

Implementation of the 2013 Curriculum at the Elementary School Level

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Abstract

Implementation of the 2013 curriculum is a challenge for the world of education. The 2013 curriculum is very different from the previous curriculum. The approach taken in learning the 2013 curriculum is to use a scientific approach where students are the center of learning. There are three assessment aspects of the 2013 curriculum, namely cognitive aspects (knowledge, psychomotor and attitudes). This research is a qualitative descriptive study. Primary data sources were obtained from observations and interviews with elementary school teachers. The results of the study were analyzed and explained using words. The results showed that some elementary schools have implemented the 2013 curriculum in school learning. Although there are obstacles in its application, the schools are trying their best to achieve the goals of the 2013 curriculum. The 2013 curriculum uses integrative thematic learning methods, scientific approaches, and also authentic assessment.

Keywords: *implementation; curriculum 2013; elementary school*

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Abstrak

Implementasi kurikulum 2013 merupakan sebuah tantangan bagi dunia pendidikan. Kurikulum 2013 sangat berbeda dengan kurikulum sebelumnya. Pendekatan yang dilakukannya dalam pembelajaran kurikulum 2013 adalah menggunakan pendekatan scientific dimana siswa sebagai pusat pembelajaran. Aspek penilaian dari kurikulum 2013 ada tiga yaitu aspek kognitif (pengetahuan, psikomotorik dan sikap). Penelitian ini adalah penelitian deskriptif kualitatif. Sumber data primer diperoleh dari hasil observasi dan wawancara pada guru SD. Hasil dari penelitian dianalisa dan dijabarkan menggunakan kata kata. Hasil penelitian menunjukkan bahwa beberapa sekolah SD sudah mengimplementasikan kurikulum 2013 pada pembelajaran disekolah. Meskipun terdapat kendala dalam penerapannya namun pihak sekolah berusaha semaksimal mungkin untuk mencapai tujuan dari diadakannya kurikulum 2013. Kurikulum 2013 menggunakan metode pembelajaran tematik integratif, pendekatan saintifik, dan juga penilaian autentik.

Kata kunci: *implementasi; kurikulum 2013; sekolah dasar*

1. Introduction

Implementation is an activity carried out by planning and referring to certain rules to achieve the objectives of an activity. The result of implementation is to implement and make the plans that have been prepared become real. The 2013 curriculum is a new curriculum to replace the education unit level curriculum or KTSP. The 2013 curriculum is a competency-based curriculum and therefore curriculum development is directed at achieving the competencies formulated from the SKL.

Likewise, the assessment of learning outcomes and curriculum outcomes is measured from the achievement of competencies. The success of the curriculum is defined as the achievement of competencies designed in the curriculum document by all students.

Elementary school is one of the important components in the national education system. Elementary school is one level of education that lasts for 6 years and is a level of low-level formal education that greatly determines the formation of student character in the future. It is at this level that children begin to gain knowledge and also inculcate values that will later be useful in their lives. Parents and teachers work hand in hand to direct children to be able to become intelligent individuals academically, spiritually, and emotionally. This formation was carried out in stages and adjusted to the portion of the children's grasping power at that time. At this time children will be taught various sciences or subjects that are relevant to their age level and of course that supports the continuation of their education to a higher level. Schools compete to implement various school programs in order to obtain good school achievements.

The implementation of the 2013 curriculum in the 2013/2014 school year was limited to a few target schools. Before the curriculum was implemented, teachers and school principals had been provided with education and training (education and training) on the implementation of the 2013 curriculum as well as books. In implementing the 2013 curriculum, teacher readiness is the most important factor in learning the 2013 curriculum. This is due to a change in mindset that requires teachers to think creatively to create child-centered learning. In addition, the leadership of the Principal is no less important in motivating teachers and providing knowledge about the steps in preparing administration and the tools used in implementing the 2013 curriculum in elementary schools.

In the 2013 curriculum applying thematic-integrative learning for all grade levels, the application of this learning is different from the application of learning in the previous curriculum, which only applies thematic learning to students in grades I – III. Learning in the 2013 curriculum uses integrative thematics, a scientific approach, and also authentic assessment. Integrative thematic is a combination of several subjects into one theme, the scientific approach is an approach through observing, asking, trying, and reasoning, while in a learning process a balanced competence will be achieved between attitudes, skills and knowledge. At the time of learning the teacher has tried to use a scientific approach by inviting students to always be active in learning, besides that the teacher also uses the discussion method during learning.

2. Literature review

Curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans that will be given to lesson participants in one period of education. While the Education Unit Level Curriculum or 2006 Curriculum is an operational education curriculum compiled by, and implemented in each education unit in Indonesia. There is also a 2013 curriculum, which means the 2013 curriculum (K-13) is the applicable curriculum in the Indonesian Education System. This curriculum is a permanent curriculum implemented by the government to replace the 2006 Curriculum or what is often referred to as the Education Unit Level Curriculum (KTSP) which has been in effect for approximately 6 years.

3. Method

The type of research used is qualitative research, namely research that focuses on in-depth observations by conducting observations, interviews and documentation. After the research results are obtained, they are analyzed and described or explained clearly and broadly. The object of research in this activity is an elementary school that has implemented the 2013 curriculum learning.

4. Result

Based on the results of observations and interviews, students obtained evidence that the 2013 curriculum learning focused on scientific learning by prioritizing the values of character education. Competence in the 2013 curriculum emphasizes the achievement of attitude, knowledge and skill competencies, all of which are summarized in hard skills and soft skills competencies. Implementation of the 2013 curriculum is to fully implement what has been planned in the curriculum to be carried out with all the heart and a strong desire. In learning the 2013 curriculum, the teacher is positioned as a strategic starting point in developing and implementing the school curriculum.

At the time of the interview with the elementary school teacher, he explained that the implementation of the 2013 curriculum in schools applied the learning content of applying the 2013 curriculum to the subject matter using a scientific approach in accordance with the curriculum of the education unit. Not only from the results of observations and interviews but also strengthened through documentation such as lesson plans and syllabus. Changes from the previous curriculum to the 2013 curriculum also depend on classroom teachers as curriculum implementation. Teachers play an important role in learning, because the core of education is the learning process. In implementing the 2013 curriculum, teacher readiness is the most important factor in learning the 2013 curriculum. This is due to a change in mindset that requires teachers to think creatively to create child-centered learning. Teacher readiness can be seen from the way teachers plan learning, the learning process and assessment or evaluation of learning.

The readiness of teachers in preparing lesson plans is also very influential on the implementation of the 2013 curriculum. Teachers must strive so that students can form their competencies. The role of the teacher is also needed in determining a comfortable environment during the learning process. Students' interest in learning and students' motivation to learn are influenced by the school environment, learning tools and interesting learning resources. Implementation of the 2013 curriculum emphasizes interesting learning for students and students as the center of learning. In the 2013 curriculum the learning method does not only use the lecture method, but the teacher provides a different method for each according to the silanus and lesson plans that have been made. Teachers can combine digital-based learning media and other interesting learning media.

The addition of lesson hours applied to the implementation of the 2013 curriculum is not applied to burden students, but the reason for the addition of learning hours at school is to improve the quality of education. One of the education development strategies in the 2013 curriculum is the addition of lesson hours. At the elementary level, it takes 35 minutes per lesson time. Changes in the addition of time also occur in PAI subjects. The system of adding time is only the time not the day, so the learning takes a full day or often referred to as full day school. In the full day school concept, learning

activities for students start at 07.00 to 17.00 but they will not be exposed to subjects, but will be involved in interesting extracurricular activities to shape their character, personality, and develop their potential. The goal of full-time schooling is the relationship between the child and the parent. In general, school hours are at 13.00, so the school does not know who will supervise the children after school. The thing to worry about is when the negative impact will come in, because there is no adult supervision. Parents can pick up their children when they get home from work. So that children are always supervised at school and at home. Many developed countries have implemented full-time schools, and France is one of them. The system adopted is that students have five breaks and naps at school from 08.00 to 16.00. It is hoped that if full day school is implemented in Indonesia, the system does not take away children's playing rights.

In the implementation of full day school there are many things that must be considered. The implementation of full day school can only be done in schools with good and adequate facilities, because if you carry out activities in schools with inadequate facilities, it will result in unexpected impacts. In addition, students will also feel uncomfortable doing activities at school. Constraints in implementing the 2013 curriculum are that students are still not able to apply independence in learning, teachers complain about the many elements of assessment on students, limited learning facilities, students who are less able to connect one subject with other subjects, completion of themes is limited in time and preparation of assessments. Reports take a long time. Implementation of the 2013 curriculum in elementary schools, although there are still many obstacles, schools try to try to implement the 2013 curriculum to the fullest. In each lesson the teacher tries to make students active by providing stimulation in the form of questions or statements.

5. Discuss and concullation

Based on the results of the discussion above, we can conclude that at first some schools still had difficulty using the 2013 curriculum in learning. Over time and government policies, schools began to accept the 2013 curriculum and apply the 2013 curriculum learning with different learning methods.

2013 Curriculum SWOT Analysis

SWOT analysis is a strategic planning method used to evaluate strengths, weaknesses, opportunities, and threats in a business speculation. By using a SWOT analysis, we can find out the weaknesses and strengths of a curriculum and then it can be used as an evacuation and improvement material in the future.

Based on the SWOT analysis above, we can see that weaknesses and strengths go hand in hand so that in learning there is no perfection, because every human learning process is very different from one another and we cannot force them to use the same method. The intelligence of students is also different. Students who are smart in learning in class are not necessarily intelligent when learning outside the classroom. In the 2013 curriculum, students are not only led to be smart in the classroom, but also provide opportunities and opportunities for students to be smart outside the classroom, either in the arts, music or sports. We cannot judge human abilities with only one indicator, humans are given different abilities. In the 2013 curriculum, teachers are required to better understand the psychology of their students and not to differentiate their students based on the mathematician and the stupid one.

The following is a SWOT analysis of the 2013 cuticle

Strength (Strengths)	Weaknesses	Opportunities	Threat (Threats)
Teachers and students are motivated to jointly develop effective learning methods	. With this curriculum, the teacher assumes that there is no need to explain The material is so that each student understands the material differently according to the facts found in several classes and schools	Schools can submit proposals for the completeness of learning facilities to the local government	There has been no thorough evaluation of the previous curriculum
Teachers and students can work together to create effective and interesting learning	Teachers are less creative towards learning models.	All schools have the same opportunities and opportunities both public and private schools	Student learning outcomes in schools are still determined by the final score from the results of the national exam, not from the learning process
Teachers are more active in the use of technology and do not only use the lecture method in learning	Students do not understand the purpose of scientific learning, so detailed teacher explanations are still needed	The 2013 curriculum requires students to continue to be active in learning so that they can train students' independence and students' critical thinking attitudes	Students can explore knowledge from various media and need supervision so as not to misuse technology
Every student has the same opportunity in KBM	The teacher is not fully capable designing lesson plans and authentic assessment is not yet fully mastered by teacher	Teachers can provide opportunities for students to be skilled in learning that does not only use numbers as a standard of success	2013 Curriculum Centralized absolute so brings weakness and ineffectiveness in framework the diversity

Extracurricular activities Scouts are required on each student so that students become individuals who Active and independent	Teachers are less creative in developing textbook because already provided government.	Intelligence that develops is not only IQ, but also EQ and SQ.	Teachers and schools are only as media in learning, no longer as centers of education in schools
Skills, values and attitudes are highly considered in this curriculum.	There are a lot of student assessment sheets and the teacher is a little burdened	Teachers can follow the development of science and technology	Inadequate learning equipment
Student assessment is carried out thoroughly (comprehensively) not only from test scores but also from the values of decency, religion, practice, attitudes and others.	Teacher and student considered to have the same capacity.		
There is development	There is not any balance		

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