

The Curriculum 2013 Management at Primary School Level in Indonesia

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ABSTRACT

This study aims to examine the management of the curriculum 2013, as well as the obstacles and solutions to deal with the obstacles at the public primary school (PPS) 01 Sumber Marga Telang Banyuasin Regency. This study applied qualitative data analysis. It involves four stages: (1) data reduction; (2) data model (display data); (3) withdrawal or verification of conclusions. This study found that the management of curriculum 2013 at PPS 01 Sumber Marga Telang Banyuasin regency still encounters many problems. The problems faced by the principal was less competent teachers to use technology.

Keywords: Curriculum 2013, Curriculum Management, Primary School

1. INTRODUCTION

Understanding the curriculum is very important in implementing learning for teachers. This is because the curriculum contains learning objectives. By understanding the curriculum, teachers can carry out learning activities that are directed towards the goals that have been set. According to Law No. 20 of 2003 on National Education, the curriculum is a set of plans and arrangements regarding the objectives, content, and lesson materials and ways used as guidelines for implementing learning to achieve specific educational goals [1].

This study aims to determine the understanding and implementation of the 2013 curriculum at PPS 01 Sumber Marga Telang school in Sumber Marga Telang Subdistrict, Banyuasin Regency. These research results are part of research on developing learning materials for elementary schools, beginning with needs assessment activities. While the curriculum according to [8] concerning the standardization of National Education (PPSNP), article 1 is a set of plans and arrangements regarding the objectives, content, and learning materials and ways used as guidelines for the implementation of learning activities to achieve specific educational goals [1].

The problem lately facing formal education is the low managerial quality of learning at planning, implementation, and control. Consequently, the learning process is less successful in the formation of positive behavior of students. Teachers' lack of

aspects of the methodology is also the cause of the low quality of learning because many use conventional methods. The curriculum can be used as a guideline for designing, implementing, and evaluating learning activities. The curriculum can encourage teachers to be more creative in the teaching and learning process.

According to [2] the effect of curriculum 2013 has a significant and favorable influence on teaching. In the curriculum 2013, students are expected to ask questions and find information. As described in Regulation of the Minister of Education and Culture No. 22 of 2016, inquiry learning and discovery have two main processes: (1) involving students in asking or formulating questions. (2) students uncover, discover, answer their questions through a series of investigative activities and similar activities [2]. The curriculum's existence as one of the educational variables has a very strategic role in improving education. It is stated by [3] that the curriculum is the key to the success of education and related to the determination of the direction, content, and educational process that will ultimately boil down to the determination of the types and qualifications of graduates of an educational institution.

In a life full of competition, people's demands for quality are getting higher. This is due to the community's belief that education is one of the most effective means of improving the quality of human resources that can anticipate various future challenges, and those beliefs then metamorphose into hope.

In this context, as part of the institution, the school applies the school curriculum concept, which is undoubtedly based on the spirit to answer the community's beliefs and expectations. In its development, the curriculum as a variable and a learning program for students is arranged systematically and logically by the school in achieving educational goals. This is because the curriculum is a subject device consisting of courses provided by an educational institution in which there is a lesson design that will be obtained by students in a period of education level to run well and regularly. Therefore, the curriculum can be said to be intended for learning outcomes. According to [4] he described that optimizing the actual curriculum and hidden curriculum in the 2013 curriculum in an educational institution is at least understandable in its axiological functional framework as products, programs, things learned by learners, as well as the experience of learners.

Meanwhile, [5] defines assessment in the curriculum 2013 as a unity of learning materials that must be presented in the educational process in an institutional education system. [6] defines the application of the Problem-Based Learning Model (PBLM) to improve the learning outcomes of science students in grade V elementary school curriculum as a set of plans and arrangements of content and lesson materials and ways used as guidelines for organizing learning activities in schools.

The definition indirectly illustrates that the curriculum is any form of school activity that can develop students' potential as products, programs, subject matter, student experience, and various things limited to teaching and learning activities. In line with the above definitions, [7] describes teacher competencies in the management of curriculum learning 2013. There is a shifting understanding of the existence of the curriculum concerning the achievement of educational objectives. Further,, there has been a shift in meaning in the modern world to define the curriculum. The open-ended problem-assisted model application by learning CDs improves elementary school students' creative thinking ability [7]. The curriculum is limited to subjects; then, the curriculum is also interpreted more broadly [2]. Curriculum change policy in 2013 in support of *Indonesia Emas* [2].

A curriculum is a set of educational programs that are planned and implemented to achieve educational goals. More broadly, the curriculum is defined as a learning experience organized and organized and arranged through a systematic process of knowledge and experience reconstruction under educational institutions' supervision to motivate and interest in learning.

A curriculum is all potential activities and experiences (content/materials) that have been scientifically structured, whether occurring in the

classroom, in the schoolyard, or outside the school, on the school's responsibility to achieve educational objectives. [3] said that the curriculum serves as an adjustment, integration, differentiation, preparation, selection, diagnostics. In his book entitled "Principle of Secondary Education," Quoting Alexander English describes the functions of the curriculum as follows:

1. The adjustive or adaptive function,
2. Integration Functions (the integrating function),
3. Differentiating function,
4. Propaedeutic function,
5. The selective function,
6. Diagnostic Function.

The role of the curriculum is quite central to education to improve the quality of human resources; the implementation of the curriculum is given the basis of the following principles:

1. Relevance, in this case, can be distinguished as "relevance that is out," which means that the purpose, content, and learning process must be relevant to the demands, needs, and development of society, and "in-house relevance" means that there is conformity or consistency related to curriculum material that is between the objectives, content, delivery process and assessment that shows the suitability of the curriculum,
2. Flexibility is continuation between one class level with another class, between the level of education, one with the other level of education, and education levels with work.
3. Practicability/efficiency, easy to implement, using simple tools, and low cost. In this case, the curriculum and education are always implemented in limitations, cost, tools, and personnel.
4. Effectiveness, which deals with the successful implementation of the curriculum both in quantity and quality.

The above principles are a normative reference in the implementation of the curriculum, which is the description of the orientation of education listed in [8]: "The learning process in an educational unit is organized interactively, inspiring, fun, challenging, motivating the learners to participate actively, as well as providing a good enough space for the initiative, creativity, and independence under the talents, interests, and physical and psychological development of learners, especially in the school environment".

In its implementation, there is a gap between the ideals and the fact that the various principles of the curriculum implementation have not run the maximum, which directly or indirectly implies the achievement of educational orientation in Government Regulation No. 19 of 2005 Article 19 above. This phenomenon is explained by [5] that the curriculum practiced in the world of education so far

is still oriented towards the achievement of academic progress. This is not in line with the national education objectives, which state that the spectrum of goals that must be achieved by education is broader than just the academic aspect.

In general, the objectives of education include the formation of attitudes, values, and skills that are still neglected to inhibit the establishment of a whole human personality. Responding to the phenomenon, Dedi Supriadi explained that curriculum changes are an inevitability. In the change strategy, curriculum changes can be done micro-by revamping certain aspects of the curriculum that are carried out while walking.

A. Theories on the management of curriculum 2013

a. Management

Etymologically, management is taken from the ancient French word. According to [7], management is the art of organizing the process of effectively and efficiently achieving human resources and other resources to achieve goals. According to [6], management means working with people to determine, interpret, and achieve organizational goals with implementation, preparation functions, personnel, direction, leadership, and supervision. In general, manager is anyone who has responsibility for subordinates and other organizational resources. Management includes activities to achieve goals carried out by individuals who contribute their best efforts through various previously defined actions. This includes knowledge of what they should do, determining how to do it, understanding how they should do it, and measuring those efforts' effectiveness.

b. Curriculum 2013

The curriculum can be defined as a device of subjects and educational programs provided by an educational organizing institution containing the draft lessons to be given to participants in a certain period of time. According to [3], the curriculum 2013 is a curriculum that emphasizes character education, especially at the primary level that becomes the foundation for the next level of education.

c. Management of the Curriculum 2013

The curriculum 2013 management is a process of planning, implementing, controlling, and evaluating the implementation of the curriculum 2013 to produce graduates.

2. METHODS

The research conducted in this paper uses descriptive methods with a qualitative approach. This approach is tailored to the primary purpose of research, namely describing and analyzing the implementation of curriculum management 2013 at

PPS 01 Sumber Marga Telang Subdistrict Banyuasin.

[1] said that qualitative research could be human, events, background, and documentation, and the means in-depth as a totality according to their respective backgrounds or contexts to understand the various links between the variables. Qualitative research is intended to describe events naturally through raw data and backgrounds that seek to describe and interpret existing data. The qualitative research description is research that describes or presents data obtained by researchers related to Curriculum 2013 Management Implementation at PPS 01 Sumber Marga Telang.

3. RESULTS AND DISCUSSION

The data obtained in this study is in the form of sentences, words related to the focus of research. The presentation of this data is a systematic preparation of information to obtain conclusions as research findings. The result shows that the better management, the better implementation of the curriculum 2013.

Even though primary education institution in Sumber Marga Telang Subdistrict, Banyuasin Regency, is in a water area that is quite difficult to be reached, some schools have won competition at provincial level. This is evidence for several achievements in sports and MTQ. they have won several times It shows that the principals of Gugus 2 of Sumber Marga Telang sub-district committed improving the quality of education answered by providing quality education services.

As professionals, teachers have vision to realize good education for every citizen. Teachers' One of their main tasks and functions is to plan the learning. Planning concerns with the determination of goals, competencies, and characters to be formed, as well as estimating how to achieve them.

The implementation of the curriculum 2013 in Indonesia and at PPS 01 Sumber Marga Telang Banyuasin is an improvement of the previous curriculum, a step taken by the government to face the current era. Living in a modern era not only demands knowledge that every individual must have, but also attitudes and skills. Curriculum 2013 as a new thing. In its application, there will be obstacles as well as opportunities:

1. Opportunity Factors

The opportunity to implement the 2013 curriculum is a breakthrough in education in Indonesia. This is an effort of the government to improve the quality of education. Based on the results, one of the supporting factors in implementing curriculum 2013 at PPS 01 Sumber Marga Telang Banyuasin regency is that the school is one of the schools that has implemented the curriculum 2013 along with several other schools. As a pilot school, this school has conducted several

training or workshops. Accordingly, their knowledge related to curriculum 2013 is more than other schools that have not implemented curriculum 2013. Furthermore, the supporting factor is related to assessment.

2. Obstacles Factors

The curriculum 2013 is developed and expected to improve the previous curriculum, namely the *Kurikulum Tingkat satuan Pendidikan* (KTSP). Curriculum development and improvement from curriculum 1947 to Curriculum 2013 aims to improve the education system in Indonesia. As a relatively new curriculum, there are certainly obstacles or obstacles experienced by schools that apply the curriculum in its application. The obstacles that arise can be used as an exercise to maximize the application of the curriculum.

4. CONCLUSION

Based on the problem formulation in this study, it can be concluded that:

1. The curriculum 2013 management at PPS 01 Sumber Marga Telang, Sumber Marga Telang Sub-District, Banyuasin Regency is found challenging by teachers, especially related to assessment. According to the informant, this curriculum is similar to the curriculum KTSP (*Kurikulum Tingkat satuan Pendidikan*). Only a few changes occur. The seminar or training on curriculum 2013 was not given evenly. Curriculum 2013 is better than the previous curriculum. To be able to implement it as expected teachers must master four competencies: pedagogical competencies, spiritual competencies, personality competencies, and social competencies. These four competencies must go hand in hand. The Curriculum 2013 at PPS 01 Sumber Marga Telang, Sumber Marga Telang Sub-District, Banyuasin District, was held in all classes this year.
2. The opportunity aspect of implementing the curriculum 2013 at PPS 01 Sumber Marga Telang, Sumber Marga Telang Sub-district of Banyuasin district has been carried out properly. The schools have already held seminars and trainings on the application of the curriculum 2013 for teachers in the school. In addition, government and community support are adequate. The government facilitates schools with School Operational Assistance (BOS) funds, although schools are faced with another problem, namely the curriculum book 2013 has not been met to the maximum. There are still many subjects without suitable books. The additional learning hours is also following the existing regulations of the Minister of Education. Curriculum 2013 learning is quite

fun because students are given the broadest opportunity to express opinions and discussions. However, students think the unpleasant side of the curriculum 2013 is the number of assignments given by teachers. Also there are some obstacles identified. A side barrier to implement the curriculum 2013. First, teachers' attitudes have not carried out an authentic assessment optimally. Second, the lack of proficiency in using ICT (Information, Communication, technology) has been a special software/application made to facilitate students' grades. There are still teachers who do not assess the results and the learning process. Third, the unavailability of subject books. Fourth, the large number of students certainly makes teachers unable to assess all students' attitudes and fifth, the provision of materials or training on the curriculum 2013 is not made thoroughly.

3. There are various efforts to overcome obstacles in the implementation of curriculum management in 2013 at PPS 01 Sumber Marga Telang, Sumber Marga Telang Sub-District, Banyuasin Regency. First, conduct workshops or training related to the curriculum 2013, utilizing the KKG (*Kelompok Kerja Guru*) in each subject. Second, obstacles that arise such as when creating learning implementation plan can be resolved together or about the assessment that until now is still the cause of teacher difficulties. Third, create a special application to assist teachers in finding the grades written in the student's report. Furthermore, teachers who did not participate in the training of the curriculum 2013 can get information from teachers who have already participated in the similar training by asking questions or having discussions.

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