

# Analysis of Teachers' Difficulties on Developing Curriculum 2013 Lesson Plans

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**Abstract**— This study aimed to describe the difficulties faced by junior high school teachers in developing Lesson Plans based on the 2103 curriculum, and to found out the factors that cause difficulties, and solutions to overcome these difficulties. This type of research was a qualitative descriptive study. The participants of this study were one principal and twenty-five teachers of SMP Negeri 2 Merauke. The study data collection techniques applied questionnaires, interviews and documentation of teacher lesson plans. Data analysis in this study included data reduction, data presentation and conclusion. The results showed that teachers had difficulties in developing learning tools based on the curriculum 2013. Teacher difficulties included; (1) developing indicators of competency achievement, (2) developing schemes to achieve basic competencies, (3) developing apperception activities, (4) development of core activity activities, (5) designing activities to draw conclusions, and (6) formulating assessments. This Study concluded that teachers still need training in developing the curriculum 2013 tools, especially in the preparation of lesson plans.

**Keywords**— *teachers' difficulties; lesson plans; curriculum 2013*

## I. INTRODUCTION

Learning in school generally consists of three important stages, such as plans, implementing and evaluating. The three stages are interrelated with each other in forming ideal learning activities. Plans activities are the learning initial stages in schools that must be implemented by an educator or teacher. The plans phase becomes the standard in the implementation and evaluation of learning, so it needs to be prepared as good as possible for the success of learning. The plans, implementation and evaluation process are part of a curriculum in the education unit.

Indonesia has encountered eleven changes of educational curriculum form, to accomplish the curriculum so that it can answer the demands of the needs of the Indonesian people. The current curriculum applied at the level of primary to secondary education units is the curriculum 2013 which has been revised in 2016 and must be applied by entire schools in

Indonesia. In the form of any curriculum, lesson plan remains as the most important part of learning activities. In the curriculum 2013, the teacher, in the plan's process, is required to prepare learning plans, student activity sheets, and assessment instruments.

Preparation of the learning implementation plan by the teacher, even though it has become a semester routine in learning, but not all lesson plans that have been prepared by the teacher are in accordance with the applicable curriculum provisions. The curriculum 2013 emphasizes the scientific approach, known as the 5 M (Mengamati (*Observing*), Menanya (*Asking*), Menalar (*Reasoning*), Mencoba (*Trying*), and Mengomunikasikan (*Communicating*)). Lesson plan which is produced by teachers sometimes displays components of the scientific approach (5M) only to fulfill the demands of the curriculum 2013, but the meaning of the approach is still not suitable with what is meant by the curriculum. For example, in observing activities, in the lesson plan, observation activities are always written by stating 'students observe the material in the textbook'. This is not completely wrong, but the right observing should be by setting up certain objects in the form of environment, images or videos or illustrations related to the learning topic to be observed by students, with the expectations of observing results will raise questions from students. However, preparing the object that is observed is not an easy matter, therefore it needs extensive preparation and reference. This shows that it is not easy for a teacher to set a learning implementation plan.

Teachers' problems in the curriculum 2013 are not only limited to the preparation of lesson plans. The teacher's problem in implementing the curriculum 2013 includes the teacher's problems in achieving the standards of content, process, graduation and assessment standards. Maisyaroh and colleagues' research results found that teachers face problems in achieving process standards, which is: teachers found it difficult to compile and develop Lesson Plan, develop indicators that are suitable with the basic competencies; the teacher does not understand the application of the scientific approach in learning; the teacher

founds difficulties to implement constructive learning; teachers feel difficulties in determining learning media, especially those which are based on information technology (laptops and LCDs); the teacher finds difficulties in sharing time for make-up test [1]. The teacher is a factor that influences the success or failure of the learning process, therefore the teacher must master the principles of learning and the teacher must create the best learning conditions for students [2].

The teacher's problem in developing the learning plan can be caused by the teachers' lack of understanding of the curriculum 2013. The results of Ika Krisdiana et al's research found that in understanding the curriculum 2013, teachers found difficulties in understanding the curriculum 2013 objectives. More than 40% of teachers feel unaware of it. Furthermore, the results of the study revealed that the causes were due to various reasons, which are the lack of teachers' activeness in finding references related to the curriculum 2013, lack of training or workshops that were followed, so that understanding in the implementation of the curriculum 2013 was still lacking [3].

SMP Negeri 2 Merauke is a pilot school for junior high schools in Merauke. SMP Negeri 2 Merauke has implemented the curriculum 2013 since 2015. In the implementation of the curriculum 2013, of course, every teacher has implemented the preparation of the lesson plan and assessment tools, and also student activity sheets. In the process of preparing the lesson plan instruments, the teachers were accompanied by experts and practitioners of the curriculum 2013. Nevertheless, teachers continued to find several obstacles in the implementation of the curriculum 2013, including the preparation of lesson plan. In a workshop activity with the teachers in Merauke, which included several teachers, it was observed that there were still difference perceptions between teachers regarding the lesson plan. These differences are in the format of the lesson plan, in the steps of learning, as well as in terms of assessment. Not a few teachers also use learning plans for the work of other teachers, both those which are obtained from the internet and fellow teachers.

Teachers' problems in the curriculum 2013 implementation occur massively throughout Indonesia. The results of an Indonesian teacher union federation study in 10 provinces found that there were some crucial problems and systematic failure of teacher preparation training. Training to change the teacher's approach to learning from the traditional approach to the scientific approach is not easy and takes years to learn and get used to [4]. Changes also occur during class hours and the removal of subjects, so that teachers will face difficulties to adapt to the latest curriculum.

The application of the scientific approach in the curriculum 2013 is not fully understood and cannot be applied appropriately by the teacher. Darnius' finding stated that teachers found out difficulties in reasoning and communicating. Teachers tend not to encourage students to try to find their own new knowledge from what is learned. In addition students are not used to communication activities, so the activity does not run smoothly [5].

Some research results show that there are still obstacles and difficulties in the implementation of the curriculum 2013 in terms of preparation, implementation, and assessment. The

researcher chooses the preparation aspect as the most urgent part to be identified as material for improvement in implementation and assessment. The ability of teachers to prepare plans in the form of preparation of lesson plans, student activity sheets, and assessment instruments is very important for the successful implementation of learning. Therefore, it is necessary to identify what difficulties faced by the teacher in the process of preparing the lesson plans and the equipment that can be used as a follow-up material to improve learning preparation. On this basis, the researcher implemented the research to describe the difficulties of the teacher in preparing the learning tools based on the curriculum 2013. The research was conducted on the teachers of SMP Negeri 2 Merauke..

## II. RESEARCH METHODS

This research is a qualitative descriptive study. Descriptive research is research that analyzes data by describing or portraying the data that has been collected as it is without intention to make conclusions that apply to the general or generalization [6]. The study was conducted for the principal and all of the teachers which consist of 1 school principal and 50 teachers. The subjects that will be studied are 26 people. The selection of the subjects in this study is based on the consideration that there are still some new teachers who have never planned an implementation plan for learning or do not have enough experience to obtain the required information so that based on input from the principal, so 25 teachers and 1 school principal are selected as the subjects of research. All subjects have more than 5 years of teaching experience and compiling learning tools according to the curriculum 2013 or those which are based on the previous curriculums (KTSP and KBK).

The research instrument is the questionnaire of teachers' difficulties in compiling lesson plan that is open and closed. Questionnaire consists of 3 main parts, the first part deals with the components and systematics of the lesson plan, the second part is about developing the lesson plan, and the last part deals with the curriculum 2013 implementation aspects. Questionnaire consists of 38 open questions, 40 closed questions and 1 question of closed and open statement.

Data collection techniques in research are through questionnaires, interviews, and documentation. Questionnaires were distributed by a direct distribution of questionnaires of the lesson plan's compiling difficulties for 26 research subjects while explained the purpose and instructions for filling out the questionnaire. The interviews were conducted with principals and several teachers based on the teacher's answers to the questionnaire given. Documentation is conducted in the form of direct observation about the availability of learning tools in the form of lesson plans, student activity sheets, and assessment instruments.

The data collected in this study is qualitative data in the form of personal statement data from research subjects related to open questions given in questionnaires and

categorical data for answering closed questions. Data categories consist of two types, which are agree and disagree categories and categories of difficulties levels.

Data analysis techniques in this study consist of three stages of Miles' and Huberman's data analysis models, which are data reduction, data presentation, and conclusion drawing and verification [6]. Data reduction, in this process, researchers conducted data collection with respondents through observation and questionnaire. Data presentation is conducted by writing questionnaire data and observations in the form of categories. While the conclusions and verification activities of researchers conducted a comparison of the results of the questionnaire with observations and draw conclusions. Generally, the research procedure divided of three steps; the preparation, implementation, and data analysis.

### III. RESULTS AND DISCUSSION

#### A. Results

##### Components and Systematics of Lesson Plan

The components and systematics of the lesson plan separate from three big questions. In the question about the suitability of the lesson plan compiled by the teacher with the systematics specified in the curriculum 2013, it was found that all teachers in all teachers had prepared Lesson Plans according to the systematics set out in the curriculum 2013, because all teachers had participated in the preparation training of the curriculum 2013. Teachers of SMP Negeri 2 Merauke have participated in a curriculum 2013 workshop in the last 3 years which is generally conducted at the beginning of each semester. The speakers in each curriculum 2013 workshop are curriculum 2013 experts from both the provincial level and delegates from the central government. The results of observations on the lesson plan documents owned by each teacher have observed that in general, it was in accordance with the regulated systematics in the minister of culture regulation.

In the second question about the level of difficulties in compiling 20 components of the lesson plan, it was found that according to the teachers, it was very easy to categorize the components of school identity, core competencies, basic competencies, learning opening activities, and learning closure activities. These components are relatively the same as the previous curriculum learning plan model, so the teacher believes that the component is still very easy to compile. The core competencies and basic competencies are components of the lesson plan that has been established nationally, so that teachers no longer need to compile it, but only use it.

The results showed that the teacher categorizes the components of material description, learning tools, learning resources, number of meetings, allocation of learning time, apperception activities, scientific activities, student worksheets, directing students to learning objectives, general assessment techniques by teachers considered to have difficulties level in the medium category to be arranged in the learning plan. Scientific activities are the

most important part of the curriculum 2013 that the teacher better known as 5M. In the revision of curriculum 2013 in 2016, did not give an absolute sequence in the 5M activities. Whereas for other components are familiar to the teachers, so the level of difficulties experienced by the teacher is an accumulation of the previous curriculum.

Components of the lesson plan categorized as difficult to develop for the teachers are indicators of achievement competencies, learning methods, assessment, remedial, and enrichment instruments. The five components have not been included in the previous curriculum so that makes them quite difficult for teachers. In the curriculum 2013, competency achievement indicators have not been determined by the government, so that each teacher must develop their own competency indicators based on basic competencies. On this basis, the teachers found difficulties to develop indicators for achieving competence in the learning plan. Selection of learning methods/strategies is not easy to implement because it is necessary to pay attention to teaching materials and consider the students' character who must be supported by the school's resources. The assessment of the curriculum 2013 is not only on the cognitive aspects but also an assessment of the students' affective and psychomotor aspects. Assessment of these three aspects requires an assessment instrument that must be prepared by the teacher according to the teaching material in the lesson plan. For teachers, the preparation of assessment instruments is a difficult part to develop, considering that all this time teachers have been accustomed to only compile instruments to assess aspects of knowledge. Assessment instruments, remedial and enrichment components are new parts of the curriculum 2013 learning plan. Remedial learning and enrichment are implemented for the competence of knowledge and skills. Remedial learning is given to students who have not reached or exceeded KBM (*Minimum Requirement Score*). While enrichment learning is given as soon as students are noticed to reach KBM based on daily assessments. Enrichment learning is given only once and does not end with an assessment.

The final question on whether the components and systematics of the lesson plan are necessary or not, the teachers generally consider that 20 components of the learning plan are needed. However, there are some teachers who consider the components of core competencies and material descriptions are not needed in the lesson plan. According to one of the teachers, the description of the material is not needed, simply by writing the teaching material title, while the teaching material can be obtained by teachers from the book or compiling the material in power point. In addition, there are also teachers who argue that scientific activities in the core activities do not have to be written in detail, just only the scheme, because it will be too broad to be written down.

The teacher's reflection notes on the systematics and components of the learning plan of the curriculum 2013 emphasize the importance of the preparation of the lesson plan in accordance with the regulations so that it is easy to

use, both by the teacher himself and by other teachers. There are also teachers who argue that continuous guidance is needed for teachers in the preparation of learning tools so that teachers no longer copy other teachers' devices but actually use their own results devices.

#### Development of The Curriculum 2013 Lesson Plan

The second part of the teacher's difficulties questionnaire in preparing the lesson plan is about developing a lesson plan. In this section, the researcher tries to explore the teacher's understanding of basic competency indicators, competency achievement schemes, apperception material, core learning, and strategies to close the lesson. All teachers have understood the differences in learning indicators with basic competencies. Regarding the basic preparation of learning indicators, teachers have agreed that basic competencies are the basis for the preparation of learning indicators. According to the teacher, the indicator must accommodate the subject's character so that it uses the appropriate operational verb. In addition, it is stated that indicators are the basis for making assessment tools. In the question of the purpose of developing basic competency indicators, some teachers stated that to ease teachers in achieving basic competencies. On the other hand, another opinion states that the purpose is to know easily the learning objectives and determine teaching materials. Obstacles experienced by teachers when developing indicators of learning basic competencies are difficulties in choosing the right operational words. Teachers also face difficulties in describing indicators according to their importance, whether they are urgent or supportive. Religious and Characteristics teachers admitted that it was difficult to develop indicators for attitude assessment so that they could be accounted for.

In the preparation of the competency achievement scheme, the teacher generally defines the competency achievement scheme as a reference frame or outline that must be achieved by students. For science teachers, the scheme of achieving competence is the same as a concept map. The relationship between the competency achievement scheme according to the teachers that the indicator achievement scheme is a step taken in learning to achieve competencies specifically in the achievement's indicators of basic competencies. In addition, some teachers stated that both achievement scheme and achievement indicators led to the achievement of basic competencies. According to the teacher, the purpose of developing a scheme for achieving competency is for a direction in the learning process. In addition, so that the material delivery is continuous. On the question of how teachers compile material descriptions in the lesson plan, most teachers stated that the subject matter seen by the teacher from the syllabus is developed later from the source of supporting books by always referring to the indicators. There are also teachers who argue that the material description must be arranged from the easiest to the most difficult material. Next, the researcher asks how the teacher chooses a learning method. According to the teachers, the learning strategy adjusts the material with the situation and condition of students in the teaching process

by calculating the achievement of learning objectives. In addition, the teacher must choose a learning strategy so that the material presented is easily understood by students. Difficulties faced by teachers developing schemes to achieve basic competencies include difficulties in analyzing material concepts that must be aligned with the approach used, difficulties in determining methods that are appropriate to teaching materials, facilities and infrastructure to support schemes to achieve basic competencies, levels the ability of different students, difficulties in appropriate assessment to measure the achievement of learning objectives.

The next part of the questionnaire is about developing a lesson learning. The researcher asks about apperception. Apperception according to the teacher is a preliminary activity in the learning process that aims to provide learning motivation to students so that the learning process can run optimally. Apperception is a motivation for students about the importance of learning material to be discussed. However, some teachers define apperception as an award given to students towards a work made by students. Related to the relationship between the scheme of competency achievement and apperception material, according to the teacher, the apperception material opens up insight, thoughts, and attracts students' knowledge to achieve competence. While other opinions state that apperception material must be stated in the scheme of achieving competence. The way teachers organize apperception activities are different one to another. One teacher stated that it was necessary to review the material that had been studied, then compare the old knowledge with what would be presented, then explain the concept and give motivation. There are also teachers who argue that in composing apperception, it is necessary to make observations and research then determine the apperception approach. The selection of the apperception implementation strategy by the teacher is adjusted to the material to be taught, besides according to one of the teachers, we must choose apperception that can raise students' enthusiasm so that they feel happy and challenged to learn the topics that would be studied. Difficulties faced by the teacher in developing apperception activities/material include suitability between the material to be learned and its perception. Another difficulties is in measuring students' basic knowledge, beside that teachers sometimes have not mastered the chosen learning strategy well.

The development of core learning activities is the most important part in the lesson plan of the curriculum 2013 learning. According to most teachers, core learning is the main activity implemented by teachers in the teaching and learning process. Core learning is the most important process designed to achieve basic competencies. The things that are considered by teachers in the development of core learning activities are the time, method, the situation of students, and the goals to be achieved. Other opinions consider the scope, complexity, breadth, willingness of supporters, books, and props. Regarding students' worksheets (LKS), generally, the teacher agrees that student

worksheets are needed in core learning because LKS makes students become directly involved in active learning. In addition, according to the teacher LKS is used to measure the ability of students. Except for physical education teachers, it is stated that worksheets are not necessary because learning is practicum. In the core activities, the selection of learning methods implemented in accordance with the learning objectives and competencies to be achieved. Teaching materials, student situations, and class conditions are also considered by the teacher in choosing a core learning strategy. Teachers will choose methods that can increase students' motivation and creativity. Difficulties faced by the teacher in developing the activities of the core activities include writing the steps in detail because of extensive material, students who are less active as in asking questions so that it is difficult to measure student achievement, difficulties in living the classroom atmosphere, and no supporting facilities.

The last question in the second part of this questionnaire is about developing strategies to close learning. According to the teacher, drawing conclusions at the end of learning needs to be done to check the students' memory and involvement in the learning process. Another opinion states that the activity of drawing conclusions is important for students to know the main ideas of the material that must be achieved. The teacher's strategy in developing conclusions is to write conclusions on the board, give questions to students, and give quizzes. Whereas, if the planned time allocation for the activities to draw conclusions turns out to be improper then the actions taken by the teachers include, for examples, students making conclusions orally, giving students the task to make conclusions at home, and the most stated opinions are giving the activity at the next meeting. In addition, to draw conclusions, according to the teacher, what can be done at the end of learning is to give assignments, remind the next material, assess and listen to students' opinions. Difficulties faced by teachers in developing conclusions on the lesson plan based on the curriculum 2013 include managing the time and ability of students to receive material, and difficulties in analyzing material and determining effective strategies.

### The Implementation of Curriculum 2013

The third part of the teacher's difficulties questionnaire in developing the curriculum 2013 lesson plan relates to the obstacles faced by teachers in the curriculum 2013 implementation practice. Questions about the most difficult part of the curriculum 2013 are implemented that get common answers from the teacher in the assessment section especially on attitude assessment because the teacher must assess each student. In the activity of formulating indicators of achievement, difficulties faced by the teacher are related to determining the appropriate operational verb. In plans learning activities, the most difficult scientific approaches to the teacher are questioning and reasoning activities. While the activities considered the easiest one is observing activities.

The aspects considered by the teacher of SMP Negeri 2 Merauke in developing the assessment are the form of the problem and the level of difficulties. The difficulties that are often found by the teacher is to make an objective assessment so student involvement in learning changes. Generally, the teachers' difficulties are that all components of the lesson plan based on the curriculum 2013, are components of learning steps that must be written in detail and assessment components. The type of training that is expected by the teachers is the curriculum 2013 training specifically on the preparation of lesson plans, as well as the hope that the format of the lesson plan does not change every time.

### B. Discussion

The results of the study on teachers obtained several types of difficulties for teachers in developing learning tools based on the curriculum 2013. Generally, the components of the lesson plan that most difficult to develop by teachers are indicators of achievement of competencies, learning methods, assessment, remedial and enrichment instruments. These difficulties are also found by teachers in Indonesia. Several previous studies in various regions in Indonesia indicate that teachers face difficulties in developing learning tools based on the curriculum 2013.

Teachers' difficulties in SMP Negeri 2 Merauke in developing indicator activities, achieving basic competencies is the difficulties in choosing the right operational words. The selection of operational words for achievement indicators of competencies requires a deep understanding of the teacher about the demands of basic competencies so that they can be translated into indicators. In addition, teachers also found difficulties to describe indicators according to their importance, whether they are urgent or supportive. This means that the teachers are still facing difficulties in determining the most important indicator of given basic competencies. For religious and character building teachers, they found difficulties to develop an attitude assessment indicator so that they can be accounted for. The curriculum 2013 requires an indicator of achieving basic competencies in aspects of attitude. Thus, the teacher must be able to formulate attitude indicators that must be achieved by students in basic competencies. Nevertheless, the results of the Ujang Dedi et al's study found that the implementation of the curriculum 2013 on Islamic learning was very effective in assessing aspects of attitudes, knowledge, and skills in the city of Bandung [7].

Teachers difficulties in developing schemes to achieve basic competencies include difficulties in analyzing material concepts that must be harmonized with the approach used, different levels of students' ability, indicating that a deep analysis of teaching material is needed so that the basic scheme of achievement competence can be developed appropriately.

In the development of teaching activities apperception, teachers found difficulties in determining the suitability between the material to be studied and its perception. Apperception activity is very important in connecting the previous material with the material to be studied, as well as providing motivation for students about the importance of the teaching material so that the teacher needs to develop an apperception delivery strategy so that students still associate every given material. Besides that, the difficulties faced by the teacher measure the students' basic knowledge, so that the teacher finds difficulties in linking each teaching method if the students' ability about the previous material is not known with certainty. Therefore, the teacher should always provide assessment at the end of learning, so that the previous ability of students the material can be known.

Besides the activities of developing learning tools, this study also explores the difficulties of teachers in implementing the curriculum 2013 according to the lesson plan. On plans learning activities, the two of most difficult scientific approaches for teachers are questioning activities and reasoning activities. While the activities considered the easiest are observing activities. This result is fit with the study of Darnius' that most teachers in the 2103 curriculum still found difficulties in applying the scientific approach [5]. This shows that teachers still need to be given guidance in the implementation of the scientific approach. In accordance with the results of Widayana's research that the vocational school teachers in Kintamani district, related to the ability to implement the curriculum 2013 in accordance with their duties, do not understand the nature of the curriculum 2013 in Indonesia, the lack of teachers' capacity and skills in Indonesia explains the vision and mission of the curriculum 2013 in Indonesia, due to lack of adequate training [8].

Another difficulties faced by teachers of SMP Negeri 2 Merauke is arranging assessment. This result is matching with the research of Utami Ningsih and Sumardi which stated that the main difficulties of mathematics teachers in SMP Negeri 12 Surakarta in the implementation of the curriculum 2013 is about the assessment, handbook, and ability of each student [9]. Teachers also hope that the format of the lesson plan does not change every time because it is difficult for the teacher. Changes in the curriculum implemented should have strong foundations and careful plans, so it does not confuse education policymakers and teachers in the area [10].

#### IV. CONCLUSION

Based on the results of the research and discussion, it can conclude that the types of difficulties faced by teachers of SMP Negeri 2 Merauke in developing learning tools based on the curriculum 2013 are difficulties in (1) developing indicators of competency achievement, (2) drafting a scheme for achieving basic competencies, (3) development of apperception activities, (4) development of

core activity activities, (5) design of activities to draw conclusions, and (6) preparation of assessments. Teachers of SMP Negeri 2 Merauke still need training in preparing lesson plans based on the curriculum 2013.

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