

# Development of Curriculum 2013 as an effort to improve the quality of education in Indonesiaa

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**Abstract**—T Curriculum as a tool to achieve educational goals used as teacher guidance in implementing learning. The implementation of the 2013 Curriculum that has been enacted needs to be developed to improve the quality of education in Indonesia. Development of Curriculum 2013 that is relevant to the development of our time and the technological advancement as an effort to improve the quality of education in Indonesia is still relatively low. The development of the Curriculum 2013 requires the support of all schools and communities to realize the goal of applying the Curriculum 2013 to improve the quality of education in Indonesia. The research method is the descriptive qualitative method based on Library research, so this research describes the results of many re-analyzed researches. The findings of this research include (1) curriculum development 2013 answering internal challenges that refer to eight National Education Standards which include content standards, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards, and educational assessment standards (2) The development of Curriculum 2013 greatly utilizes technological progress as a mean of education that is relevant to the development of the times, and (3) The effectiveness or success of applying the Curriculum 2013 is determined by the management factor at school and the class level.

**Keywords**—*curriculum, curriculum development, quality of education*

## I. INTRODUCTION

The curriculum as a design in education has a strategic position, because the curriculum is used as the teachers' guidance in implementing learning or in the teaching process. The curriculum is a very important tool for the success of educational goals, because an appropriate curriculum will facilitate the achievement of desired educational goals and objectives. In the history of education in Indonesia, the curriculum has

several times held changes and improvements which purpose is to adjust to the development and progress of the times, in order to achieve maximum educational goals. This is in line with the perspective of the national education policy as can be seen in the Law of National Education System no. 20 of 2003 that: "The curriculum is a set of plans and arrangements concerning objectives, content, lesson materials and ways used as guidelines for the implementation of learning to achieve certain educational goals".

In achieving educational objectives, the curriculum must be realized or practiced in educational activities through teaching. Teaching based on predetermined curriculum, can be used as a benchmark for the success of educational goals that have been planned. Therefore, curriculum and teaching are two things that must be complementary and continuous in achieving educational goals. The content of the curriculum or teaching consists not only of a collection of knowledge or a collection of information but a unified and needed knowledge, both for knowledge itself and for students and the environment. There are four important things in the education process: (1) the role of the material structure and how it becomes the center of learning, (2) the learning process emphasizes intuitive thinking, (3) readiness in learning, and (4) the drive to learn and how to arouse the motive.

The curriculum is created and composed by experts who are experienced in the world of education. The occurrence of the curriculum changes in Indonesia can not be separated from the thoughts of curriculum experts who think about how to advance education in Indonesia. Currently Indonesia is using a national curriculum known as Kurnas (K-13) which has begun in 2013 in stages. This year it is targeted that all schools will be able to implement this curriculum well and have no further obstacles, after the government has assisted schools that need support in the form of

infrastructure and training programs for teachers throughout Indonesia.

Curriculum changes that occur in Indonesia should be dynamic and continue to grow to adjust to the various developments that occur in society due to the influence of progress of science and technology that become increasingly sophisticated. National Curriculum (K-13) which has been implemented in 2013 gradually until now has not shown maximum results in improving the quality of education in Indonesia. This is evidenced by the low quality of education in Indonesia. The quality of education in Indonesia in 2015 was at a low level because it was ranked 69 out of 76 countries. Also, in 2016, the education of Indonesia in the world ranked 57 out of 65 countries published by the Organization for Economic Co-operation and Development (OECD), which is still relatively low.

To improve the quality of education in Indonesia, the development of curriculum 2013 (Kurnas) needs to be done and continuously reviewed, so that the goal of the implementation of the curriculum can be achieved optimally. Achieving educational objectives through the Curriculum 2013 requires support from schools through school and classroom management in implementing learning and community support processes to encourage the development of the Government's 2013 Curriculum.

## II. DEFINITION OF CURRICULUM

The curriculum is an educational design that is used as a reference in the learning process. According to Dakir [1]: "Basically the curriculum contains the composition of teaching materials and learning experiences, learning objectives, media, methods, and evaluation of learning outcomes". In addition, the curriculum is also a potential to develop a person as Pyang proposed by Daryanto [2]: "The curriculum is an educational response to the needs of society and nation in building the young generation of the nation. Pedagogically the curriculum is an educational plan that provides an opportunity for learners to develop their potential in a fun learning environment and in accordance with their ability to have the desired quality of society and nation ". This shows the importance of curriculum as one mean for learners to create and innovate, and develop their potential.

According to Zainal Arifin [3]: "curriculum is a tool to achieve the purpose of education, as well as a guide in the implementation of learning on all types and levels of education. The curriculum must be in accordance with the philosophy and the basic state, namely Pancasila and the 1945 Constitution which describes the life view of a nation". In addition, other opinions also expressed that: "Curriculum is a number of subjects to be taken, and learned by students to gain some knowledge. Subjects are viewed as the experience of parents or intelligent people of the past

that have been organized in a systematic and logical way" This opinion is supported by the idea that the curriculum is the core of the educational process. Therefore, among education sectors, namely education management, curriculum, and student services, curriculum is the field that most directly affect the educational outcomes. It shows that the curriculum is very important in education, as a guide for the learning process.

### A. *Development of Curriculum*

The curriculum used needs to adapt to the changes from time to time. This means there is no appropriate curriculum for all time. Some of the reasons for the development of the Curriculum 2013 are: (1) changes in the learning process (from students to be learned by the students) and the assessment process (from output-based to process-based and output-based) requires additional hours of study; (2) the tendency of many countries to add hours of study; and (3) comparison with other countries shows lesson time in Indonesia is relatively short.

Curriculum development is a systematic and planned activity consisting of curriculum idea development activities, curriculum documents, curriculum implementation, and curriculum evaluation. These four dimensions of curriculum development are interrelated and constitute a unified whole of the development process. As part of curriculum development, curriculum evaluation is an activity carried out since the beginning of curriculum idea development, document development, implementation, and up to the time when the curriculum results will have an impact on society. Evaluation in the process of developing curriculum ideas and documents was conducted to gain input on the appropriateness of ideas and curriculum design, to develop the quality formulated in the graduate competency standards (SKL) [4].

### B. *Quality of Education*

The policy to improve the quality of education is a very dynamic policy, because the improvement of education quality will never stop at a certain point. The development of various aspects of life, social, political, and economic, and especially industry, science, and technology require qualified human resources [5].

Improving the quality of education should be done thoroughly, covering the development of human resources in Indonesia as a whole, such as: moral aspects, morals, character, knowledge, skills, art, sports and behavior. Hence, the contents of the curriculum should reflect the conditions above so as to meet the demands and needs of the surrounding community.

In general, the low quality of education can be caused by various factors both internal and external. The internal factors of the school that can affect the quality of education are the low quality education and

curriculum that apply; so the low effectiveness of teaching and learning process, facilities and infrastructure are not adequate, the spread of teachers who are uneven, and so forth. While external factors that affect the quality of education in schools, among others, are the participation of parents' students in general and that government, which have not been optimal in cooperating to support the development of a quality education [6].

Based on the exposure above the quality of education will be realized through a comprehensive effort that includes the development of Indonesian people completely from the moral aspect, morals, manners, knowledge, skills, art, sports and behavior, by improving the quality education and curriculum and enhancing the role of parents as well as students in working together to support the development of quality education.

### III. MATERIAL & METHODOLOGY

#### A. Data

Data obtained from government documents and study literature.

#### B. Method

The research method used in writing this paper is the qualitative descriptive method based on library research. So, the findings of this study more parse the former results,, which are then analyzed again.

### IV. RESULT AND DISCUSSION

#### A. Result

To determine the ability of teachers and improve their competence, the Government held the Teacher Competency Test (TCT) before implementing curriculum changes. In 2012, the result of TCT high school level of the national average teacher's competence only reached the value of 51.35 which is the highest value compared to the average of competence of kindergarten, elementary and junior high school teachers. After the government held training for teachers, the result of TCT improved. The curriculum change from KTSP to Curriculum 2013 forces teachers to increase their credibility, as evidenced by the 2015 TCT results that have increased significantly. TCT is implemented online and consists of a pedagogic competence test and a professional competence amounting to 100 questions. For example, the increase of TCT high school result of National Examination in 2015 is TCT Senior High School Yogyakarta city as follows:

TABLE I. THE RESULT OF TCT SUBJECT OF UN IPA AND IPS OF SENIOR HIGH SCHOOL IN YOGYAKARTA CITY IN 2015

Number	Subjects	The average value of the Teacher Competency Test
1.	Indonesian	74.96
2.	English	69.89
3.	Mathematics	73.88
4.	Physics	73.15

5.	Biology	70.90
6.	Chemistry	79.34
7.	Economic	78.64
8.	Sociology	68.44
9.	Geography	79.29
	Average total value	74,28

Source: Yogyakarta City government document, 2015

#### B. Discussion

The development of the 2013 Curriculum as a reflection in the face of the ever-changing internal challenges and changing times requires the cooperation of all the school's community in supporting their application. Internal challenges with educational conditions are linked to educational demands that refer to eight (8) National Education Standards that include content standards, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and educational assessment standards. Curriculum 2013 is a curriculum that is relevant to the development of the era in the opinion of the Minister of Education of the Republic of Indonesia 2009-2014 M. Nuh (2013), and the change of curriculum KTSP (Curriculum Level of Education Unit) to the curriculum 2013 is a demand of relevance to the development of the society in the future, the socio-economic conditions of Indonesian society in facing the era of globalization. Therefore, in the 2013 curriculum learning paradigm, we find the use of integrated thematic science-based teaching strategy, especially on elementary school. To apply the 2013 curriculum in teaching and learning process, the government must hold training of teachers [11] (Arifin, 2016: 107).

Intensive government teacher training improves teachers understanding and mastery in applying the 2013 curriculum in the learning process. Once the teacher understands the role and task in applying the Curriculum 2013 on the learning process, it will have an impact on its implementation of . This opinion is in accordance with the results of the research by Mardiana & Sumiyatun [7] that the teacher of class XI history in implementing the 2013 curriculum is quite good. This can be seen by the preparation of RPP conducted by the teacher which has been in accordance with the demands contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia 103 of 2014. In the learning process of history teachers, they have applied learning with a scientific approach consisting of observing, asking, gathering information, associating, and communicating. This approach aims to guide students actively following the learning process. In addition, the assessment system using authentic assessment includes assessment of attitudes, knowledge and skills. The results of this study are supported by the results of the research by Hamid Nasrullah & Susanto [8] that the effectiveness of the implementation of the 2013 curriculum with the motivation of students of class X of Light Vehicle Engineering program at SMK

Ma'arif Kebumen shows that schools implementing the high level of curriculum 2013 tend to grow students motivation to learn better.

The above opinion is supported by the opinion of Bambang Indriyanto [8] that the successful implementation of the curriculum depends on the management factor. In this context the management in question is management at the school and class level. The core of the management factor is leadership. Leadership at the school level includes two roles, principals as curriculum managers and program managers. Although both are two different concepts, but in practice the principal cannot separate from one another. Both can even take place simultaneously or complement each other. Both are pushing towards the realization of effective teaching-learning activities in the classroom. This criterion can be realized through coaching and guidance to teachers and determining the allocation of resources available in schools. The existence of principal leadership in realizing effective teaching and learning activities in the classroom can be established when teachers leadership becomes a supporting factor (complementary factor). Leadership of teachers called pedagogical leadership includes three things, namely the competence to describe the contents of the curriculum, the ability to communicate the contents of the curriculum to students, and the ability to perform the assessment. Information technology has become an increasingly pervasive means of education. This of course has positive consequences for teaching and learning activities in schools. Students make it easier to explore information to deepen their understanding.

Curriculum changes that occur should be tailored to the needs of the community that develops with the times. Teachers education in the 21st century must be dynamic, relevant and authentic in relation to the profession it serves. The teacher education curriculum should be designed for knowledge and embrace students' aspirations, expectations, and career realities. The curriculum innovation described in this paper provides an example of how this can be achieved, giving students in their final year the opportunity to specialize in certain "paths" they might choose when they turn to professions. By expanding the learning environment to include expert teachers, professional and most importantly the students themselves, the transition from student to teacher is characterized by cheerfulness, excitement and anticipation [9]. The results of this study in accordance with the results of research Mardiana & Sumiyatun [7] show that the teachers of class XI history in implementing the 2013 curriculum is quite good. This can be seen by the preparation of RPP conducted by the teacher that has been in accordance with the demands contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia 103 of 2014. In the learning process of history teachers they have applied learning with scientific approach consisting of observing,

asking, gathering information, associating, and communicating. This approach aims to guide students actively following the learning process. In addition, the assessment system using authentic assessment includes assessment of attitudes, knowledge and skills.

The above opinion is supported by Öztürk [10] results that the implementation of the general objectives presented by the new school curriculum requires the improvement of teacher autonomy. The reformist discourse suggests that one of the main objectives of curriculum reform is to introduce new teaching methods that focus on the needs, interests and demands of students and consider their diversity. This can be done by encouraging and enabling teachers to take the initiative in curriculum development. This initial condition is to ensure that they have a wide range of power and autonomy in which they are allowed to select and plan the contents of learning methods and materials. The mismatch between the objectives of the curriculum reform and the reality of the new program reveals the difficulty of changing the concept and structure of Turkey's longstanding educational system where the Ministry exercises strict control over the school curriculum. It does not seem easy to change this structure that has been around for decades. Teachers autonomy is one of the core issues that need to be addressed in order to adequately address Turkey's educational problems. In a reform initiative that fails to consider this issue, principles such as student-centered teachings will remain unfulfilled. To address this problem, teachers and school institutions should be empowered with regard to decision-making regarding school curricula and their implementation.

From the above it can be concluded that the effectiveness of curriculum development in 2013 is strongly influenced by school management factor, where the principal as a leader and manager in the school should be able to nurture teachers in his school to exercise pedagogical leadership optimally by giving teachers' autonomy to use teaching methods which focus on the needs, interests and demands of students and considers their diversity, and encourages and enables teachers to take the initiative in curriculum development so that the objectives of curriculum implementation can be achieved in accordance with the objectives of the curriculum application.

By looking at the above exposure, it is natural that the development of Curriculum 2013 is implemented, but not apart from a number of principles that must be held. The principles of curriculum explain that there are five general principles of curriculum development, namely: the principle of relevance, flexibility, continuity, practical or efficiency and effectiveness.

In addition to curriculum principles that must be held, management in the preparation of the curriculum should also be considered. According to Syaiful Sagala [12] (2014: 142- 145) curriculum management consists of:

- a. Lesson planning : (1) determining what the teacher wants to do, when and how to do it in the implementation of learning; (2) limit the objectives on the basis of specific instructional objectives and establish the implementation of work to achieve maximum results through the process of determining the target of learning; (3) developing alternatives appropriate to the learning strategy; (4) collect and analyze information essential to support learning activities; and (5) prepare and communicate related learning plans and decisions to interested parties.
- b. The organizing of learning activities for each teacher in a school institution is intended to determine who will carry out the tasks according to the organizing principle, by dividing the responsibilities of each school personnel clearly according to their field, authority, subject, and responsibility.
- c. Moving (actuating) according to Terry [12] (Syaiful Sagala, 2014: 145) means to stimulate group members to perform tasks with enthusiasm and good ability. Moving in the context of the school is the task of the principal as an instructional leader, whereas in the context of the class of mobilization is the task of the teacher as the responsible of learning.
- d. Supervision includes (1) evaluating the implementation of activities, compared to plans; (2) reporting irregularities for corrective action and formulating corrective actions, developing learning standards and objectives; and (3) assessing the work and taking corrective action against the deviations of both institutional and educational units of the learning process.

#### V. CONCLUSION

The development of Curriculum 2013 as a government effort to improve the quality of education in Indonesia should be implemented to answer the internal challenges that refer to eight (8) National Education Standards which include content standards, process standards, graduate competency standards, educator standards and education personnel, management standards, financing standards, and educational assessment standards.

Curriculum development 2013 is an elaboration of the previous curriculum and relevant to the development of the times and technological advances, so that the development of Curriculum 2013 which utilizes information technology becomes an increasingly pervasive education. This of course has positive consequences for teaching and learning activities in schools, because students can explore the information more easily to deepen their understanding.

The effectiveness or success of curriculum development 2013 to improve the quality of education is determined by management factors at the school and class level. This is influenced by the principal's competence as a manager as well as a leader in the school to foster teachers in the school, encouraging the realization of effective teaching-learning activities in the classroom. Meanwhile, the success of classroom management is influenced by the ability of teachers in applying the 2013 curriculum in the learning process, so teachers as pedagogic leaders in the class are required to have extensive knowledge and have good teaching skills in realizing educational objectives through the implementation of Curriculum 2013.

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