

The Influence of the Implementation of the 2013 Curriculum and Learning Motivation Against Student Achievement in Social Sciences

Sakdiyah
Department of Economic
Education,
Faculty of Teacher Training
and Education,
Syiah Kuala University,
Banda Aceh, Indonesia
dra.sakdiyah@unsyiah.ac.id

Murniati
Department of Education,
Faculty of Teacher Training
and Education,
Syiah Kuala University
Banda Aceh, Indonesia
murniati@unsyiah.ac.id

M. Shabri Abd. Majid
Department of Economic
Development,
Faculty of Economics and
Business,
Syiah Kuala University
Banda Aceh, Indonesia
mshabri@unsyiah.ac.id

Ishak Hasan
Department of Economic
Education,
Faculty of Teacher Training
and Education,
Syiah Kuala University
Banda Aceh, Indonesia
ishakhasan64@unsyiah.ac.id

Abstract: This study aims to examine the direct effect of the curriculum on learning motivation and the direct influence of the curriculum on student learning achievement and examine the indirect influence (mediation) of the curriculum on student learning achievement through motivation to study. This research was carried out in the city of Banda Aceh, with the research method used namely the survey method while the research approach was mixed (mix method). The population is all public junior high school students in Banda Aceh as many as 9,640, the sample is 385 students selected using the Slovin formula. The techniques of collecting data used observation, documents and questionnaires. Data analysis techniques used Structural Equation Modeling (SEM) with Amos version 21 and Sobel Test to test indirect effects (mediation). The results of the analysis show that: (1) There is a direct influence of the curriculum on student learning motivation with Standardized Loading Estimate of 0.3. (2) There is a negative direct effect of the curriculum on student achievement with Standardized Loading Estimates -0.33. (3) There is an indirect effect of the curriculum on student learning achievement through student learning motivation with Indirect Effect Estimate 0.19.

Keywords: curriculum, motivation, achievement, Social Sciences Subject, Banda Aceh, junior high school

I. INTRODUCTION

Education is the most important factor in improving the quality of human resources. The better quality of education of a country, the more advanced the country is. Thus, developed countries such as The United Kingdom still places education as a top priority in the development of their country [22]. The learning process is fully directed at the development of the three domains, namely (coognitive, affective, psychomotor), all three domains are required in full, meaning that the development of one domain cannot be separated from the other domains. In planning this learning process there are several aspects that need to be considered, namely: learning design, learning

implementation plan, and assessment of learning outcomes and processes [14].

The curriculum is a tool that will determine the purpose of education, the success or failure of education depends on the curriculum used [6]. The curriculum is the most important reference in the teaching and learning process, with the curriculum expected to increase the progress of motivation and student achievement in school. But the curriculum is too dense, above the ability of students, and not in accordance with the interests and talents of students. Those are also signs of a poor curriculum. Likewise, the ever-changing curriculum will be difficult to implement by the school community, especially the teachers in the teaching and learning process. Like the 2013 curriculum, it is good for ideas, but because it is directly applied without being tested beforehand, it causes a lot of problems. So many schools refuse to run it. Thus, the Ministry of Education and Culture in December 2014 postponed its implementation nationally [8].

Subsequently, revisions were made, then what applies now is the revised edition of the 2013 curriculum. This is in accordance with the results of a study conducted [27] in Palu that the ability of teachers to implement the 2013 curriculum is still lacking. This is due to the role of the principal, teacher creativity, student activities, socialization, learning facilities and resources, and an inadequate environment. Likewise, the results of research conducted [26] in Banda Aceh, the obstacles faced by teachers in the implementation of the revised edition of the 2013 curriculum are teachers who are still less able to prepare lesson plans, inadequate learning resources (books), the existence of important material omitted, students are still passive, and lack of training to teachers.

Besides the curriculum, motivation factors also greatly affect a student's learning achievement. Although the applicable curriculum is suitable with the abilities, interests and talents and not burdened with material that is

not so important for students, but without high motivation both internal motivation and external motivation, it will be difficult to get good learning achievements [5]. Based on those phenomena, the researcher considers that this research needs to be carried out with the title: "The Influence of Curriculum on Motivation and Its Impact on Student Achievement in Social Sciences Subjects in State Junior High Schools in Banda Aceh".

II. THEORETICAL REVIEW

Every activity carried out by humans will get results. Likewise with learning activities will certainly get results in the form of learning achievements. Learning is a process that will produce changes in attitudes, knowledge and skills. [21] states that; behavior change is the learning process itself. While learning achievement is a perfection achieved by a student in thinking, feeling and performing. Learning achievement is stated perfect if it fulfills three aspects, namely, cognitive, affective and psychomotor [12].

According to [20] "learning achievement is a result that shows where the level of ability and success of students in achieving learning goals are". Learning achievement is also influenced by several factors, in general there are two, namely internal factors consisting of physical condition, intelligence, attitudes, interests, talents and motivations while external factors include social environment, natural environment, instrumental factors (teachers, facilities and infrastructure, curriculum) [24].

Based on some previous definitions, it can be concluded that learning achievement is mastery of knowledge, skills and changes in a person's attitude after the activities or teaching and learning processes at school. Usually the learning achievement is only known after the teacher tests. Learning achievement is also influenced by several factors, one of the important factors is motivation.

Motivation in the learning process is very necessary, because motivation is an encouragement and desire in learning. According to [24], learning motivation can be divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the student itself, so it can move and direct itself in behaving. The example is an encouragement for a high achievement. While extrinsic motivation is motivation that comes from outside the individual and can arouse individuals to move so that they can achieve the desired goals.

Furthermore [23] states that, "Motivation is a direction and perseverance of students to achieve goals. The main goal of a student is to achieve high learning outcomes so that they are called successful. Thus motivation can arise from within the student itself such as the existence of a need or desire to succeed [11], as well as encouragement obtained from outside such as the existence of coercion, punishment and gifts which are given if the student is a high achiever student. In addition to motivating curriculum factors also greatly affect a student's learning achievement.

A curriculum that is too high, not in accordance with the abilities, interests and talents of students will also have a bad impact on achievement. The curriculum is a number of subjects in school or courses in college that must be taken to achieve graduation or obtain a diploma [27]. According to [16] there are two dimensions of the curriculum, one namely plans and arrangements regarding objectives, content and learning material, two namely the ways used for learning activities are made fun, challenging, interactive, inspirational and can motivate students to be active in class [19] The current curriculum is the 2013 revised curriculum. The revision includes increasing coherence, simplifying the assessment process, direct and indirect learning processes [9]. The revised edition of the 2013 curriculum came into effect in June 2016 [17].

III. RESEARCH METHOD

This research is associative or correlational that aims to determine the relationship between two or more variables [15]. Data was collected by distributing guided questionnaires to students and in collaboration with social studies teachers in all public junior high schools throughout the city of Banda Aceh. Questionnaires may not be taken home so that all can be returned. Before being distributed to the respondents the questionnaire was tested for validity and reliability. Data is obtained from respondents as samples taken from the population. The population in this study were all students of Banda Aceh Junior High School.

Sampling is done using the Slovin formula, from the calculation results, it is obtained that there are 385 students consisting of 19 Public Junior high Schools in Banda Aceh as the sample. The data analysis technique of this study uses SEM (Structural Equation Modeling) analysis, so the sample chosen is in accordance with the rules of SEM, which requires the sample at least five times the number of indicators. The number of indicators is 18. Data that has been collected through questionnaires is then analyzed with the Amos version 21 program. The approach used is a quantitative approach that describes the numbers about the trends, behaviors or attitudes of a population by examining samples. From those samples, the researchers do the generalization on the population [2]. To test the direct effect of exogenous variable on endogenous variable and intervening variable, SEM analysis was used. Whereas to see indirect effects, the exogenous variable on endogenous variable is through intervening variable. It is the mediation's way in this case the Sobel Test is used.

IV. RESULTS AND DISCUSSION

Every activity carried out by humans will get results. Likewise with learning activities will certainly get results in the form of learning achievements. Learning is a process that will produce changes in attitudes, knowledge and skills [21]. states that; behavior change is the learning process itself. While learning achievement is a perfection achieved by a student in thinking, feeling and performing. Learning achievement is stated perfect if it fulfills three aspects, namely, cognitive, affective and psychomotor [12].

According to [20], "learning achievement is a result that shows where the level of ability and success of students in achieving learning goals are". Learning achievement is also influenced by several factors, in general there are two, namely internal factors consisting of physical condition, intelligence, attitudes, interests, talents and motivations while external factors include social environment, natural environment, instrumental factors (teachers, facilities and infrastructure, curriculum), [24]. Based on some previous definitions, it can be concluded that learning achievement is mastery of knowledge, skills and changes in a person's attitude after the activities or teaching and learning processes at school. Usually the learning achievement is only known after the teacher tests. Learning achievement is also influenced by several factors, one of the important factors is motivation.

Motivation in the learning process is very necessary, because motivation is an encouragement and desire in learning. According to [24], learning motivation can be divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the student itself, so it can move and direct itself in behaving. The example is an encouragement for a high achievement. While extrinsic motivation is motivation that comes from outside the individual and can arouse individuals to move so that they can achieve the desired goals.

Furthermore [23], states that, "Motivation is a direction and perseverance of students to achieve goals. The main goal of a student is to achieve high learning outcomes so that they are called successful. Thus motivation can arise from within the student itself such as the existence of a need or desire to succeed [11], as well as encouragement obtained from outside such as the existence of coercion, punishment and gifts which are given if the student is a high achiever student. In addition to motivating curriculum factors also greatly affect a student's learning achievement.

A curriculum that is too high, not in accordance with the abilities, interests and talents of students will also have a bad impact on achievement. The curriculum is a number of subjects in school or courses in college that must be taken to achieve graduation or obtain a diploma [28].

According to [18] there are two dimensions of the curriculum, one namely plans and arrangements regarding objectives, content and learning material, two namely the ways used for learning activities are made fun, challenging, interactive, inspirational and can motivate students to be active in class [18]. The current curriculum is the 2013 revised curriculum. The revision includes increasing coherence, simplifying the assessment process, direct and indirect learning processes [9]. The revised edition of the 2013 curriculum came into effect in June 2016 [19].

A. The Influence of the curriculum on students' motivation in studying social science subjects in state junior high schools in Banda Aceh.

Hypothesis testing is done by looking at the value of the critical ratio resulting from the calculation of the Standardized Loading Estimate. This study uses a critical ratio of ± 1.96 at a significant level of 0.05, if the value of the critical ratio is greater than ± 1.96 , the relationship (influence) between the two constructs is significant. In this study the value of the critical ratio is 5.49, so it is greater than the critical value used (required) of ± 1.96 . So that (then) it can be concluded that there is an influence of the curriculum on the learning motivation of students of the Junior High School throughout Banda Aceh and this hypothesis is accepted. This is in accordance with previous research conducted by [7], which states that there is the influence of curriculum on student motivation. This finding is also in accordance with Permendikbud. Number 22 in 2016, the purpose of revised edition of the 2013 curriculum in the learning process was made fun, challenging, interactive, inspirational and motivating students to be active in the class.

B. The Influence of the curriculum on the learning achievement of students of social science subjects in state junior high schools in Banda Aceh.

Based on the results on calculations in structural model fit by looking at the value of the critical ratio of ± 1.96 at a significant level of 0.05. If the value of the critical ratio is greater than ± 1.96 , the relationship between the two constructs is stated to be significant. Testing this hypothesis obtained a C R value of -4.67. The results of the analysis also obtained that the exogenous variables of the curriculum can influence the endogenous variables of student learning achievement indicated by the results of significant analysis between two variables. However, the significant variables showed negative coefficient. Thus increasing one unit of exogenous variables can decrease endogenous variables. The relationship between the two variables is theoretically strong but the reality is in the field if the quality of the curriculum is high, solid, not in accordance with the ability of students, so it cannot improve student learning achievement. In fact it is the opposite, a high curriculum with low achievement. The results of this study are in accordance with the research conducted by [27], which states that the current curriculum has not been able to improve student learning achievement. This is due to a lack of training to teachers, adequate learning resources (books), teachers feel difficulty in preparing lesson plans, students are still passive, facilities and infrastructure do not support (sufficient). This is also in accordance with the results of research conducted by [10], concluding that the quality of teaching teachers is more influential than learning media. Learning media is more useful than the curriculum.

C. The Influence of the curriculum on learning achievement through motivation of students of social science subjects in the Junior High School in Banda Aceh.

This third hypothesis is a hypothesis which has mediating variables, namely motivation. The mediating variable in a study functions as an intermediary /mediating relationship between independent variables and the dependent variable. Motivational variables can play a perfect role (full mediation), the presence of mediating variables can affect significantly on the relationship between independent variables to the dependent variable. If there is no mediating variable, the relationship between variables is not significant. If it acts as partial mediation with the existence of a mediating variable, the relationship between variables only becomes weak or gets stronger but does not make it insignificant. The role of the mediating variable in this study is found in the third hypothesis, the results of statistical testing using the Sobel Test are as follows, that there is the influence of the curriculum on learning achievement through student learning motivation. This is indicated by the results of the double test, the indirect effect is greater than 0.19 compared to the direct effect of -0.33. Then it can be concluded directly (direct effect) the curriculum affects learning achievement but gets a minus critical ratio value, but indirectly (indirect effect) through mediating variables namely motivation, curriculum can affect the learning's achievement.

V. CONCLUSION

Based on the results of the research that has been done, it can be concluded in this study:

1. The curriculum influences students' motivation in Social Science Subject in State Junior High School in Banda Aceh.
2. The curriculum has a negative effect on student achievement in Social Science Subject in State Junior High School in Banda Aceh.
3. The curriculum influences learning achievement through student motivation in State Junior High School in Banda Aceh.
4. The novelty of research. This research uses SEM to analyze data. This study has a mediating variable, namely learning motivation
5. The results of research directly applying the 2013 curriculum cannot affect student learning achievement. But indirectly the curriculum implementation of the curriculum can affect student achievement through motivation. This is different from the results of research by Penney, Brooke, Hay and Gillespie (2009) that there is a relationship between curriculum quality and learning achievement

Suggestion

1. If the curriculum changes, the government must conduct socialization and training to school principals and teachers continuously, provide supporting facilities, student books and teacher books.
2. Principals and supervisors should monitor and evaluate the implementation of the teaching and

learning process and the assessment system.

3. The teacher should have additional reference material to add insight and work with other teachers to learn from each other especially in making lesson plans.

REFERENCES

- [1] Aziz, Abdul, Hermanu J., Sudiyanto, "Correlation between: Understanding of Nationalism and Historical Consciousness toward student Democratic Attitude in Banda Aceh Senior High School". *International Journal of Multicultural and Multireligious Understanding*, Vol. 5, No.3. pp. 201-202, April 2018.
- [2] Creswell, John W, *Research design: qualitative, quantitative, and mixed methods approach*. London: Sage Publication. 2012.
- [3] Dawn Penny, Roos Brooker, Peter Hay & Lorna Gillespie, "Curriculum, Pedagogy and Assessment: Three Message Systems of Shooling and Dimensions of Quality Physical Education", *Journal of Sport, Education and Society, Routledge Taylor and Prancis Group*, Vol 14, No, 4. pp. 340-341, June 2009.
- [4] Djamarah. & Bahri, S, *Prestas ibelajar dan kompetensi guru*. Surabaya: Usaha Nasional. 2011
- [5] Endang, Sriastuti., & Resminingsih, *Bahan dasar untuk pelayanan konseling pada suatu pendidikan menengah, Jilid 1*. Jakarta: Grasindo. 2010.
- [6] Fadillah, M, *Implementasi kurikulum 2013 dalam pembelajaran SD/MI, SMP/MTS & SMA/MAN*. Yogyakarta: Ar-Ruzz Media. 2014.
- [7] Jelena & Slavica, "Environmental education in Serbian primary schools challengers in curriculum pedagogy and teacher training.The Jurnal and Enviromental Education", *Routledge Taylor &Prancis Group*, Volb2 (45).pp. 391-392. June 2014.
- [8] Husnil & Yudi, *Kilas setahun kinerja kemendikbud (November 2014 - November 2015)*. Jakarta: Pusat Analisis dan Sinkronisasi Kebijakan (Pasca) Kendikbud. 2015.
- [9] Ilma, "Pengembangan lembar kegiatan siswa bahasa Indonesia kelas x semester gasal berbasis pendekatan psychowriting SMA N 13 Surabaya". *E-Jurnal Unesa*, Vol 2,pp. 21-22 November 2017.
- [10] I-Chao Lee, "The effect of learning motivation, total quality teaching and peer-asisted learning on study achevenent, empirical analysis from vocational universities or collegers' studendts in Taiwan", *Jurnal of Human Resource and Adult Learning*, Vol 6 (2).pp. 324-325 Februari 2010.
- [11] Maslow, *Motivational and personality*. New York: Harper. 1970.
- [12] Nasotion, *Asas Kurikulum*. Jakarta: PT Bumi Aksara. 2008.
- [13] Nazir, *Metode Penelitian*. Bogor: Ghalia Indonesia. 2010.
- [14] Otang, K. & Noviana, "Penerapan Kurikulum 2013 Dalam Meningkatkan Keterampilan, sikap, dan pengetahuan", *Jurnal Primary Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau*. Vol 6. No. 2. pp 391-390, April 2013.
- [15] Nurasih, Azis Abdul, Munira Widia. The Correlation between: Awareness of History, Religious Values and Multiethnic Understanding with Tolerance. 2018 Attitude. *Paramita: Historical Studies Journal*. Vol 29, No.1.pp. 145-147. Januari 2018.
- [16] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 69. Tahun 2013. Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas, Madrasah Aliyah. Jakarta
- [17] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor. 20. Tahun 2016. Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah. Jakarta.
- [18] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor. 21. Tahun 2016. Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah. Jakarta.
- [19] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor. 22. Tahun 2016. Tentang Standar Proses Pendidikan Dasar dan Menengah. Jakarta.
- [20] Purwanto, N, *Belajar dan pembelajaran*. Bandung: PT Remaja Rosdakarya. 2013.
- [21] Skinner, *The return of grendteory in the human science*. Cambridge: Cambridge University Press. 1968.
- [22] Kunandar, *Penilaian autentik (Penilaian hasil belajar peserta didik berdasarkan kurikulum 2013)*. Jakarta: Raja Grafindo Persada. 2013.
- [23] Robbins, S. P., & Judge, *Perilaku organisasi, Buku 2*. Jakarta: Selemba. 2008.

- [24] Suryabrata, S, Psikologi *pendidikan*. Jakarta: Raja Grafindo Persada. 2009.
- [25] Syah, M, *Psikologi pendidikan dengan pendekatan baru*. Bandung: Remaja Rosdakarya. 2013.
- [26] Siska S, *Persepsi guru ekonomi terhadap kurikulum 2013 edisirevisi di SMA negeri Banda Aceh*, Banda Aceh: Press. 2017.
- [27] Zainal, dkk, Persepsi Guru IPA Terhadap Kurikulum 2013 dan Implementasinya di SMP se-Kota Palu. *Jurnal Sains dan Teknologi Tadulako*. Vol 4(1), No 3, pp. 29-38. July 2015.
- [28] Zaïni, M, *Pengembangan kurikulum konsep implementasi evaluasi dan inovasi*. Yogyakarta: Penerbit Tera. 2009.