

Evaluation of Curriculum 2013 Implementation in Elementary Schools

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Abstract—This research aims to contribute several ideas towards the implementation of the 2013 curriculum for elementary school teachers in Palembang. This descriptive qualitative research used interviews and questionnaires as data collection techniques. The results of the 2013 Curriculum implementation evaluation research were related to the constraints of teachers in implementing the 2013 curriculum. The benefits of this research are the data analyzed with arguments descriptively. The results of the study found obstacles and obstacles to the implementation of the 2013 curriculum for schools and teachers towards the mastery of science and technology, the creation of instructional media, evaluation of learning and the limitations of facilities and infrastructure so that the implementation of the 2013 curriculum could only be carried out in 2018/2019. Solutions are needed in the form of providing adequate training and workshops for teachers and education personnel. Provide the necessary facilities and infrastructure and develop technology-based assessment systems.

Keywords—implementation; 2013 curriculum; qualitative descriptive research.

I. INTRODUCTION

The government has set the 2013 curriculum as a new curriculum replacing the 2006 curriculum. The 2013 curriculum is the answer to the situation and development of the era that demands a new paradigm in the world of education [1]. According to this curriculum, the assessment process and learning outcomes are the important components of learning activities in addition to other components. This curriculum has been being implemented in Indonesia since July 2013. The curriculum is expected to generate productive, creative, innovative, and affective human resources through the competence [2]. The implementation of the 2013 curriculum was developed to be able to answer the needs of students today. Teachers are required to continue to develop their professionalism. Teachers who are not able to develop learning in accordance with current demands cannot meet the needs of students, so learning is not interesting anymore.

Innovation in the curriculum ideas of the 2013 Curriculum is related with philosophy of the curriculum, the aims of the

curriculum, theoretical model of competency-based curriculum, content design, process, assessment of students' outcomes [3]. This is in line with Permendikbud No. 22 of 2016 and Permendikbud No. 103 of 2014 namely "Learning in the 2013 curriculum uses a scientific approach or a scientific process-based approach." Learning as a system consists of several components that are related to each other. Components include the objectives, learning materials, methods and activities of teaching and learning, learning media and resources, and assessment procedures and instruments; (c) for guidance and counseling, especially to find out what matters a learner or group of learners require in remedial services, as a basis for dealing with specific cases among learners, and as a reference in serving the needs of learners in the context of career guidance; (d) for the development and improvement of the school curriculum. This is related to the activities of teachers in conducting evaluation activities in order to assess the success of learners learn and assess the learning program, which means also assess the achievement of competencies set in the curriculum [4].

The implementation of the 2013 curriculum requires a process because educators and educators need time to prepare. Preparation through intensive and ongoing training and workshops is an absolute necessity that must be done. In implementing the K-13, the teachers were found to be entangled in some old practices and traditional view of learning and seemed to implement the curriculum incomprehensively with a number of deviations in the three levels of implementation: the teaching plans, the teaching process and the assessment process [5].

Teachers are required to be able to develop their abilities comprehensively. The professionalism of teachers in implementing the 2013 curriculum is a central part. Teachers must always be ready to face the changing times. Hence, the teacher must always learn and develop abilities. The problem that is often faced is the teachers who do not want to change and do not want to develop themselves. A good teacher is a teacher who wants to learn from experience and learn from various fields of the latest science.

In the course of time since the government set the 2013 curriculum into a new curriculum and had to be implemented in primary and secondary schools, the teachers discovered obstacles so that curriculum could not be fully implemented. The implementation is related to a training program for teachers in accordance with the model of the implementation of 2013

curriculum [6]. Xaverius Elementary School in Palembang City is the subject of this research related to the evaluation of the implementation of the 2013 curriculum. Five Xaverius elementary schools in the city of Palembang are private schools that only implemented the 2013 curriculum in the 2018/2019 school year.

This condition attracted the researcher to conduct research in five Xaverius elementary schools related to "Evaluation of the implementation of the 2013 curriculum. The researcher wanted to know the extent of the implementation of the 2013 curriculum to find obstacles and obstacles, so that until the 2018/2019 academic year the new Curriculum 2013 will be implemented. Teachers and educational teaching method are essential parts of the educational process. The use of computer technology gives proper understanding to the process of knowledge learning and skills achievement in the school science subjects [7].

The researcher limits several matters relating to the evaluation of the implementation of the 2013 curriculum in five Xaverius Elementary Schools in Palembang. The research subjects relating to the implementation of the 2013 curriculum the ability of teachers to design and use technology-based learning media. 4) The extent to which the mastery of teachers of technology-based assessment system that includes three aspects; attitude, knowledge and skills. 5) The extent of the availability of school facilities and infrastructure that supports the implementation of the 2013 curriculum in Schools.

II. METHODOLOGY

Researchers used a qualitative description approach called the naturalistic approach, because research is conducted naturally. Descriptive research is a form of research that aims to describe the phenomena that exist and examine the forms of activities, characteristics, changes, relationships, similarities, and differences with other phenomena. The techniques used to collect data in this study are interviews, observation, opinion polls and documentation studies.

The population of this research was five Xaverius elementary schools in Palembang that have implemented the 2013 curriculum so that the evaluation will find out what are the obstacles and obstacles in the school. This study intended to determine how far; first, the ability of teachers to implement the 2013 curriculum in their learning. Secondly the ability of teachers to use technology in learning, thirdly the ability of teachers to design and create instructional media, fourthly the ability of teachers to carry out learning evaluations and fifth is the ability of the availability of facilities and infrastructure in the 2013 curriculum implementation.

The results of studies or studies relating to the collection of data relating to the research also supported with a questionnaire that is used to find accurate information and data [8]. In qualitative research "The analysis has begun since formulating and explaining the problem, before plunging into the field, and continuing until writing the results of research". But in this study data analysis is more focused during the process in the field together with data collection [9].

The researcher used a qualitative description approach called a naturalistic approach, because the research was conducted

naturally. Basically, this qualitative description research aimed to get information based on conditions and situations in place so that the researcher can describe the conditions according to the existing problems. Descriptive research is a form of research aimed at describing existing phenomena and reviewing the form of activity, characteristics, changes, relationships, similarities, and differences with other phenomena.

The move started from analyzing the situation, followed by analysis purposes consisting of general and specific objectives, analyze appropriate content, analyze the learning experience, evaluation and subsequent analyzes followed by re-analyzing the situation again. The process used in the development of the curriculum is ongoing and cyclical [10].

The techniques used to gather data in this study were observations, interviews, polls and documentation studies. The researcher becomes key instruments and primary sources. Data to be used was based on research on the evaluation of curriculum implementation 2013. In this study, the population was the principal and teachers of Xaverius elementary school of Palembang in 2018-2019.

Relating to data collection procedures, data and information were facts that would be the basis of this research analysis. Data and facts were materials found in interviews, polls and observations in the schools of Xaverius elementary school in Palembang. The collected data had to be tested. For testing data, the researcher collected data from interviews with the principal and research poll for teachers in SD Xaverius Palembang. The transcription of the interview and observation were coded into categories. Then the categorized data were analyzed and described argumentatively. Curriculum design and curriculum delivery practices are very important factors for maintaining quality in educational system [11].

III. RESULTS AND DISCUSSION

A. Results

The analysis of data in the qualitative research is the process of tracking and setting up transcript of interviews, field records, and other materials collected systematically to enhance understanding of these materials in order to interpret. Research related to the evaluation of the implementation of the 2013 curriculum, the results of preliminary information retrieval collected from school principals and teachers, which were determined in the research and the next stage were selected as resource persons to explore and obtain the needed resources.

The data were obtained from 5 Palembang City Xaverius Elementary Schools namely; SD Xaverius 1, SD Xaverius 3, SD Xaverius 4, SD Xaverius 8 and SD Xaverius 9. The researchers received a clear and complete picture of the implementation of the 2013 curriculum at SD Xaverius in Palembang from the results of interviews and questionnaire distribution of. The Xaverius Elementary School is part of the Xaverius Education Foundation and under the Miriam Foundation. The profile of each school provides an overview of the situation and condition of the school. Researchers get data and facts from information as facts that are ready to use. In this study, researchers obtained data and information as results that showed an overview of each school.

SD Xaverius 1 Palembang City has implemented the 2013 curriculum in 2018-2019 school year, but not all the classes implementing the 2013 curriculum. The grade 6 of this school still used the previous curriculum due to the preparation for the examinations. Classes 1 to 5 have used 2013 curriculum learning. In the 2019-2020 school year all classes will fully implement the 2013 curriculum at SD Xaverius 1 Palembang City. 4

Schools have tried to provide training for teachers. The training was held with a program organized by the Department of Education and the school internally. The school expected that teachers participating in training can develop their ability to master the new curriculum in the learning process. The school prepared a grading system program that helps teachers, to reduce the workload in the assessment. The results of training and workshops to improve the ability of teachers was followed up so they can carry out their duties and responsibilities in a professional manner

The Xaverius 3 Elementary School Palembang city had only implemented the 2013 curriculum in the 2018-2019 school year, grades 1 through grade 5 had used the 2013 curriculum learning, while grade 6 still used the KTSP curriculum to prepare for the last exams of the previous curriculum. The obstacles found in evaluating the implementation of the 2013 curriculum, there were teachers who still have not used computers in learning, especially senior teachers. In the implementation of the 2013 curriculum, school facilities and infrastructure were inadequate. Complex assessment systems make it difficult for teachers to assess the students by a technology-based assessment system program.

Xaverius 3 Elementary School in Palembang City has implemented the 2013 curriculum in the 2018-2019 school year, but there are still sixth grade students who have not used the 2013 curriculum because of the preparation for the sixth-grade exam that still uses the curriculum of KTSP. There are still teachers in SD Xaverius four who are not yet proficient in using computers and learning, especially senior teachers. Inadequate school facilities and infrastructure to support the implementation of the 2013 curriculum. Facilities and infrastructure needed in school learning are still trying to complete the facilities and infrastructure needed to meet the demands of learning in the 2013 curriculum so that learning will run optimally and effectively.

The 2013 curriculum requires a comprehensive assessment that includes assessment of attitudes, knowledge, and skills. Part of the teacher assessment is not easy, so the teachers still see the form of assessment as difficult and complicated. Palembang City Xaverius Elementary School works on a technology-based assessment system.

SD Xaverius 8 Palembang city has implemented the 2013 curriculum in 2018-2019. However, not all classes have done the 2013 curriculum learning. Classes that have implemented the 2013 curriculum in the 2018-2019 school year are Class 1 to Class 5, while grade 6 still uses the KTSP curriculum because they were in the middle of the preparation for the Exams. In the 2019-2020 school year, the 2013 curriculum has been established by the government as a new curriculum, so schools are required to implement it. The 2013 curriculum as a new

curriculum requires a process through joint training and evaluation. However, school has not implemented it because the new curriculum must be tested in a pilot school designated by the Department of Education as a cluster school. Obstacles to the implementation of the 2013 curriculum at SD Xaverius 8 namely; there are still teachers who are not yet proficient in using computers in technology-based learning, especially senior teachers.

The 2013 curriculum requires facilities and infrastructures that can support technology-based learning systems. The schools still have to complete the required facilities. A complex and difficult assessment system needs an assessment program system that helps teachers so as not to add to the workload that is burdening the teachers. The school prepares a technology-based assessment system. The school prepares a report card with an easier assessment system. Follow-up plan after finding obstacles and obstacles to the implementation of the 2013 Curriculum; The school is expected to provide training needed by teachers related to understanding, mastering the learning.

SD Xaverius 9 Palembang city has only implemented the 2013 curriculum in the 2018-2019 school year. Not all classes have done the 2013 curriculum learning. The class who have implemented the 2013 curriculum in the 2018-2019 school year are Class 1 through Class 5, while grade 6 still uses the KTSP curriculum because it will prepare for the Exams with the previous curriculum. In the 2019-2020 school year, Xaverius 9 Elementary School Palembang will only implement the 2013 curriculum in full. The 2013 curriculum has been established by the government as a new curriculum, so schools are required to implement it. The 2013 curriculum as a new curriculum requires a process through joint training and evaluation.

The obstacles found in evaluating the implementation of 2013 Curriculum in Xaverius 9 Elementary School in Palembang, namely: teachers who are not proficient in implementing computer-based learning and technology, especially senior teachers. School facilities and infrastructure that have not been prepared for ICT-based learning, schools still need to complete the facilities needed. The assessment system is complicated and needs an assessment program system that helps teachers so as not to burden the workload that is burdening the teachers. Besides, the parents of students are still having difficulties in assisting children to study at home. They need special skills, therefore, there is a need for tutorials for parents to be able to assist children to study at home. Furthermore, a report card with an easier assessment system making it easier to fill out report cards for students was demanded

Follow-up plan after finding obstacles and constraints during the implementation of the 2013 Curriculum are; The school is immediately providing training needed by teachers related to understanding, mastering the learning of the 2013 curriculum. The school strives to complete the facilities needed to support the implementation of the 2013 curriculum. In addition, the school strives to create an assessment system program that is more helpful to teachers in assessments including the three aspects, namely assessment of attitudes, knowledge, and skills. Schools provide opportunities for teachers to learn from one another and provide training on student report cards.

In general, the obstacles faced by teachers in Palembang Xaverius Elementary School in evaluating the implementation of K13 are: The ability of teachers in mastering the 2013 curriculum in classroom learning by teachers who are still not yet proficient in using computers and ITI-based learning. School facilities and infrastructure that have not yet prepared the facilities and infrastructure needed for ITI-based learning; schools still need to complete the facilities needed. The assessment system is complicated and needs an assessment program that helps teachers so as not to burden the workload that is burdening the teachers. Parents of students who are still having difficulties in assisting children to study at home, because they need special skills, there needs to be a tutorial for parents to be able to accompany children to study at home. Prepare a report card with an easier assessment system. making it easier to fill out report cards for students.

The results of the research were:

1. Overview of object research on evaluation of implementation of curriculum 2013 at SD Xaverius Palembang City consists of SD Xaverius 1, SD Xaverius 3, SD Xaverius 4, SD Xaverius 8 and SD Xaverius 9.
2. A description of the results associated with the evaluation of the 2013 curriculum implementation, the preliminary information search results gathered from the principal and the teachers, stipulated in the study and the next stage were selected as resource for digging and acquiring the resources needed. Data obtained from 5 Xaverius elementary schools of Palembang were: SD Xaverius 1, SD Xaverius 3, SD Xaverius 4, SD Xaverius 8 and SD Xaverius 9.
3. The school principal's view of the 2013 curriculum implementation of the fifth SD Xaverius of Palembang that has implemented the curriculum 2013 lesson year 2018-2019. In the academic year of 2014/2015, according to government decree, it implemented curriculum 2013. Going forward, the schools were not ready, there was an alternative that the elementary school that was not ready could reuse the KTSP curriculum. The five of Xaverius Elementary Schools finally re-implemented the curriculum of 2013 in the academic year of 2018/2019. However, the 6th grade was excluded because it had to prepare a test that still used the KTSP curriculum, while class 1-5 had been conducting learning with the curriculum 2013.
4. Teachers' views on curriculum implementation 2013. Based on Teacher Readiness Questionnaire for implementation of curriculum 2013, it showed out of 50 teachers, there are 68% (34 teachers) who feel they are not ready to implement the 2013 curriculum learning. The reasons are the 2013 curriculum is complicated and requires special abilities. While 20% (10 teachers) feel ready for the implementation of Curriculum 2013, and 12% (6 teachers) have been very prepared because they have been joining training, self-educating, and learning with fellow-teachers. There are still many teachers who are not ready to implement the 2013 curriculum learning.

The results of the science mastery questionnaire in learning demonstrate that from 50 teachers, they have not capable of mastering science and technology, while the teachers who have mastered the science and technology as much as 18% (9 teachers), and teachers who have not mastered the were 81% (41 teachers). Conclusively, there are still many teachers who have not mastered science and technology in learning Curriculum 2013. There should be ongoing training and workshops.

The results of the poll about the form of the 2013 curriculum assessment, there were as many as 72% (36 teachers) stating that the Learning Assessment form of curriculum 2013 is difficult and complicated. Next, there were 28% (14 teachers) stating the judgment is not difficult by using the app. Conclusively, the 2013 curriculum assessment requires IT-based application systems, making it easier for teachers to work in assessments based on attitudes, knowledge and skills.

The result of designing and making learning media-based science and technology shows that, of 50 teachers, there were none who have been able to design learning media. While the teachers who have mastered to design and use the media learning as much as 48% (24 teachers) and teachers who have not mastered are as much as 52% (26 teachers). In conclusion, the ability of teachers to design in making learning media and using ITI-based learning media is still being developed so that all teachers are able to design and use in learning.

Based on the questionnaire results, concerning the availability of facilities and infrastructure, of 50 teachers, none of them consider that the availability of school facilities and infrastructure is very adequate, while 18%, (9 teachers) consider the availability of adequate facilities and infrastructure and 82% teachers (41 teachers) consider that facilities and infrastructure has not been adequate in their schools. In conclusion, based on the results, many teachers of SD Xaverius Palembang still see the availability of facilities and infrastructure not yet adequate in accordance with the demands of the curriculum 2013 and the needs of learners.

Teachers are required to master and be skilled in giving assessments. The assessment which includes several aspects must be in line with the achievements that must be endorsed by all teachers. Questionnaire Results Graph about the mastery of the Xaverius elementary school teachers in Palembang about the form of 2013 curriculum learning assessment, 36 out of 50 teachers (72%) felt that the form of the 2013 curriculum learning assessment was complicated or difficult. While the 28% teachers (14 teacher) thought that the 2013 curriculum learning assessment is not difficult.

B. Discussion

The five Xaverius elementary schools are located within the area of Palembang which is scattered in some areas of the city. The schools that had been researched have some diversity in accordance with the conditions and environment where the school is located. The interview and distribution of questionnaires received a clear and complete picture of the

implementation of curriculum 2013 in SD Xaverius in the city of Palembang.

Each school profile provided an overview of the situation and condition of the school with its own situations and conditions. The researcher acquired data and facts from information as facts that were ready to be used as evident from the facts. All testimonies, information, or authority were associated to prove something of truth from an examined object. The information and data obtained by the tests were conducted in certain ways to the collected materials.

The five schools of SD Xaverius in Palembang have sought to provide training and workshops for teachers. Trainings and workshops followed the program organized by the Education Office and also conducted internally. Training and workshops were intended to prepare teachers to be ready to implement the 2013 curriculum in learning. The school hopes that teachers who attend the training can develop the professional skills of teachers increasingly mastering the new curriculum in the learning process in the classroom. The school prepares assessment system programs that help teachers, because of the complex evaluation system, a system program that can help teachers work. The principal and the foundation and the teachers in the fifth school are able to implement the curriculum despite the hindrances.

The result of designing and making learning media-based science and technology shows that, of 50 teachers, who have been able to design learning media does not exist. While the teachers who have mastered to design and use the media learning as much as 48% (24 teachers) and teachers who have not mastered are as much as 52% (26 teachers). In conclusion, the ability of teachers to design in making learning media and using ITI-based learning media is still being developed so that all teachers are able to design and use in learning.

Based on the questionnaire results, concerning the availability of facilities and infrastructure, of 50 teachers, those who feel the availability of school facilities and infrastructure is very adequate was 0%, while 18%, (9 teachers) considered that the availability of adequate facilities and infrastructure and teachers who felt that facilities and infrastructure has not been adequate 82% (41 teachers).

IV. CONCLUSION

In conclusion, many teachers of SD Xaverius Palembang still see the facilities and infrastructure were not yet adequate in accordance with the demands of the curriculum 2013 and the needs of the learners. The 2013 curriculum assessment requires systematic design because it must include many aspects; that is attitude assessment, knowledge assessment, and skills assessment. The school has endeavored a science and technology-based assessment program system, which is designed in a systematic and comprehensive manner, so that it will assist teachers in making a complete assessment of aspects of attitude, knowledge and skills

Xaverius elementary school in Palembang has implemented the 2013 curriculum in 2018/2019. The implementation of the

2013 curriculum requires careful preparation, so that teachers and schools are ready to implement it in the learning process. All school environments need to have the same purists, so they can work together. Teacher readiness, supported by adequate science and technology, as well as the ability to design and use IT-based learning media to support the availability of facilities and the availability of adequate infrastructure and the ability to master the assessment system that facilitates teacher performance in learning assessment.

The professionalism of teachers needs to be continuously improved to support professional performance. Training, workshops, and professional development should be the priority of the school. The ability of teachers will be a human resource that will lead to a better change including the readiness of the teachers in accepting the new curriculum. Building internal and external partnerships can be a thought that needs to be intertwined, so that they can learn from each other and develop each other. Implementation of curriculum 2013 requires ongoing development. Establishing cross-school cooperation can be one of the processes for enriching experience and knowledge and strengthening the network between schools.

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