

THE IMPLEMENTATION OF *K-13* ON ART AND CULTURE SUBJECT AT SMP NEGERI 12 PADANG

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Abstract

The purpose of this study was to describe and analyze the implementation of the 2013 curriculum on cultural arts subjects in SMP Negeri 12 Padang. This type of research is qualitative. This research was conducted in SMP Negeri 12 Padang in the academic year 2017/2018. Data collection techniques and tools in this study were observation, interviews, and documentation. The technique of checking the validity of the data in this study used data translation. Data Analysis Techniques in this study were data collection, data reduction, data display, and verification or conclusions. From the results of research and observations that researchers did about curriculum implementation in cultural arts subjects at SMP Negeri 12 Padang have not been fully implemented in accordance with the demands of the 2013 Curriculum learning.

Keywords: Implementation, 2013 Curriculum, Art and Culture

Introduction

Education is as an activity that guides a person to know all things considered as knowledge, attitudes, and skills through learning. Education is expected to produce the next generation who are independent, smart, creative and able to compete in the era of globalization. Humans will achieve a change in every side of their lives through experience and education. But education is not just formed, but it first undergoes a process that takes place in a particular environment or level of education by using various actions called educational tools.

One system which is very important in education is the curriculum, which is used as a guide to achieving a goal. Thus, for the sustainability of education, a curriculum contains components such as goals, content, program structure, organization, and teaching and learning process. Likewise, in learning art and culture subjects, there are 4 learning materials namely music, dance, fine arts, and theater arts which is aimed at improving abilities, attitudes and increasing the creativity of students. Therefore, in order to achieve the learning objectives, teachers are required to master the teaching material in accordance with the 2013 Curriculum design. Now that the 2013 Curriculum is being implemented, it certainly requires adjustments in the implementation of studying art and culture subject. This has led to curiosity for researchers to investigate further how the 2013 Curriculum Implementation on Cultural Arts Subjects at SMP Negeri 12 Padang.

Fullan (1991: 65-66) defines a new idea, program or collection of activities for people who are trying or expected to change. Curriculum implementation is the application or practice of curriculum programs that have been developed in the previous stage, then tested with implementation and management which adapted to the situation and field conditions and characteristics of students both intellectual, emotional, and physical development. In line with Trisnawati (2016: 3) states that the 2013 Curriculum or Character-Based Education is a new curriculum was initiated by the Ministry of Education and Culture of Indonesia to replace the Education Unit Level Curriculum or commonly called KTSP. The 2013 curriculum is structured by developing and strengthening balanced attitudes, knowledge, and skills. Thus, it can be concluded that the curriculum is intended to be able to direct education towards the direction and objectives intended in the overall learning activities.

Research Methods

This research was conducted using qualitative methods. As according to Moleong (2012: 4) defines that "qualitative methods as procedures in the form of words written or oral from people and observable behavior." This research conducted in SMP Negeri 12 Padang in the 2017/2018 school year. Data collection techniques and tools in this study are observations, interviews, and documentation. The technique of

checking the validity of the data in this study used data translation. Rahmadhani (2015: 34) defines that triangulation with sources means comparing and checking the degree of trust of information obtained by different time and tools in qualitative methods. Data Analysis Techniques in this study are data collection, data reduction, data display, and verification or conclusions

Results and Discussion

A. The Reality in the Implementation of the 2013 Curriculum at SMP 12 Negeri Padang

There was a lot of inequality during the learning process in the classroom, especially the discrepancies between those implemented with those in the RPP. That is, in terms of the teacher's own understanding of the 2013 curriculum itself, it has not been maximized. After observing the school, there were a lot of shortcomings, especially when implementing the learning process. First, in view of the preliminary activities, the teacher does not open the lesson by greeting and praying before starting the learning process in class. Second, in the preliminary activity, the teacher does not explain to students what the goals and benefits of learning are. Third, the teacher does not motivate students before entering into core activities.

Furthermore the core activities, in the learning process the classroom conditions are not conducive and the teacher does not seem to master the class well, this causes many students to be noisy, take a walk, go in and out of class, and chat without paying attention to the teacher. Furthermore, in learning using a scientific approach (Scientific Approach) using a learning model (Problem Based Learning) in RPP there are 5 levels of Scientific Approach namely observing, asking questions, collecting, processing information, and communicating. At the time of field observation these five levels have not been maximized at the level of observing the teacher giving a video, after the video shows the teacher does not provide an opportunity for students to ask questions regarding the slides that have been observed before but the teacher immediately divides the group. Furthermore, at the level of questioning, gathering, processing information, and communicating is not clear until the end of the learning process. So, what is realized is only at the level of observing.

When students do group activities the teacher should observe the implementation and activity activities of each group then the teacher gives an assessment but this has not been seen in the learning process. The students were seen just lazing around, chatting with their group friends until the end of the learning process because they did not understand the material being conveyed. In the closing activity, the teacher does not draw conclusions and reflects by involving students. There were no questions from students regarding the material just discussed and the teacher immediately said the closing greeting. Fasif students and rarely give feedback to the teacher. On developing the material occur in the learning process in the classroom is the teacher teaches teaching materials that are guided by LKS so that the development of the material only refers to the teacher's handbook. because the teacher is still doing old learning patterns in the classroom. There have not been any efforts made by the teacher in implementing the 2013 curriculum to the maximum, especially in the implementation of teaching and learning in the classroom.

For supporting elements such as facilities and infrastructure such as (technology) in this school is quite adequate, from the teacher's side it is able to utilize the infrastructure in schools appropriately for learning purposes such as utilizing audiovisual media and displaying teaching materials using slides. Only, the learning process is not optimal.



Figure 1. SMP Negeri 12 Padang
(Documentation: Ade Tya Kusuma, September 3, 2018)

B. Learning Outcomes

The learning outcomes achieved by students in each assessment vary with the KKM in Cultural Arts subjects which are 80, at the time of daily assessment students on average get a score of 80-90. Different in midterm assessment, the average score of students rose to 90-98. This is a question why all grades of students at the end of semester assessment tend to be high?, after being tracked and interviewed by the teacher concerned the grades obtained by students at the end of semester assessment. has been added with affective values and other additional values with high value standards.

In addition, schools also maintain the value of students so that accreditation does not decline. therefore, the value of students must be raised in their assessment standards, basically the value obtained by students is not purely from the psychomotor and cognitive values of students. This causes inequality in the curriculum implementation process in cultural arts subjects at Padang Negeri 12 Junior High School.

Conclusion

From the results of research that researchers have done about curriculum implementation in cultural arts subjects at SMP Negeri 12 Padang has not been fully implemented in accordance with the demands of the 2013 Curriculum which requires an educational process that provides opportunities for students to develop all the potential related aspects of attitudes (affective) knowledge (cognitive) and skills (psychomotor). This can be seen from some of the inequalities that occur in the learning process in the classroom and incompatibility with the RPP that has been designed previously, in the implementation process it is also not maximal and so many processes are missed by the teacher.

In accordance with the conclusions obtained, the researchers suggest that teachers must truly understand the 2013 curriculum and how to implement it and understand the syllabus, by using good methods, and mastering the material before doing classroom learning so that the learning objectives are maximized.

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