



Improving Implementation of Kurikulum 2013 Teacher Perspective in West Sumatra, Indonesia

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Abstract. The government continues to strive improve the quality of education from time to time. One form of this effort is to change the school curriculum. Currently, the curriculum used in schools is Kurikulum 2013. This change becomes basis for improving implementation the previous curriculum. However, at school, still many problems to implement this curriculum. We have distributed questionnaires to 91 secondary school teachers in West Sumatra and surrounding areas, Indonesia. The teacher fills it out, that contain some suggestions that we have formulated at the pre-research stage. Based on analysis, it is known that majority teachers agree with our suggestion. We seek to disseminate these findings, so this result will contribute the future improvement.

Keywords: Improving · Kurikulum 2013 · Secondary School · Teacher

1 Introduction

Educational innovation is an absolute thing, which must always be there. These innovations are related to developing study plans, implementing learning, evaluating learning processes and outcomes, and following up on learning outcomes. Many parties are involved as actors to bring about these innovations. One of them is the government, as a policy maker. The government's role other than as a provider of the education budget [1], also educational direction planner.

The Indonesian government always strives to produce educational reforms, through the Ministry of Education and Culture. One of these updates is curriculum revision. Curriculum revisions are taking place for primary and secondary levels. The latest curriculum used today is Kurikulum 2013 (K13). The formation of professional creativity and pedagogical culture is carried out by updating educational policies aimed at creating highly qualified individuals [2]. In addition, the direction towards digitalization of education in several developed countries in the world [3].

Curriculum changes lead to systemic changes in education. The transition from curriculum change is an adjustment to the implementation of the learning process. Fundamentally, no conditions have changed, but some adjustments are bound to occur as needed. This change is of course not immediately accepted. Teachers will respond, because they are the executor of education in schools. Although changes in educational patterns can also be implemented well by teachers [4].

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We have collected data on K13 in several schools in West Sumatra, Indonesia. Based on our findings, we formulate several suggestions, at least five. These suggestions aim to improve the quality of K13 implementation, as well as to find out how teachers respond to these changes. Therefore, this article was published.

2 Methods

This article is presented as a result of research with a descriptive approach. We asked 91 secondary school teachers in West Sumatra, Indonesia and surrounding areas to fill out a questionnaire that we created. We tabulate the data and present it in the form of a percentage table.

3 Result and Discussion

We display the data findings in Table 1.

Based on the data presented in Table 1, it appears that the suggestions we gave were predominantly approved by the teacher. Approval at the level of “agree” was 80.8%. Followed by 12.4% “strongly agree”, 6.4% “disagree”, and 0.4% “strongly disagree”. In each known statement, S1; 7%SA, 92%AG, 1%DA, 0%SD, S2; 7%SA, 80%AG, 13%DA, 0%SD, S3; 13%SA, 78%AG, 9%DA, 0%SD, S4; 11%SA, 78%AG, 9%DA, 2%SD, S5; 24%SA, 76%AG, 0%DA, 0%SD.

Table 1. Teacher Data Finding

Suggestions	Kind of answer (%)			
	Strongly Agree (SA)	Agree (AG)	Dis-agree (DA)	Strongly Disagree (SD)
Simplyfing learning evaluation (S1)	7	92	1	0
Thematic only on certain theme (S2)	7	80	13	0
Subject return to their respective fields (S3)	13	78	9	0
Thematic constructed by students (S4)	11	78	9	2
Let the teacher apply the learning model freely (S5)	24	76	0	0
	12.4	80.8	6.4	0.4

First, most teachers agree that learning assessment should be simplified in K13. The evaluation that teachers currently perceive is laden with administration, which makes it difficult for teachers to actually assess their students. This is felt, of course, because the teacher compares it with the previous situation. Experience in assessing learning outcomes can essentially provide an overview of future assessment patterns [5]. The pattern that has been embedded in the teacher is one of the obstacles to implementing the K13 learning evaluation. The suggestion for this state is the equation of perception. Teachers are invited to activities carried out by related parties, such as the education office, and invite learning evaluation experts in accordance with K13. Teachers can learn and gain experience, so this situation will get better. Plus, during the last pandemic, learning evaluation is a part that we really need to pay attention to. Students prefer face-to-face evaluations, rather than online evaluations [6].

Second, most teachers agree that the implementation of the thematic method should only be applied to certain sub-materials in each field. This is based on the fact that teachers come from different scientific backgrounds, so that thematic implementation can reduce the quality of student learning. Teachers find it difficult to explore thematic areas, if applied to all sections of certain subjects, which may be due to the age factor. The teacher asks that the thematic is only on certain materials, appropriate materials, by looking at the learning objectives that must be achieved. This thematic implementation is in science learning.

Third, the teacher agrees that the field of science should return to its basics, not grouped into thematic. This difficulty is related to the previous factor, teachers come from different fields of science. Teachers will be troubled by thematic. Furthermore, fourth, the teacher wants the thematic should be obtained by students with the construction of their respective learning experiences. Students will get better results if they construct their own learning experiences and knowledge [7].

Fifth, teachers agree that the learning model used is not determined by the government, but by the teachers themselves. In the teacher's view, they are the ones who understand their students, so what learning model will be used must be in accordance with the character of the student. The selection of learning models is also adjusted to the type of subject matter and learning environment. Restrictions on the use of certain learning models will have an impact on the quality of learning, not only for students, but also for teachers. The use of learning models should be according to the type of teaching material.

4 Conclusion

We conclude that teachers agree that in K13, learning evaluation is carried out and administered more simply, thematic implementation is not in all areas of learning, and there are no restrictions on the use of learning models.

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