

## Analysis of 2013 Curriculum Implementation in Elementary Schools

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**Abstract:** This study aims to obtain an overview of implementation, analyze and formulate problem-solving strategies in implementing the 2013 curriculum at SD Negeri Padang City. This study uses a qualitative method, with a phenomenological approach. The results of the study show that the implementation of the 2013 curriculum mostly refers to Permendikbud No. 81A 2013 regarding the implementation of the 2013 curriculum. Then the results of the analysis show that the curriculum does not contain the unique content of the education unit which is the hallmark of the curriculum at SD Negeri Gunung Pangilun, Padang City. The 2013 curriculum is still limited, learning support facilities such as LCD, laptop, wireless, additional library books and air conditioning are still limited, infrastructure facilities such as science laboratory buildings, language fields and sports are not yet available. In addition, the problem-solving strategy used requires the design of an in-house training program to increase the understanding of teachers and parents regarding the implementation of the 2013 curriculum. LCD, laptop, wireless, additional library books and air conditioning, require infrastructure support in the form of procurement of science laboratory buildings, language laboratories and sports fields.

**Keywords:** 2013 curriculum implementation, elementary schools, problem-solving.



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## Introduction

The 2013 curriculum is a new curriculum that will be implemented gradually in education units starting from the new school year 2013/2014 (Zubaedi, 2020). The implementation of the 2013 curriculum after one year runs in stages, which is carried out simultaneously in all education units starting the new school year 2014/2015 (Wiwin, 2018). The 2013 curriculum is expected to have a good impact on students in all educational units (Simanjuntak, 2022). Because, the formation of the 2013 curriculum is applied to shape the personality of a student.

The process of implementing the 2013 curriculum requires teacher readiness in dealing with learning changes (Aliyyah, 2020). Teacher readiness is closely related to the success of curriculum changes, especially during its implementation in the classroom. Therefore, the ability of teachers to learn new

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approaches, strategies, models and learning methods is needed so that student competence can be achieved (Retnawati, 2018). In addition to teacher readiness, student readiness to accept learning changes is also very important in achieving competence (Apriana, 2019). Competition in science is increasingly intense throughout the world, both locally and internationally, not only that, Indonesia as one of the developed countries is also required to be able to compete globally in order to raise the dignity of the nation (Aminin, 2018). That way, to face challenges in the world of education, the firmness of the curriculum and its implementation is needed to improve the performance of education which is far behind with developed countries in the world (Kosassy, 2017). Thus, the main task of the teacher is to encourage students to be able to observe, ask questions, reason and communicate what is obtained and known during the learning process. In addition, teachers must also be able to understand the background of students in making learning designs that are in accordance with the demands of the curriculum and the demands of the scientific structure (Suherman, 2014). This is done as a basis for assessing the success of a curriculum change. Implementation of the 2013 curriculum through thematic learning at the elementary school level is carried out in stages and then implemented in all classes (Elzainy, 2020). One of the public elementary schools in the city of Padang, the author took a case study of one of the public elementary schools in the city of Padang which had started to implement the 2013 curriculum in 2013 starting from low schools, namely grade one and grade five (Erlina, 2022).

The implementation of the curriculum is expected to encourage the improvement of the quality of education management in education units which leads to efforts to improve the quality of education, especially through the implementation of the new curriculum, namely the implementation of the 2013 curriculum in schools and madrasas which has been started since July 2013. There are several factors that can cause success or failure. curriculum implementation (Avezmurodovich, 2021). In line with this opinion, Ornstein & Hunkins stated that "successful curriculum implementation results from careful planning, which focuses on three factors: people, programs, and process". They further explained that some schools have failed to implement the curriculum because they ignore the people factor and devote a lot of time and money just to modify the program or process (Avezmurodovich, 2021). On the other hand, focusing on new programs provides people with new ways to achieve new programs in schools (Tesar, 2022). The process of organizing is also important, because it can move people to guide what is needed for successful implementation (Koorts, 2018). Therefore, in this research, the writer looks at the description of implementation, analyzes and looks at problem solving strategies in implementing K13 at the State Elementary School A Gunung Pangilun, Padang City.

## Method

### Research Design

Method used in this research is qualitative, with a phenomenological approach (Dewi & Edy, 2014). While the subjects in this study were teachers at the State Elementary School A Gunung Pangilun, Padang City. The object of this research is to see the readiness of teachers in implementing the 2013 curriculum learning system, as well as the facilities and infrastructure used to support learning. The data collection techniques used include documentation for data on learning devices and facilities used, observations for data on the learning process and interviews to map the obstacles to implementing the 2013 curriculum in the field. Meanwhile, the researcher acts as the main instrument in data collection assisted by additional instruments in the form of field notes and check lists. To get the results of the study used data reduction, data presentation, and data verification (Sugiyono, 2015).

## Results and Discussion

### Overview of 2013 Curriculum Implementation

#### a) Teacher Readiness (Knowledge And Skills)

Prior to the implementation of the 2013 curriculum in elementary schools, socialization was carried out to schools through the following activities: a) Kurtilas training for teachers throughout the city of Padang, b) curriculum workshops provided by the Padang City Education Office by involving all teachers at the district level. elementary schools, c) technical guidance related to the implementation of K13, d)

Discussions between teachers, elementary school teachers in Padang City also have a teacher working group (KKG) starting at the sub-district level, at the cluster level, at the school level. The routine activities carried out by the KKG are holding meetings every month to discuss the obstacles and obstacles in implementing K13 as well as sharing experiences between schools about the implementation.

b) Readiness of Facilities and Infrastructure

Readiness of sarpras in the implementation of K13 which can be seen from the existence of classrooms with six groups but not yet supported by science, language and sports laboratory rooms. These three support rooms are indispensable in the implementation of K13, where students are asked to explore their abilities through various learning resources. In addition, the school also has two LCDs and six laptops which are used to support the learning process in the classroom.

c) Readiness of Students in Facing the New Curriculum

The application of K13 to participants is carried out in stages starting with the application in grades one and five in 2013, two years later, in 2015 it was applied to grades two and four and in 2019 it was only applied to grades three and five. grade six. Furthermore, it is also accompanied by providing information to students for changing books or other learning resources.

d) Implementation of the 2013 Curriculum in Schools

The implementation of this curriculum is in the form of teacher learning in making learning tools consisting of syllabus, lesson plans, media, LKPD, Assessment Instruments and teaching materials. To make it easier to develop lesson plans, teachers implement it together in the KKG at the sub-district, cluster, school and classroom levels. The lesson plans are made with reference to teacher books and student books provided by the government, but are developed with additional materials, activities and methods.

Teacher Working Group (KKG) activities are carried out every month at the sub-district level with the following discussions: a) reading the syllabus which will be outlined in the lesson plans, b) making the lesson plans carried out the day before the implementation of learning activities, c) providing tools/materials/media adapted to the existing environmental conditions in the area. around the school and d) analyze teacher and student books to regulate the implementation of learning.

The results of the meeting at the sub-district level will be discussed again at the cluster level and at the school level as well as classroom teachers to be implemented in their respective schools. In addition, the KKG activities also discussed obstacles related to the implementation of K13. In schools, the principal requires every teacher to report the results of the KKG meeting so that they can be followed up together.

### **Analysis of 2013 Curriculum Implementation**

Curriculum used at State Elementary School A Gunung Pangilun Padang City contains the juridical basis, vision and mission of the education unit, curriculum content which includes national curriculum content, regional or local level curriculum content and the content of the peculiarities of education units, strengthening character education, strategies for implementing school literacy, implementing strategies for character development in schools, habituation of clean and healthy living behavior, counseling guidance, compulsory and optional extracurricular, minimum completeness criteria, assessment, remedial and enrichment, grade promotion and graduation and study load regulation, educational calendar, and additional regulations for educational units.

Curriculum implementation is carried out based on national regulations in the form of syllabus, core competencies, basic competencies and mapping. Furthermore, each school through the activities of the KKG prepares RPP which is a teacher guide in the implementation of learning including the identity of the RPP, core competencies, basic competencies, competency achievement indicators, learning objectives, teaching materials, approaches, learning models or methods, learning media, learning resources, learning steps, assessment of learning processes and outcomes and follow-up plans.

The local content curriculum is determined based on regional regulation No. 2 of 2009 concerning Minangkabau Natural Culture subjects. Furthermore, the regulation of the Governor of West Sumatra Number 71 of 2010 concerning instructions for implementing local content in reading and writing the

Koran. Then the regulation of the mayor of Padang No. 33 of 2013 concerning the Hafizh Al-Quran education program.

The curriculum of the State Elementary School A Gunung Pangilun Padang City has contained national content and local content, but the specific content of the education unit has not been clearly formulated because what is written in the curriculum is participation in the science olympiad and reading program. The two things stated are program activities that will always be carried out by other elementary schools, so that they show the uniqueness of the education unit.

Learning tools in the form of RPP contain a learning model in the form of PBL (Problem Based Learning). Meanwhile, the learning model in the 2013 curriculum, besides PBL, should also include models discovery learning, Project Based learning (PBL) and inquiry based learning. These four learning models should be applied by teachers so that the specified competencies can be achieved.

In addition, teachers must also create a supportive atmosphere in the learning process, such as creating an orderly atmosphere in the learning process, comfort in providing learning materials to students, as well as a very conducive classroom atmosphere (Riska & Nur, 2019). This is done as a way to increase students' understanding in accepting the lessons presented by a teacher (Nambiar, 2020). Difficulties in learning will result in the failure of students to understand the lesson and will reduce their learning outcomes.

K13 has an impact on the learning process where there is a change related to the learning approach, which was originally teacher center learning shifting to student center learning using an integrated theme through a scientific approach (Nuraeni, 2020). With a scientific approach, it is hoped that students will have better attitudes, knowledge and skills competencies and have creativity, innovation and productivity so that students can be successful in facing various problems and challenges of their time (Jalinus, 2019).

The implementation process of K13 is expected to be able to build a student starting from good communication competence, critical and critical thinking, moral considerations for a problem he faces, competence to be a responsible citizen, empathetic competence and tolerance for different views and community life competence at the local, national, and international levels (Taufik, 2015). The impact is very good for the life of a student because it involves the personal life of a student. While the teacher's assessment uses authentic assessment through observation, questioning, documentation and communication, including cognitive, affective and psychomotor assessments.

The supporting factors for the implementation of K13 are described as follows:

- a. The educational qualifications of teachers at State Elementary School A are five people with bachelor's degree educational background, one person diploma Elementary School Teacher Education, two person Bachelor of Physical Education, Sport and Health and one scholar of Islamic religious education.
- b. The existence of a KKG that allows every teacher to make changes in a direction based on the development of science and technology.
- c. Most of the teachers are in the technology literate millennial generation group.
- d. The school's strategic location is in the middle of Padang City, so it is possible to access information about changes more quickly.
- e. The teacher's response to the implementation of curriculum 13 is very positive because students are actively involved in the learning process.

Meanwhile, the inhibiting factors are as follows:

- a. Learning facilities are still limited, such as the availability of Liquid Crystal Display, laptops, wireless and air conditioners.
- b. The library space already exists but the reference books are still limited.
- c. The implementation of learning involves parents but there has been no socialization to parents regarding the learning process in K13.
- d. Revision of teacher books and student books almost every year (2016, 2017, and 2018) so that it is difficult to understand and carry out the learning process.
- e. The learning model used by teachers in implementing Curriculum 13 is problem based learning.
- f. The teacher's difficulty with many soft skills that must be integrated into the implementation of curriculum

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In addition, the inhibiting factors for the learning process for students come from internal factors themselves which include student interests and motivations, student characteristics, attitudes towards learning, study concentration, study habits. as well as external factors which include teacher factors, social environment (including peers), school curriculum and facilities and infrastructure, these obstacles are expressed as a student's difficulty in learning (Ni Nym, I Gd., & I Gst, 2015).

#### Problem-Solving Strategies in Implementing the 2013 Curriculum

This strategy is carried out to provide an overview for teachers in implementing K13 in schools. For this reason, so that implementation can run smoothly, it is hoped that every teacher understands it and applies the strategy well. As for the strategy that has been carried out at elementary school A Gunung Pangilun, Padang City, it can be described as follows:

- a. Organizing In House Training which is a form of training or socialization program where the training materials, time and place of training are determined according to the needs of the participants. In house is conducted at the beginning of the academic year by presenting resource persons who are competent in the field of K13 and inviting parents of students to socialize K13 so that they are willing to understand and cooperate in its implementation.
- b. Make budget plans for the procurement of learning facilities in the form of purchasing LCD, laptops, air conditioners and library books.
- c. Increase cooperation with national and regional libraries to obtain book grants.
- d. Curriculum changes should occur according to the development and needs of society, while changes that are too fast and often cause confusion for students, teachers and parents so that learning objectives are difficult to achieve.
- e. There needs to be training for teachers to understand learning models that can be linked to scientific approaches in the form of inquiry learning, discovery learning and project based learning.
- f. Making changes to the equipment in line with Permendikbud No.22 of 2020 concerning Process Standards, and Permendikbud No. 21 concerning Content Standards, also relates to 4 21st century skills, namely 4C, namely Critical Thinking and Problem Solving (thinking critically and solving problems), Creativity (creativity), Communication Skills (communication skills), and Ability to Work Collaboratively ( ability to cooperate).
- g. Integrating with PPK (Strengthening Character Education), especially 5 characters, namely: religious, nationalist, independent, mutual cooperation, and integrity. Improve the competence of students by using HOTS (Higher Order Thinking) type questions.

## Conclusion

Most of the implementation of the 2013 curriculum has referred to Permendikbud No. 81A 2013 regarding the implementation of the 2013 curriculum. The results of the analysis of the implementation of the 2013 curriculum at the State Elementary School A Gunung Pangilun Padang City are that the curriculum does not contain the content of the uniqueness of the education unit which is the hallmark of the curriculum, when viewed from the ability and understanding of teachers in applying learning models for the implementation of K13 is still limited, learning support facilities in the form of LCD, Laptop, wireless, additional library books and air conditioners are still limited, infrastructure in the form of a science laboratory building, language and sports fields does not yet exist.

Problem solving strategies need the design of an program in-house training to improve teacher and parent understanding of the implementation of K13, need support for increasing teacher abilities and understanding in applying learning models for implementing K13, need support for facilities in the form of procurement of LCD, Laptop, wireless, addition of library books and air conditioners, requires infrastructure support in the form of procurement of science laboratory buildings, language and sports fields.

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