

The Implementation of Curriculum 2013 at Primary School of Kauman 1 Malang, Indonesia

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Abstract: Curriculum as teaching-learning guideline can not be a permanent guidelines because it needs to follow the development of technologies and science. In Indonesia's education history, the curriculum has changed several times since 1945. The latest changes are from curriculum 2006 to curriculum 2013. This study aims to see how the school implementing the curriculum 2013 and the potential problems that might occur in implementation of curriculum 2013. the method that used in this study is qualitative approach with interview and study documentation to collect the data. In this study we found that Primary School of Kauman 1 Malang is part of piloting project of curriculum 2013 by the government where this school has chosen as one of the first school to implement the curriculum 2013. In the beginning of implementation of curriculum 2013 the teachers are struggles to adapt the curriculum because of significant changes in the content standards, standardized processes, assessment standard and graduation standards. Few problems occurs but with the help of supervisor, training and workshop about curriculum 2013 the teachers gradually overcome the struggles and solved the problems. The teachers also has a group in a media platform to share and discuss problems they encountered and find the solutions together.

Keywords: curriculum 2013, implementation of curriculum, education system

I. INTRODUCTION

Curriculum is a set of plans and rules about purposes, substances, learning material, and also the method that used as teaching-learning implementation guidelines to achieved certain educational purpose for a specific educational level as stated in Act No. 20 of 2003 and Government Regulation No. 19 of 2005 (Baharun, 2017). Curriculum that used as teaching-learning guideline can not be a permanent guidelines because it needs to follow the development of technologies and science.

Thus, the changes and developments of curriculum have to be done to adapt to the times that always changing. Hamalik (2010) define curriculum development as problems, process, and progress that lead to the condition of times and future projections. In Indonesia's education history, the curriculum has changed several times since 1945, namely curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and the latest curriculum 2013 (Machali, 2014). The curriculum is constantly being developed as science and technologies become more advance.

The latest changes are from curriculum 2006 to curriculum 2013. Curriculum 2006 is a curriculum which developed by each education unit. This curriculum is developed to suit the characteristic, condition, and potential of region, school, and students by the education unit (Baedhowi, 2017). Whereas, Curriculum 2013 is the development of curriculum 2006 which based on future challenges, society perception, development of science and pedagogy, future competition, and negative phenomenon that surfaced (Kemendikbud, 2013).

There are few significant changes from curriculum 2006 to curriculum 2013. The changes are in the content

standards, standardized processes, assessment standard and graduation standards (Kemendikbud, 2014). According to Regulation of The Minister of Education and Culture of The Republic of Indonesia No. 67 of 2013 on Basic Design and Structure of Curriculum for Primary School/Madrasah Ibtidaiyah, curriculum 2013 aims to prepare Indonesian, which in this context are students, as individual or citizen to become religious, productive, creative, innovative, affective and also to contribute to society, nation, country, and world.

Where curriculum 2006 is emphasized on cognitive mastery, Curriculum 2013 is not only emphasized on cognitive mastery but also character building as regulated in the core of competencies which core of competency 1 and 2 for character building and core of competency 3 and 4 for cognitive mastery and these are stated in Regulation of The Minister of Education and Culture of The Republic of Indonesia No. 67 of 2013.

These changes of curriculum certainly would have brought problems in its implementation at schools. The schools and teachers needs to adapt the changes and it can not be done in a short of time. To see how school implementing the curriculum and the potential problems that might occur in implementation of curriculum 2013 became the reason why the researchers decided to do this research. Primary school of Kauman 1 Malang was one of piloting project school the government chose to implement the newest developed curriculum 2013.

II. METHOD

This research used qualitative approach. Qualitative research is a research that used to describe and

analyse phenomena, events, social activities, attitudes, beliefs, perceptions, and people as individual or groups (Sukmadinata, 2009). According to Sukmadinata (2004) source of data is subject from which the data was obtained. There are kind of data. First, primary data is data that obtained directly from the sources (Marzuki, 2000).

The primary data source of this study is obtained from the interviews with the teachers of Primary School of Kauman 1 Malang. For the secondary data, secondary data is the data that obtained indirectly from the sources (Hadi, 2000). The researchers obtained it from curriculum documents from the school and other documents related to this study.

III. RESULTS AND DISCUSSION

Primary school of Kauman 1 Malang, where this research conducted, is one of schools in Malang had chosen as the first schools to implement curriculum 2013. As the researchers stated before Curriculum 2013 is a development of curriculum 2006. There few significant changes from curriculum 2006 to 2013 in few aspects which are contents, processes, assessment and also graduation standard. Curriculum 2013 itself also has been through a few changes since 2013 until now. Due to these changes, many teachers experienced difficulties in implementing curriculum 2013, however, as the time goes by the teachers began to understand and implement it well. A lot of training and workshops held to help the teachers understand the changes in curriculum 2013. The trainings and workshops of curriculum 2013 are not only held by government, but also education department of malang, and from the school itself.

Based on research findings, it was found that initially the teachers at Primary school of Kauman 1 Malang had difficulty on the methods implementation because in curriculum 2013 the teachers have to used scientific approach. This is happened because the teachers accustomed to using lecture learning methods in curriculum 2006 which is the opposite of Scientific approach that requires teachers to be creative and innovative. Curriculum 2013 demands the teachers to be skilled, creatives, and mastering ICT (Mukminah, 2018).

For the implementation of curriculum 2013, Primary school of Kauman 1 Malang has green house, laboratories, composting room, and others as learning tools to support the teaching and learning processes based on curriculum 2013. Sometimes the teachers would bring students to market, post office and other places to experience learning outside classroom. This activities have done with the hope that students will be able to get real experiences and meaningful and also could change students' behavior to be more aware with their surrounding (Lestari, 2016)

The researchers also found that grade 6 teachers has difficulties to manage the learning process as they also need to prepare the students for the national examinations. The teachers have to teach students according to Tematik but they also have to teach students particular subjects to make sure the students well prepared for the national examinations. The discrepancy between *tematik* material and the national examination material become a problem for the teacher because there are

differences between *tematik* and the national examination materials (Hamdani, 2015).

Another things that the researchers found is about evaluation. Implementation of curriculum 2013 have to be evaluated to keep the consistency of achievement of objectives itself (Budiani, et al, 2017). The evaluationsat primary school of Kauman 1 Malang are carried out by various parties. The curriculum evaluations are done by supervisors from educational department of Malang periodically, whereas, teaching-learning evaluations are done by the headmaster whenever it needed using clinical supervision. Clinical supervision aims to improve teacher's teaching behavior, especially the one who is weak in teaching so they could do their job professionally (Iriyani, 2008). The teachers creates a group for all Malang's primary school teachers using media platform to discuss every problems the have encountered and exchange opinions and ideas to solved the problems.

IV. CONCLUSION

Curriculum 2013 is a development of curriculum 2006 where there are changes in the content standards, standardized processes, assessment standard and graduation standards. Curriculum 2013 will be continuously developing to improve Indonesia's education system that not only emphasized on cognitive but also great characters.

In the implementation of curriculum 2013 surely occurred problems because of the changes, however, it could be solved with the trainings and workshops of implementation curriculum 2013 which held by the government, education department of region, supervisor and also the school itself. Every problems also could be solved with the supervision from headmasters and discussion by fellow teachers.

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