= 0.25\text{VICT} + 0.25\text{VICP} + 0.25\text{VICS} + 0.25\text{VICSt} \\ \text{VIC2013} &= 0.25(730) + 0.25(74.80) + 0.25(63.30) + 0.25(69.20) \\ \text{VIC2013} &= \underline{70.25} \end{aligned}$$

This result of VIC2013=70.25 showed that the implementation of the 2013 curriculum in Medan is quite sufficient and a very disappointing indicator is in the learning process that is far from expectation of the 2013 curriculum.

The other results of the 2013 curriculum implementation is by the student parents consisting of 14 questionnaires had been filled through interviews is additional data in drawing conclusions on the activities of home students in completing the home works is presented in table 2 below.

Tabel 2. The 2013 Curriculum Implementation by Student Parents

No	Indicators	Value
1.	Implementation of Socialization	60,5
2.	Plan of Learning Implementation (RPP) completeness	70,0
3.	Facilities and infrastructure	60,0
4.	Supporting of teachers, principals, students, supervisors and parents,	70,0
5.	Materials of 2013 curriculum	50,0
6.	Implementation of Learning process of 2013 curriculum-	55,0
7.	Evaluation	70,0

Based on the above data that is found that the socialization of the 2013 curriculum by teachers, supervisors, and principals is good. In opinion of parents and students would understand less of this because they are less involved in such socialization. Indicators about the plan of learning implementation in accordance with the 2013 curriculum and the learning steps are classified as good as the results of the assessment of teachers, supervisors and principals. Returning opinions from parents and learners is not good because they are less understanding about the format of learning implementation plan of the 2013 curriculum.

Indicators of facilities and infrastructure in implementing the 2013 curriculum, the results of questionnaires by students, teachers, supervisors and principals are sufficient. This result is actually increased due to the help of books provided by schools through school operational funds. While the completeness of laboratory facilities can be said to be very low. Indicators of support and commitment of teachers, principals, supervisors and students to implement the 2013 curriculum are sufficient. Actually the spearhead of the implementation of 2013 curriculum are the teachers. Indicators of subject matter of the recognition of all respondents very well and very in accordance with the times.

However, that is seen from the amount of material obtained that the material is so much that the implementation of learning is more to just pursue the target and less well run. The implementation of learning with a scientific approach with a centralized learning model to the participants both in fact not going well. One cause is too much material, and many teachers do not understand steps of project based learning, Discovery learning and inquiry. The attainment of material completeness is charged to students through many homework assignments to pursue the material. This is very clear from the recognition of parents of students through interviews were conducted. In the implementation of assessment or evaluation of learning, the results of data collection concluded that the assessment has been carried out include cognitive aspects, attitudes and skills with sufficient category.

Conclutions

Based on the research findings of implementation of the 2013 curriculum, it can be concluded that are :

1. The implementation of 2013 curriculum in Medan is quite sufficient with scored of 70.25.
2. The weakness of 2013 curriculum implementation is in the part of the implementation of learning process was not going well and impressed the teacher pursuing the target be caused materials were much and the teacher's professionalism in pedagogics is still low, especially the implementation of scientific learning approaches.
3. There is needs to be carried out again the refreshment of the 2013 curriculum implementation especially in the learning process that uses scientific approaches and learning models that direct active students (student centers).

Recomendations

Based on the research findings, key recommendations are as follows:

1. High commitment is needed from teachers, principals and supervisors in terms of implementing the 2013 curriculum.
2. There is needed the hardly supervision by schools supervisor and principals is in executing the classroom learning through the provision of punishment for teachers who do not perform well and provide rewards for teachers who have done well.

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