

Analysis on the Effectiveness of Curriculum 2013 Implementation

(Survey to economics teacher in the greater Bandung)

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Abstract—This study aimed to determine the effectiveness of Curriculum 2013 implementation by Economics Teachers in the Greater Bandung, and know the influence of teachers' competencies on the effectiveness of Curriculum 2013 Implementation. The study used survey method by questionnaire. The results showed that the effectiveness of Curriculum 2013 implementation by Economics Teacher in the Greater Bandung has not been effective yet. The effectiveness of Curriculum 2013 Implementation on Economics Subject was more dominantly determined by teachers' pedagogical competence compared to other competencies.

Keywords—curriculum 2013; the effectiveness; teachers' competencies; economics subject

I. INTRODUCTION

In its realization, the functions and objectives of national education are driven by a curriculum. The curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals [1]. It is even clearer that curriculum development is carried out by referring to national education standards to realize national education goals.

According to Suwarno revealed that "the reason for curriculum development can be in the form of demands for relevance, up to the redefinition of educational programs" [2]. This is in line with Mohammad Nuh as the initiator of the 2013 Curriculum which stated that 'the education curriculum will always change according to the times, otherwise the curriculum does not need to be changed when the times do not show change' [3].

The 2013 curriculum had been initiated in 2011, then piloted in 2012 until it finally became part of the Indonesian education device to become the 2013 Curriculum (Curriculum 2013) in 2013. Since the 2013 curriculum was implemented, not a few from academics and people who opposed the implementation of Curriculum 2013, the reason was because teachers were still unprepared for learning reform which was considered difficult until parents of students who did not want

to be bothered because they have to be involved in realizing the objectives of the Curriculum 2013.

Although in essence this change was caused by internal and external challenges that refer to changing times, it still leaves some groups that rejected these changes. According to Shen stated that:

Educational changes are often perceived as being so problematic, that is, it is not the nature of the change itself but the nature of the knowledge, skills and attitudes of those involved and the way that these are expressed in action. Educational reforms involve many aspects like human resources, teaching method, finance and lost potential. Change and innovation is a hard and long-term process. Any progress in history is the result of change and innovation [4].

The development of the Curriculum 2013 is currently more focused on competence-based regarding with the cognitive, affective, and psychomotor of students. Learning transformations that emphasize the scientific approach, learning processes that must focused on student experience, use authentic and varied assessments that make the teacher feel unprepared and unable to implement the Curriculum 2013, because it is considered too difficult and considered too rushed in its implementation.

One of the main keys to the effectiveness or success of implementing the Curriculum 2013 is how teaching and learning activities as a process of information transfer are carried out. The process needs to be clearly standardized, so that all elements of education implementers can implement the learning process with Curriculum 2013-based align to the needs and can achieve national education objectives. In its implementation, the effectiveness of a curriculum can be achieved by the synergy of several parties involved to jointly achieve the goals of national education. One of the parties considered dominant is the subject teacher which can be seen from the teacher competency factor. This factor also mentioned in the National Education System of Indonesia which stated that subject teacher is an important key in implementing a curriculum. Especially for Economics Subjects in Bandung Raya, a result of research conducted by Budiwati, showed that

Economics Teacher in Bandung Raya was unable to achieve the competence, creativity, and high commitment as a teacher, this also have implications for the readiness of the teacher in implementing the immature Curriculum 2013 [5]. Nevertheless, the study did not discuss how the relationship between economics teacher competencies with the effectiveness of Curriculum 2013 implementation partially, and analyze which indicators were considered unsuccessful by teachers based on the learning process standards they need to master according to the mandate of the Minister of Education and Culture Republic of Indonesia, No. 22 of 2016 [6].

The results of the study have passed 3 years and still remain a question about how the curriculum 2013 is run by teachers, therefore the purpose of this study is to find out how the condition of economics teacher competencies in Bandung Raya and the effectiveness of the Curriculum 2013 implementation they do, and know how the influence of teacher competencies on the effectiveness of the Curriculum 2013 implementation.

II. METHOD

This study used a survey method with questionnaire. The number of teacher samples in this study were 81 high school economics teachers in Bandung Raya. The data analysis technique used was the calculation of the percentage based on the results of questionnaire scores and the correlation test through multiple linear regression analysis.

III. RESULTS

A. Overview of Economics Teacher Competency in Bandung Raya

TABLE I. TEACHER FREQUENCY BASED ON THE COMPETENCY LEVEL

Criterion	Frequency	Percent	Cumulative Percent
High	3	3.7	3.7
Moderate	65	80.2	96.3
Low	13	16.0	100
Total	81	100.0	

Based on the results of the frequency analysis shown in Table 1, it shows that out of 81 Economics Teachers in Bandung Raya, only 3.7% or 3 teachers were in the high category. Economics Teachers in Bandung Raya were more in the moderate category, reaching 80.2% or 65 teachers. The number of teachers in the low category was even more than those in the high category, reaching 16% or 13 teachers.

TABLE II. ECONOMICS TEACHER COMPETENCY LEVEL IN BANDUNG RAYA BASED ON ITS TYPE

Competencies	Achievement of Indicators (%)	Criterion
Pedagogical	52.2	Moderate
Professional	64.5	Moderate
Social	51.0	Moderate
Personality	59.2	Moderate
Mean	56.0	Moderate

Based on Table 2, Economics Teachers in Bandung Raya have the highest level of teacher competency for the type of

professional competence, which is 64.5%, then for the type of personality competence is 59.2%, while the types of pedagogical and social competencies are 52.2% and 51.0% respectively. All types of teacher competencies are in the moderate criteria, these criteria are grouped based on the teacher's achievement of teacher indicators in each type of competency studied.

TABLE III. ECONOMICS TEACHERS' ACHIEVEMENT OF COMPETENCY INDICATORS

Indicators	Achievement of Indicators (%)	Criterion
Pedagogical Competence		
Understand the characteristics of students relating to the physical, intellectual, social-emotional, moral, spiritual, and socio-cultural background	32.7	Low
Identify the initial teaching of the students in the subjects being taught	63.7	Moderate
Identify learning difficulties of students in the subject matter.	71.9	Moderate
Implement various approaches, strategies, methods and learning techniques that educate creatively in the subject matter.	25.4	Low
Prepare lesson plan that is relevant to the conditions and characteristics of students	35.0	Low
Develop representative assessment indicators and instruments	30.5	Low
Use interesting learning methods	54.1	Moderate
Utilize information and communication technology in learning	71.9	Moderate
Provide various learning activities to actualize the potential of students, including their creativity	49.6	Moderate
Organize assessment and evaluation of learning outcomes	66.8	Moderate
Utilize information on the results of assessment and evaluation of learning to improve the quality of learning	57.9	Moderate
Do reflection on the learning that has been carried out	66.8	Moderate
Professional Competence		
Understand competence standards, basic competencies, and learning objectives	61.4	Moderate
Develop creative learning media to help students to facilitate understanding of a material	71.9	Moderate
Conduct class action research to increase professionalism	71.9	Moderate
Utilize information and communication technology for self-development	53.1	Moderate
Social Competence		
Be inclusive and objective towards students, peers and the surrounding environment in carrying out learning.	63.7	Moderate
Communicate with parents of students and the community politely, empathetically, and effectively about the learning program and the progress of students	51.2	Moderate
Communicate with colleagues, the scientific profession and other scientific communities through various media in order to improve the quality of learning	38.2	Low

Table 3. Cont.

<i>Personality Competence</i>		
Act according to Indonesia's diverse national culture	66.8	Moderate
Be honest, assertive and humane. Behavior that reflects virtue and noble character.	63.7	Moderate
Behavior that can be imitated by students and members of the surrounding community	30.5	Low
Show the work ethic and high responsibility.	61.4	Moderate
Proud to be a teacher and confident	61.4	Moderate
Implement the code of ethics of the teaching profession	71.9	Moderate
Mean	56.0	Moderate

Based on Table 3 shows that Economics Teachers in Bandung Raya have mastered 56% of all indicators as professional teachers and are in the moderate criteria. However, in pedagogical competency there are indicators that have not been well mastered, namely understanding the characteristics of students, using various types of learning models, compiling relevant lesson plan, and developing assessments that are in accordance with the Curriculum 2013

standard. Then in social competence, indicators that are still low mastered by teachers, namely the ability to communicate with peers and professionals. Furthermore, in personal competence, indicators that are still low mastered by the teachers are behaving that can be emulated by students.

TABLE IV. TEACHER FREQUENCY BASED ON THE EFFECTIVENESS OF CURRICULUM 2013 IMPLEMENTATION LEVEL

Criterion	Frequency	Percent	Cumulative Percent
Effective	5	6.2	6.2
Moderately Effective	65	80.2	86.4
Ineffective	11	13.6	100.0
Total	81	100.0	

Based on the results of the frequency analysis shown in Table 4, it shows that out of 81 Economics Teachers in Bandung Raya, only 6.2% or 6 teachers were able to implement the 2013 Curriculum in Economics Subjects effectively. Teachers were more in the moderately effective criteria, that was equal to 80.2% or as many as 65 teachers, and there were still 13.6% or as many as 11 teachers who ineffectively implement the Curriculum 2013-based learning process in Economics Subjects.

TABLE V. EFFECTIVENESS OF CURRICULUM 2013 IMPLEMENTATION BY ECONOMICS TEACHER IN BANDUNG RAYA

Indicators	Achievement of Indicators (%)	Criterion
Implement student-centered approach	47.1	Moderate
Implement multidimensional answer of students' question in learning process	55.7	Moderate
Develop learning that is adapted to the characteristics of students	59.9	Moderate
Implement scientific approach	59.9	Moderate
Implement varied learning resources	59.9	Moderate
Implement syllabus of economics subject which in line with the CURRICULUM 2013	59.9	Moderate
Implement learning that able to help students in addressing current challenges	53.1	Moderate
Make CURRICULUM 2013 based-lesson plan easily	43.4	Moderate
Make CURRICULUM 2013 based-lesson plan based on the principal of CURRICULUM 2013 Learning Process	59.9	Moderate
Develop core competencies of students based on the indicators of CURRICULUM 2013 competence standard with easy	49.6	Moderate
Conduct discovery / inquiry approach able to strengthen the scientific, thematic and other thematic approaches in economics subject	51.1	Moderate
Conduct project based learning helps to improve soft-skill of students	59.9	Moderate
Conduct a monitoring program towards teachers' performances in implementing CURRICULUM 2013	59.9	Moderate
Recognize the individual and cultural backgrounds differences of students	53.1	Moderate
Utilize the information and communication technologies to improve the efficiency and effectiveness of learning	47.1	Moderate
Implement learning process that applies values by giving exemplary	47.1	Moderate
Perform as a teacher with high communication skills	59.9	Moderate
Perform as a teacher with stable emotions	59.9	Moderate
Do self-evaluation regularly	59.9	Moderate
Mean	55.1	Moderately Effective

Based on Table 5 shows that in general the teachers have been able to implement Curriculum 2013-based learning based on the indicators contained in the Curriculum 2013 learning process standards were moderately effective, namely by the amount of achievement 55.1% of all indicators that must be implemented by the teacher in the learning process.

B. The Effect of Teachers' Competencies on the Effectiveness of Curriculum 2013 Implementation

TABLE VI. T-TEST

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.068	7.630		2.237	.028
Pedagogical	1.178	.343	.541	3.435	.001
Professional	-.062	.711	-.010	-.087	.931
Social	.389	.776	.057	.501	.618
Personality	.378	.473	.100	.800	.426

Based on Table 6 t test results show that only pedagogical competence has a positive influence on the effectiveness of Curriculum 2013 implementation. This was indicated by the t statistics of pedagogical competence that was equal to 3,435 greater than the t table value, which was 1,664. This t-test result shows that professional, social, and personality competencies have no influence on the effectiveness of the Curriculum 2013 implementation.

TABLE VII. ANOVA TEST

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	5013.471	4	1253.368	13.547	.000 ^b
Residual	7031.369	76	92.518		
Total	12044.840	80			

Based on Table 7 shows that the calculated F Statistics for this regression model was 13.547, while the F table distribution for alpha 0.05 was 2.72, meaning that all independent variables (X) have a calculated F Statistics that was greater than the F Table, meaning Teacher Competencies (X) simultaneously have effect on the Effectiveness of Curriculum 2013 Implementation (Y). The p-value was < 0.05, so F is significant beyond the 0.05 level.

TABLE VIII. R SQUARE ANALYSIS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645 ^a	.416	.386	9.61863

Table 8 shows that the statistics value of R Square of variable X was 0.416 or 41.6% which means that teacher competencies contributed 41.6% to the effectiveness of Curriculum 2013 implementation, while the remaining 58.4% was effected by other variables.

IV. DISCUSSION

In general, mastery of Economics Teacher Competencies in Bandung Raya towards all types of competencies, such as pedagogical, professional, social, and personality have reached

56% of all indicators. However, this achievement was still below the ideal score that should be achieved by the teacher. The failure to achieve the ideal score was due to the mastery of the teacher on indicators of pedagogical competencies such as the teacher was still not so able to understand the characteristics of students, meaning that teachers were still difficult to develop material contained in Basic Competencies that are tailored to the characteristics of students. Furthermore, teachers were also still very difficult to apply the use of various learning models, meaning that teachers have not been able to create creative learning conditions that are liked by students.

Then, the teacher also still has difficulty in preparing Lesson Plans that are relevant to the conditions and characteristics of students, meaning that the Lesson Plans that have been made by the teacher did not vary or tend to be the same for each class, therefore this also has implications towards the teacher's low understanding of the characteristics of students. Teachers were also still very difficult to develop representative assessment indicators and instruments, such as the teacher has not been able to apply the making and use of assessment instruments that should be adjusted to the learning process undertaken by students and indicators of student achievement of the subject matter taught.

Low mastery of teachers' social competency indicators also led to achievement of Economics Teacher competencies in Bandung Raya still below the ideal score, such as the ability of teachers to communicate with peers and professionals, meaning that teachers were not very capable in communicating especially in conversations that aim to improve quality learning, one of which is like participating in a Subject Teacher Council Meetings with the aim of digging up information and conveying the findings of learning innovations.

In personal competence, the teacher's ability to behave in a way that can be imitated by students and members of the surrounding community was still low, meaning that the teacher was still unable to inspire students and the surrounding community in their personality, one of them such as students rarely asking for advice to teachers regarding problems in learning difficulties or other things.

Based on the results F test showed that the Competence of Economics Teachers in Bandung Raya (X) has a positive and significant influence on the Effectiveness of Curriculum 2013 Implementation (Y), meaning that the Curriculum 2013 implementation will be more effective with support Better Economics Teacher Competencies. This proves the theory derived from Katuuk and the statements contained in the National Education System (2012) regarding the factors of successful curriculum implementation, one of the most dominant is teacher competence [7].

The t-test showed that only Pedagogical Competence (X1) of Economics Teachers in Bandung Raya has a positive and significant influence on the Effectiveness of Curriculum 2013 Implementation (Y), meaning that the 2013 curriculum implementation will be more effective with the support of better Economics Teacher Pedagogical competence. This finding was in line with the results of Kusufa's research concerning the effect of pedagogical competence and teacher

readiness on the Curriculum 2013 implementation which stated that pedagogical competence has a significant influence [8].

Professional Competence (X2), Social Competency (X3), and Personality Competence (X4) do not have an influence on the Curriculum 2013 Implementation Effectiveness (Y), meaning that the implementation of the 2013 curriculum will still not be more effective even with the support of better professional, social and personality competence. This result was quite surprising because considering that all three competencies are integrally it should influence the effectiveness of the Curriculum 2013 implementation.

Based on the results of the analysis of the researchers, there is no influence on professional, social, and personal competencies on the effectiveness of the 2013 curriculum implementation due to the demands of the 2013 curriculum emphasizing more on the form of learning activities teacher. This can be seen in the Minister of Education and Culture Regulation, No. 22 of 2016 concerning the Standard Process for Primary and Secondary Education which is dominated by learning formats that adapt to Curriculum 2013 characteristics and require more Pedagogical Competency compared to other competencies [6].

V. CONCLUSION

Based on the results of the analysis showed that the economics teacher competency in Bandung Raya was still below the ideal score and only mastered the indicator as a professional teacher in the moderate criteria. Then the effectiveness of the Curriculum 2013 implementation by economics teachers in Bandung Raya was still below the ideal score and only able to implement it moderately effective.

Based on the results of the correlation test, teacher competency has a positive effect on the effectiveness of the Curriculum 2013 implementation. The effectiveness of the Curriculum 2013 implementation on economics subjects is more dominantly effected by teacher's pedagogical competency compared to other competencies.

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