

THE PROBLEMS IN THE IMPLEMENTATION OF THE 2013 CURRICULUM

Ramadhani Uswatun Khasanah, Agus Widyantoro

Corresponding e-mail: ramadhaniuswah12@gmail.com

Graduate Program

Yogyakarta State University, Karangmalang, Yogyakarta, Indonesia

Abstract

This study was aimed to reveal the problems faced by the English teachers in the teaching learning processes. This study belongs to the case study involving two senior high schools in Wonosobo, Central Java. These schools were chosen as they were ex-RSBI (pioneering international standard schools). The data were collected by using the classroom observations, interviews, and documentation. The findings showed that the problems faced by English teachers were the limited time available for teaching English, the discrepancies between the materials to be taught and the time allocation, the lack of facilities which support the implementation of the 2013 curriculum, and the complicated assessment administration.

Keywords: problems, implementation, 2013 curriculum

Introduction

A curriculum has a dynamic characteristic in education. The curriculum change is needed based on the education necessity in each country. The change of social dynamics and global needs have caused the curriculum change in Indonesia. The 2013 curriculum, as the eleventh curriculum and the newest curriculum in Indonesia brings several consequences in the teaching and learning process. Then, the evaluation and the research related to the newest curriculum implementation are still needed during the process of the implementation.

The 2013 curriculum actually has been implemented since July 2013, but it still needs the concern of those involved in education in the implementation. The 2013 curriculum has a new system to apply in schools, it employs the semester credit system to be implemented in junior high schools, senior high schools, and vocational schools. In this system, the students are given freedom to choose how many credits and subjects in one semester they can take. As this is still new, little is known about this. Therefore, the topic of the 2013 curriculum implementation with the semester credit system and its problems become interesting topics to be investigated in this research.

The law on the national education system number 20 in year 2003 states that a curriculum is a set of plans and regulations related to objectives, content, learning materials, and manners to use; this set is used as the manual implementation to achieve the objectives. Marsh (2009: 92-93) also explains that implementation refers to an actual use or practice. Teachers should find out how to use the curriculum effectively. Therefore, it can be known that implementation is a possible action to practice a plan. Then, curriculum implementation is the process of enacting the planned curriculum or it also can be understood as the translation of a written curriculum into classroom

practices (Fullanin Marsh: 2009).

Considering the implementation of the 2013 curriculum, Mulyasa (2015: 11-12) states that the 2013 curriculum will be successful to implement if the indicators are achieved. Those indicators are as follows.

The learners' qualities are productive, creative, and independent.

There is good learning quality.

There is an efficiency and effectiveness of facilities and infrastructures organization.

There is good participation from the stakeholders.

There are good school's responsibilities.

The learners have good attitudes, skills, and intellect.

There are the good learning qualities, such as active, creative, effective, and joyful learning.

There is good learning environment, such as the peaceful, pleasant, and order environment.

There are evaluation process and continuous quality improvement.

Therefore, the problems in the 2013 curriculum implementation will be faced by teachers if the indicators are not achieved. On the other statement, according to Abidin (2016: 24), the challenges of the 2013 curriculum implementation relate to teachers, time, facilities and infrastructures, learning materials, assessment, and learning strategies.

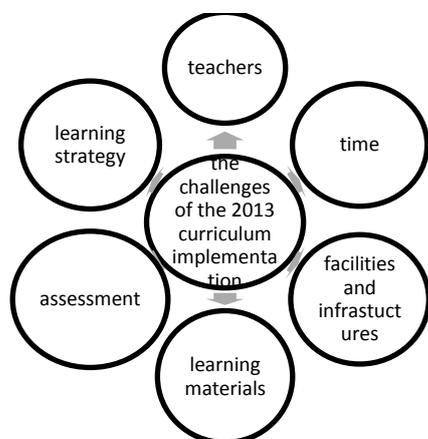


Figure 3. The Challenges of the 2013 Curriculum Implementation
(Source: Abidin, 2016:24)

According to Sani (2015), there are some aspects that should be applied in the 2013 curriculum implementation, namely; the scientific approach, learning models, and authentic assessment. The concept of the scientific approach is explained by the ministry of education and culture that the scientific approach includes some components in the teaching and learning process, namely; observing, questioning, associating, experimenting and communicating. To achieve the scientific approach, the teaching and learning process can use the learning models such as discovery/inquiry learning, problem based learning, and project based learning.

Based on the ministerial regulation on the study of the primary and secondary education under the ministry of education and culture number 103 in year 2014, the 2013 curriculum represents three kinds of learning models that should be applied in teaching and learning process. Those learning models are inquiry and discovery learning, problem-based learning, and project-based learning. According to Sani (2015: 201), the authentic assessment refers to the assessment that is done comprehensively to assess the attitude aspect, cognitive, input skills, process, and output skills. There are three aspects that should be assessed in the 2013 curriculum, namely; the affective assessment, cognitive assessment, and psychomotor assessment.

Methodology

This research was classified as a case study, investigating the problems in the 2013 curriculum implementation on English teaching and learning within its real context in two senior high schools in Wonosobo which were ex-RSBI (pioneering international standard schools). The sample of this research was drawn purposively. The researcher selected the English teachers of both schools implementing the 2013 curriculum in the English teaching and learning.

The data collection techniques in this research were interview, classroom observation, and documentation study. To analyze the collected data, the researcher analyzed qualitatively in three concurrent flows of activity based on Miles and Hubberman's theory. Those activities to analyze the data were data condensation, data display and conclusion drawing/verification (Hubberman: 2014).

The data in qualitative research should be evaluated by the researcher to get the valid and reliable data. Therefore, to examine the validity and reliability of this research, the researcher used triangulation. In this research, the researcher used the triangulation technique to assess data credibility by checking the same data using different techniques.

Findings and Discussion

The English teachers in SMA A and SMA B Wonosobo faced some problems in the implementation of the 2013 curriculum in the English teaching and learning process. The problems faced by the English teachers in those schools were varieties.

Limited time available for teaching English

All English teachers in both schools had the problems related to the time allocation. The time allocation available in the English learning and teaching process was very limited. They stated that the time allocation was not enough to do the teaching and learning process. One of the English teachers said in the interview that "the time was not enough to do the activities". Another English teacher stated the problem of the time allocation for teaching English.

“I could not apply the instructional activity maximally because the time allocation was limited.”(I/6/SGN/24/1/02/17)

Therefore the English teachers could not implement the learning activity maximally because the time allocation was limited.

The discrepancies between the materials to be taught and the time allocation
The English teachers stated their opinion that the time allocation to teach English was not inbalance with the learning materials. The statement was explained as follows.

“So, the materials and the time allocation did not match to each other. The materials were not just a little discussion but the time allocation was only two hours in a week. Although English is familiar from the cradle, it became the obstacles for students in the school.”(I/14/SN/17-02-17)

The teacher needed more time to transfer the learning materials with the certain learning model supported by the 2013 curriculum. This problem became the crucial problem in the implementation of the 2013 curriculum in the English class. All of the English teachers faced this problem, as stated in the following quotation.

“For me, the obstacle is related to time. The time was limited. The time was not enough to implement the learning models. It is not sufficient *mbak* with those materials.”(I/18/NRB/31-01-17)

Based on the ministerial regulation on the study of the primary and secondary education under the ministry of education and culture No 103 Year 2014, the 2013 curriculum represents three kinds of learning models, namely; inquiry and discovery learning, problem-based learning, and project-based learning. The English teachers could choose one of the learning models in the English class based on the material, but in reality, the English teachers did not have more time to implement those learning models.

The lack of facilities which support the implementation of the 2013 curriculum
The problem related to the facilities was only faced by the English teachers in SMA A Wonosobo. They stated that the facilities in the class were not support the English learning and teaching based on the 2013 curriculum.

“Formerly, these (facilities) were available (in the class), but right now, those were not available. I have prepared the power point presentation *mbak*, but it could not be used because I did not get the LCD”. (I/3/NRB/31-01-17)

The teacher actually faced the difficulty in the availability of the facilities in the

classroom, such as an LCD and a sound speaker that were not available in every class. When the teacher did not get the LCD, she or he could not use the learning media based technology. Sometimes, the teacher has already prepared the power point presentation, but it could not be used as the learning media because the facilities were unavailable.

According to Mulyasa (2015: 11-12), the 2013 curriculum will be successful to implement if the school had the efficiencies and effectiveness of facilities and infrastructures. Therefore, the available facilities and infrastructures became the important things to be concerned because those will support the success of the 2013 curriculum implementation.

The complicated assessment administration

The assessment administration problem was faced by all English teachers in both schools. According to them, there were many activities to do in the authentic assessment administration.

“Particularly, the problem was on the assessment activity; the assessment administration had many aspects to do, even the class condition was very situational. Every student should be scored individually, even our time was limited and actually the case was transferring the materials that needed much time.” (I/13/SN/3-4/15-02-17)

Actually, there were three aspects that should be assessed by teachers in the 2013 curriculum, namely; the affective assessment, cognitive assessment, and psychomotor assessment. The affective assessment can be done through an observation activity, self-assessment, and peer assessment. The cognitive assessment can be done by written or oral tests and assignment, while the psychomotor assessment can be done by using the performance activity, project activity, and portfolio. Based on the teacher’s opinion, the assessment activity also needed much time. It assessed all students individually one by one. Moreover, they had difficulty in assessing the affective aspect.

Conclusions

The 2013 curriculum in the English teaching and learning process in both schools is not implemented maximally because the teachers faced some problems, namely: the limited time available for teaching English, the discrepancies between the materials to be taught and the time allocation, the lack of facilities which support the implementation of the 2013 curriculum, and the complicated assessment administration.

References

Abidin, Y. (2016). *Desain sistem pembelajaran dalam konteks kurikulum 2013*. Bandung: Refika Aditama.

- Kemendikbud. (2014). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah*.
- Kemendikbud. (2014). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Atas/ Madrasah Aliyah*.
- Marsh, C.J. (2009). *Key concepts for understanding curriculum*. London: Routledge.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative data analysis: a methods sourcebook (3rd ed.)*. Los Angeles: Sage.
- Mulyasa, H.E. (2015). *Pengembangan dan implementasi kurikulum 2013*. Bandung: Remaja Rosdakrya.
- Republik Indonesia. (2003). Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan.
- Sani, R.A. (2015). *Pembelajaran saintifik untuk implementasi Kurikulum 2013*. Jakarta: Bumi Aksara.