

# *Problem Analysis Of 2013 Curriculum Implementation At SMPN 24 Padang City*

Venny Rosalina<sup>1,2</sup>, Firnando Sabetra<sup>1,2</sup>, Nurhizrah Gistituati<sup>2</sup>, Alwen Bentri<sup>2</sup>

<sup>1</sup>Doctoral student of Educational Sciences, Padang State University

<sup>2</sup>Lecturer of Education at Padang State University



**Abstract – This study seeks to analyze the problems of implementing the 2013 curriculum at the 24th State Junior High School level, Padang City, West Sumatra in the pandemic era. This study focuses on the problems that occur in learning activities in the implementation of the 2013 curriculum. The method used in this research is a qualitative approach with an analytical descriptive type of research based on instrumental case studies. Data collection techniques through interviews and documentation. The results of this study are: (1) Implementation of the 2013 Curriculum. (2) The problems faced in implementing the 2013 Curriculum at SMP N 24 Padang include: not realizing activities according to schedule, implementation of online learning, human resources, assessment, facilities and infrastructure. Based on the results of data analysis, the implementation of the 2013 curriculum still needs to be evaluated and considered in order to achieve optimal results in the learning process.**

**Keywords – SMP N 24 Padang, Problematics, Curriculum**

## I. INTRODUCTION

Education is an important locomotive in moving human life. Good or bad human resources depend on the education they get. So the educational process must be clear and directed. Various implementations of forms of education are essentially closely related to the curriculum as a foundation or reference in the learning process. This is in accordance with the opinion of Oliva (1992: 6) who argues that the curriculum can be conceived in a narrow way (as subjects taught) or in a broad way as all the experiences of learners, both in school and out, directed by the school. Curriculum in a narrow sense is the subject of teaching and in a broad sense as all learning experiences, both in and out of school, under the supervision of the school so that lessons seek to create learning experiences for students that need to be given top priority in learning activities.

The curriculum has a central position in the entire educational process. The curriculum is an absolute requirement for education in schools. This means that the curriculum is something very strategic to control the course of the educational process. The curriculum is an inseparable part of education or teaching. In connection with such a curriculum position, it will be increasingly seen as important if the curriculum is returned to the notions of the curriculum itself, where in one sense it is stated that the curriculum is everything related to school activities that can stimulate the development of student learning activities. This shows that the curriculum is a place to return to an educational policy carried out by school management or the government.

The curriculum in Indonesia has undergone several changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. These changes are a logical consequence of changes in the political, social, cultural, economic system, and science and

technology in society, nation and state. Therefore, the curriculum as a set of educational plans needs to be developed dynamically in accordance with the demands and changes that occur in society. (Febrita et al., 2017).

In 2013 the Indonesian government has succeeded in reforming the school curriculum, hereinafter known as the 2013 Curriculum. Developments, changes and improvements in the field of education include various components involved in it, both implementing education in the field (teacher competence and quality of educators), quality education, curriculum tools, educational facilities and infrastructure and the quality of education management including changes in more innovative learning methods and strategies in supporting the realization of all competencies contained in the 2013 curriculum. relevant to the curriculum.

Based on the development of the 2013 curriculum, it is expected to produce Indonesian people who are creative, productive, innovative and affective through strengthening integrated attitudes, skills and knowledge. The alternation of the applicable curriculum according to Rohman (2019: 17) has a major effect on changes that occur in all aspects of education. from the learning process activities carried out to the assessment given. Teaching and learning activities in the classroom so far have only focused on teachers, but the 2013 curriculum recommended by the government is learning that is centered on all learning components. The previous assessment only focused on thinking skills (cognitive), developed into an assessment of all aspects of skills such as cognitive, affective and psychomotor.

In the 2013 curriculum, the learning process approach focuses on students. Student activity is a benchmark for the implementation and implementation of the curriculum. The 2013 curriculum is an operational curriculum, because in teaching activities teachers are expected to be able to provide colors or forms of innovative learning processes to students according to the facilities, infrastructure and environment as well as the ability of the teacher. An achievement of the way the teacher teaches will determine the learning output with effective and objective teaching methods in an effort to transfer knowledge to students (Kim, 2007).

## **II. RESEARCHMETHOD**

In this study, the researchers used the type of instrumental case study research and analytical descriptive methods regarding the implementation of the 2013 curriculum, to find out the problems faced by SMP N 24 Padang in learning activities in the pandemic era. The research location for data collection is at SMP N 24 PADANG which is located at Jl. Padang By Pass Lubuk Begalung Padang West Sumatra.



**Figure 1: Photos of SMP N 24 Padang Photo source**

**<https://school.data.kemdikbud.go.id/index.php/chome/profil/405a8979-2ff5-e011-b5a2-87470c497526>**

Data collection techniques in the form of: (1) Interview; Interviews were conducted on teachers, vice principals for curriculum and school principals, (2) Documentation; The documentation carried out in this research is to collect supporting data, namely: annual program, semester program, syllabus, lesson plan. The instrument used in this study is an instrument developed by the research team by going through the validation stages from experts. Data analysis techniques through three processes, namely: (1) data reduction; the data that has been collected from the results of interviews, observations, and documentation are summarized to emphasize, shorten, focus, discard things that are not needed, and organize the data in such a way that the conclusions of the

research can be carried out, (2) data presentation; in the form of sentences describing the results obtained in the field, and (3) drawing conclusions; The final conclusion is made after the data is collected.



**Figure 2: Photos in the interview process with the SMP N 24 Padang school  
(Photo courtesy of Fris Okta Falma) October 25, 2021)**

### **III. RESULTS AND DISCUSSION**

#### **A. Implementation of the 2013 Curriculum at SMP N 24 Padang**

Based on the results of interviews with the principal and waka of the curriculum on October 26, 2021, we from the group received some information regarding the implementation of the 2013 curriculum at the State Junior High School 24 Padang. In designing the school curriculum, SMPN 24 Padang involved the quality assurance team, the head of the Teacher Working Group (KKG) and teachers who have served this school for a long time. After being designed in advance from the school, it will be summarized from the agreed results and disseminated to the school committee (parents of students), community leaders in the school environment, treasurers, supervisors from the Padang City Education Office and empowering the local RT/RW. to synergize with each other in supporting activities carried out by the school.

Principals strongly encourage teachers to take part in training activities, so that the results of these activities become the responsibility of teachers who are sent in training activities both at the City, Provincial and National levels to provide or re-socialize to other teachers, so that new knowledge can be accepted by all teachers. The deputy head of the curriculum section stated that the principal is a little coercive or puts emphasis on teachers to take part in activities that are aimed at improving human resources such as training organized by the relevant agencies, the principal as the top leader in school organizations always provides encouragement to teachers who elected and directly elected by the principal, for the sake of the progress of the school so as not to be left behind from other schools. Such as training related to the development of information technology at this time and also about the 2013 curriculum itself, with the trainings that are directly encouraged by the principal, the school leadership has high hopes for teachers who take part in the training to be able to share the knowledge gained with teachers. other teachers so that all teachers in the school have the same understanding of the information obtained.

The 2013 curriculum is the result of the development of the Education Unit Level Curriculum. This curriculum aims to improve the quality of education that exists today. The 2013 curriculum is the latest curriculum which has been implemented in the field since 2013. Because this curriculum is still very new, it is still in the adaptation stage from the old curriculum to the 2013 curriculum. Therefore, there are still things that must be evaluated regarding learning activities and adjustments in the implementation made by the teacher when teaching and planning made after teaching. as a result of the assessment. The assessment used by teachers in accordance with the 2013 curriculum is a more representative assessment that can describe the abilities that have been successfully mastered by students.

In implementing the 2013 curriculum, teachers are expected to be more proactive and responsive in finding solutions to the obstacles encountered in the learning process activities. For example; learning activities in one subject the teacher will monitor the individual differences of students in their abilities, when there is a point of weakness from one individual, the teacher looks for solutions to the obstacles faced by students, in order to balance other students by giving different assignments. but the weight of the

score will be the same for all students in the same class. It is one of the processes as an alternative so that learning goes well and students are able to master the material in different ways according to individual abilities.

This learning activity is based on the results of interviews with the Deputy Principal for Curriculum, the teacher is willing to add afternoon hours outside of class hours with the aim of achieving student learning outcomes in accordance with the syllabus and learning plans of these subjects. This is part of the implementation of the 2013 curriculum in its implementation at SMP N 24 Padang. According to the waka of the curriculum for the success of a learning process at school, there are aspects that must be considered starting from how to design a school curriculum that refers to the national curriculum or 2013 curriculum, human resources from each teacher, encouragement from related parties and the community as well as facilities and infrastructure that support the process of education itself, but the differences between the old curriculum (KTSP) and the new curriculum (2013 Curriculum) are not too significant differences but are more of an improvement in accordance with the needs of today's education world.

### **B. Problems faced in implementing the 2013 Curriculum at SMP N 24 Padang**

SMP N 24 Padang tries to improve the quality of its education by implementing the 2013 Curriculum. Data from interviews and documentation show that there are problems in implementing the 2013 Curriculum so that the constraints faced by the school cause the implementation of the 2013 Curriculum to be less than optimal. This can be seen from the description below starting from (1) Schedule: in the curriculum adjusted to the RPP, activities have been designed for each date and month that have been determined, but cannot be realized, this problem arises because there are other activities outside the schedule so it is not in accordance with what has been prepared and designed, as a result learning cannot be carried out because there are activities carried out outside the schedule that had previously been designed at the beginning of the semester. (2) Implementation of online learning: implementation of learning activities during the current pandemic, SMP N 24 Padang conducts online learning through the Geschool application and some teachers use the Zoom meeting application. In the current study, the very main problem is about attendance.

This issue was also conveyed by the deputy head of the curriculum sector that the dominant students in this school are the majority of the lower middle class economy, this is a trigger for students' constraints in participating in learning activities. The school has an attitude towards this issue, if the student has been absent several times, the school will bring the student's home to investigate what obstacles the student is facing. The 2013 curriculum learning is considered good, but teachers still find it difficult to implement it. There are still many teachers who have not mastered IT, so that is one of the obstacles to the learning process, and the material provided by the teacher is also not noticed by students. The impact is when learning on a face-to-face basis that the material provided online is not studied/ignored. (3) Assessment: according to the school, difficulties occur in implementing the current curriculum regarding the assessment component. Before the pandemic period, this school carried out the Daily Examination (UH) using a computer. However, during this pandemic, the online model of computer labor is rarely used. The current condition of the assessment components that teachers must prepare is very much because it is adjusted to basic competencies (KD). With the problems that occur in this school, students generally do not take part in learning effectively, many factors cause learning to be ineffective during this pandemic, including economic difficulties from parents of students, many students who do not have devices or laptops to participate in the learning process. . Although now face-to-face learning has been carried out which is divided into 2 classes from a total of 32 students. Class A goes to school on Monday, Tuesday and Wednesday, while Class B goes to Thursday, Friday and Saturday. And for the maturation of materials and schools, a learning management system is also used which is managed and held by the Padang City Education Office, which has been designed and used to support the learning process during the COVID-19 pandemic. (4) Human resources: in learning arts and culture at the junior high school level, where learning arts and culture in the curriculum demands cultural arts teachers to be able to provide art learning materials in general, be it music, dance, theater arts and fine arts and crafts. Meanwhile, in the field of competence, arts and culture teachers have limited competence. So that the learning of Cultural Arts itself does not run effectively in accordance with the wishes of the curriculum that has been designed in such a way. So from the data generated from the interview and observation process, there is a shortage of human resources to support certain branches of art learning and only utilize the existing human resources of teachers at the school and mobilize all their abilities in conveying material related to fine arts and handicrafts. This issue greatly impacts the implementation of the 2013 curriculum in achieving effective and efficient learning outcomes. (5) Facilities and infrastructure for the success of an education and learning process apart from the human resources owned by individual teachers, what is very important is the completeness of school facilities and infrastructure, both in terms of facilities to support the learning process or practice rooms and supporting elements. of the art learning needs.

#### **IV. CONCLUSION**

Based on the results of the data obtained at SMP N 24 Padang in the report that has been described, it can generally be concluded that the school has made maximum efforts to implement the 2013 curriculum in accordance with the established rules. However, there are still weaknesses and problems in implementing the curriculum on the schedule, the implementation of online learning, the cultural arts learning curriculum and assessment. These problems must of course be the subject of further attention and consideration from education policy makers. The current curriculum that has been designed and compiled theoretically should also be useful when it is directly applied in learning.

#### **REFERENCES**

- [1] Kemdikbud. (2013). Permendikbud RI No 81A tahun 2013 Tentang Implementasi Kurikulum. Jakarta : Kemdikbud.
- [2] Kemendikbud. (2013). Permendikbud RI No 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah. Jakarta : Kemendikbud.
- [3] Kemendikbud. (2020). Penyesuaian Kebijakan Pembelajaran di Masa Pandemi Covid-19. Jakarta : Kemendikbud.
- [4] Mulyasa, E. (2016). Pengembangan dan Implementasi Kurikulum 2013. Bandung : PT Remaja Rosdakarya.
- [5] Nazirun, dkk. (2015). Kurikulum dan Pembelajaran. Pekanbaru : Forum Kerakyatan.
- [6] Widaningsih, R. Sri . (2014) Manajemen Dalam Implementasi Kurikulum Di Sekolah. Jurnal ILMAN, ISSN 2355-1488, Vol. 1, No. 2, September 2014
- [7] Febrita, A., Mahmudah, S., & Rianto., E. (2017). Peran guru dalam implementasi kurikulum 2013 pendidikan khusus sekolah luar biasa di sidoarjo. Jurnal Pendidikan, 2 (1), 14-20.