

## IMPLEMENTING CURRICULUM 2013 IN ENGLISH LESSON AT SMPN 52 MAKASSAR

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### ABSTRACT

The objectives of this study were to find out The Implementation teaching learning planning of 2013 curriculum. The research was qualitative method. The sample of the research was English teachers of SMPN 52 Makassar. The data of this research were collected by using triangulation technique by combining observation, interview, and documentation technique. The writer used observation guidelines sheet in analyzing the data collected and monitor. The writer used interview guidelines and recorder to record the interviews. The obtained data was analyzed in three major phases namely data reduction, data display and conclusion. This Result of this study shows that English teachers has already implemented learning the 2013 curriculum in class well. And then, prepare learning tools are in accordance with the standard 2013 curriculum. It can be proved by formation learning tools.

**Keywords:** curriculum 2013, English lesson.

### INTRODUCTION

Education is important to create the humane and intelligent generation. Education can not be separated from a device to manage the education itself (Mahardhika, 2014:177). The goals of education in Indonesia is to increase students' potentials so they become persons instilled with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent and as citizen, are democratic and responsible. To achieve the goals of education, the government gives authority for Minister of National Education sets curriculum (Khurotulaeni, 2019:17).

Curriculum is a set of plans and arrangements regarding the content and lesson materials and ways used as guidelines for the implementation of teaching and learning activities (Malaikosa, 2019:62). It contains a variety of teaching materials and learning experiences which are programmed, planned, and designed as a guideline for the teaching-learning processes to achieve the goals and objectives of learning for that subject as stipulated in Indonesian Government Regulation No. 20 for 2003 (Gany & Mahjaty, 2017:199).

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Indonesia curriculum changes every decade. This is caused by many factors such as the changes of society needs, the new insight of teaching learning process, political issues, development of industry and technology. The main aim of this change is as to improve the quality of teaching-learning process and learning design at school. The curriculum changes from time to time, both in Indonesia and in other countries, because the needs of people who every year are always evolving and the demands of the times are likely to change (Ekawati, 2016:84).

The changes and developments of curriculum have to be done to adapt to the times that always changing. Define curriculum development as problems, process, and progress that lead to the condition of times and future projections. In Indonesia's education history, the curriculum has changed several times since 1945, namely curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and the latest curriculum 2013 (Mustiningsih et al, 2014:135).

The 2013 Curriculum is a new curriculum started to be implemented officially since 2013/2014 academic year. It is a development of the previous curriculums either KBK or KTSP. The 2013 Curriculum emphasizes more on soft skills and hard skills balance. It is developed to improve and balance soft and hard skills consisting of affective, psychomotor, and cognitive aspects. The 2013 curriculum which is assumed to be able to solve problems in Indonesia and to face the development era reaps controversy from many sides in fact. There are several teachers, students, society, and education observers disagree about it either before or after the implementation (Kurniawan, 2015:131).

The implementation of Curriculum 2013 which was carried out in piloting schools and started in the academic year of 2013/2014 did not show a good implementation. The indication was based on the fact that among many school subjects, only in three subjects the teachers and learning tools are ready. Those subjects are English, Mathematics, Indonesian, and History. As to the other subjects, the syllabus, teachers' books and students' books are not yet ready (Jaedun et al, 2014:15).

In order 2013 curriculum to succeed, it must start from the readiness and optimal implementation. The implementation is related to a training program for teachers in accordance with the model of the implementation of 2013 curriculum, the provision of handbooks for teachers and students, the improvement of the teachers' competence, the strengthening of the school management capacity, developing educational culture based on local content, and the mentoring the teachers in disseminating the curriculum to be implemented (Rumahlatu et al, 2016:5663).

In the implementation of the 2013 curriculum, English lesson is a local content at junior high school. The students of junior high school are expected to speak in mother tongue well before speaking in the second and foreign language. It is one of the reasons why English lesson is not taught anymore. But, it does not mean the English lesson is deleted at all schools in Indonesia. It is determined by the school because the government has given authority to the each school. By this policy, there are several students' parents disagree about it. They assume that English is very important to learn so, it should be better if English is taught to the students at their early age (Kurniawan, 2015:132).

Based on the survey done, SMPN 52 Makassar has implemented 2013 curriculum. But it's deep the application has not been maximal, in the implementation of teaching and learning activities it turns out English teachers at SMPN 52 Makassar. The implementation of learning has not been fully referred to Minister of Education (Permendikbud) regulation No. 63 of 2013 concerning standard process of primary and secondary primary. There are so many problems faced by English teacher during implementation classroom learning.

## METHOD OF THE RESEARCH

This research used descriptive qualitative method since main objective is to describe the English teacher' implementing 2013 curriculum in the classes. The subject of the study was the English teachers on implementing 2013 curriculum in English lesson. In this research the primary data were interview with English teachers, teaching documents, natural teaching learning process, and learning evaluation observed by writer. Besides, the writer also did the interview with the head of curriculum of SMPN 52 Makassar as a supporting data. In this research the secondary data are documentation the implementing 2013 curriculum on the planning, teaching-learning process, and learning evaluation. Data collection techniques among with the research instruments used in this research was observation, interview and documentation.

## FINDINGS

The finding obtained from the implementing of learning in class costumized with learning tool curriculum 2013, while the discussion is process of making a decision of conclusion about the topic of the research.

### a. First Observation

First observation was conducted on Friday August 02th 2021, this observation has aimed to find out readiness teacher learning planning. The writer have found information on learning planning processed by English teachers

through the arrangement of learning tools for one semester, the contents composition of the learning tools are as follows: Curriculum 2013, Calender of education school year 2020/2021, Analysis of the day effective learning, Syllabus, Annual Program, Semester Program, Lesson Plan (RPP)

b. Second Observation

The second observation performed on Thursday August 05th 2021. Purpose this observation is to determined the actions teachers in the online class. The writer wants to see the teachers teaching process by zoom meetings such as Preliminary activities learning, Core activities, Covering activity.

c. Third Observation

The third observation conducted on Monday, 09th August 2021. Purpose this observation was seen ratings system of teachers for students, because in lesson plan (RPP) made attachments framework assessment as a follows: Assessment of attitude, assessment of knowledge, assessment skills.

d. The result of Interview

The writer conducted interviews on Thursday, 12th August, 2021. The writer take data interview from English teacher seventh grade until ninth grade, initial of the name of English teacher such as "Mrs. N", "Mrs. R", "Mrs. U" and "Mrs. W" " as a English teachers and "Mr. R" as head of curriculum.

a) How the implementation of the curriculum 2013 ?

*Mrs. N said : "2013 curriculum new implementation in SMPN 52 Makassar at the school year 2018/2019 approximately already two this years, as usual teacher prepare learning tool at the beginning of the semester and adjust to the calendar education and syllabus so teacher can adjust the subject matter and time allocation learning"*

*Mrs. R said : "First, we are more concerned with developing the attitudes of students, second, we are assessing the attitude of how the character of students is to be more polite and noble, third, we are conducting a study report on an effective learning approach. in the learning process"*

*Mrs U said : "Alhamdulillah, at SMPN 52 Makassar, it has been implemented optimally because in the new academic year 2020/2021 almost all the teacher councils have received training in the 2013 curriculum workshop, so I assume that at SMPN 52 Makassar, the implementation of the 2013 curriculum has been achieved"*

Mrs. W said : *“overall it has been running according to the 2013 curriculum instructions and what the 2013 curriculum wants itself, but in this pandemic condition, the implementation is a little different during face-to-face and online learning”*

Mr. R said : *“at the beginning of the semester teachers have set up the material taught compiled into the lesson plan in accordance with the material for one semester adjust the calendar education and syllabus”*

b) Is the curriculum 2013 was appropriate in subjects English ?

Mrs. N said : *“Curriculum 2013 is very appropriate in subjects English”*

Mrs. R : *“Alhamdulillah for 2 years at our school it has been running optimally according to the 2013 curriculum instructions”*

Mrs. U : *“I think we are referring to the rules regarding the 2013 curriculum. All state schools have applied the 2013 curriculum English learning process”*

Mrs. W : *“learning English in the 2013 curriculum does make it easier for teachers to teach and more active students to be more proactive in the learning process”*

Mr. R said : *“Curriculum 2013 is very appropriate in subjects English for two years at our school”*

c) How the activities of the early in the implementation of the learning based 2013 curriculum ?

Mrs. N said : *“The preliminary activities in the implementation - based learning 2013 curriculum is for class and provide regards to the students after that students respond greetings teacher, students read the prayer lead by class and the teacher asked news students while conducting attendance and last activities apersepsi before sign in to next material”*

Mrs. R said : *“the first is apperception, where the teacher greets students, takes attendance, and shows learning indicators with questions. The second is motivation by encouraging students to participate in the learning process. The third reading review is the repetition of learning material that has been taught previously”*

Mrs. U said : *“the initial activity in the 2013 curriculum is apperception (greeting students, asking students' condition, checking student attendance lists, and inviting students to pray before studying, also there the teacher will tell the learning objectives”*

Mrs. W said : *“the first activity of the 2013 curriculum is to provide motivation, then the second is material where students are asked to observe, pose a problem and find solutions together with both teachers and students and the third is evaluation or conclusions”*

Mr. R said : *“preliminary activities ”for the preliminary activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. In activities teacher need to prepare students psychological and physical to follow the process of learning, motivate students contextually according to the benefit and applications teaching materials in everyday life, ask questions linking prior knowledge with material to be learned that students want to respond and practice for ventured reveal his opinion”*

- d) How the core activities of in the implementation of the learning based 2013 curriculum ?

Mrs. N said : *“the core activities in the implementation- based learning 2013 curriculum is teacher should showed mastery of learning materials, the student and teacher activities observing, asking, exploring, associating and communicating. In addition, the teacher are also required to active and creative especially to find the materials additional related lessons. This is because the material contained in the book teacher limited. Teacher should also be able to dig potential owned by the students and able to make learning atmosphere to fun by applying models learning diverse”*

Mrs. R said : *“I think the core activity or the climax of all learning processes where students play an active role where students can observe, ask questions, communicate in the process of teaching and learning activities”*

Mrs. U said : *“I think the core activity is the core of what we have achieved, so in this core activity the material is presented to students in order to achieve the learning objectives of the learning activities on that day”*

Mrs. W : *"We hope that this core activity will enable students to actively find their own solutions, in essence, students are more active than their teachers"*

Mr. R said : *"for the core activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. The learning process based 2013 curriculum according I am very enjoyable. This is because students more practice compared to the theory that students can learn more active and creative. Students said to be active and creative, as students have curiosity higher than if using the curriculum before. In the core activities, teacher must use learning model, learning methods, learning media, and learning resources are tailored to the character of the student."*

- e) How the covering activities of in the implementation of the learning based 2013 curriculum ?

Mrs. N said : *"for the coverings activities in the implementation- based learning 2013 curriculum are asked student to make the conclusion of the learning at this meeting, after that I confirmed the conclusion of the students ago students listen to conclusion from me, to the next I submit material be studied in the next meeting and my last end lessons with regards and leave the classroom"*

Mrs. R said : *"the coverings activity is the conclusion of the whole series of learning processes"*

Mrs. U said : *"teachers as well as students make conclusions from the beginning to the end of the learning process and the teacher makes tests in the form of oral tests or written tests with the aim of assessing students whether they understand or understand the material that has been given by the teacher from beginning to end"*

Mrs. W said : *"the coverings activity is the first to find a joint solution to the problem, the second evaluation is in the form of daily tasks, and the third is closing"*

Mr. R said : *"for the covering activities in the implementation- based learning 2013 curriculum it has been described in the lesson plan made teacher in learning tool. In the activities covering teacher with students both individual or group reflect and evaluate learning activities and the result obtained for learning take place, give feedback on process and learning outcomes, giving duties and inform learning next to learners more independent and ready in any of learning"*

- f) What barriers experienced your current implementation 2013 curriculum in the lesson?

Mrs. N said: *"Barriers else experienced by teacher in the implementation of the 2013 curriculum into the lesson, that is limited teaching materials, handbook of students and handbook teacher is incomplete, input students difficult/ less spirit to discuss because more pleased to play HP, difficulty in grow the courage and willingness students to active independent learning, division of hours lessons less fitting and the number of hours subjects unbalanced make barriers for teachers"*

Mrs. R said : *"Curriculum 2013 has its advantages and disadvantages, but in my opinion as an English teacher, you should be more creative, don't use classical methods like lectures, but English teachers should be a model for students so that students are open-minded and dare to appear in all related activities with English"*

Mrs. U said : *"the barriers that occur at the time to implement the 2013 curriculum in the planning learning is a division of learning materials into hours and day effective school still complicated, this is because coverage material too complex, but hours meeting still less enough to English lessons. Material principal stated and increase the number of the material must be submitted to the students make barriers for teacher in the implementation of the 2013 curriculum into the lesson plan (RPP)"*

Mrs. W said : *"the barriers that occur at the time to implement 2013 curriculum in the planning learning materials premises. Condition school, such as teacher have to adjust the material syllabus, time allocation of learning and state student making barriers for teacher in the implementation of the 2013 curriculum into the lesson plan"*

Mr. R said : *"Barriers else experienced by teacher in the implementation of the 2013 curriculum into the lesson, that is limited teaching materials, handbook of students and handbook teacher incomplete, the lack of school in support lesson, because basic skills owned student is different."*

- g) What solution applied by you to overcome obstacles that occur when implementing the curriculum 2013 at the time learning ?

Mrs. N said : *" the overcome obstacles happened to the lack of school in support lesson, teacher maximize facilities KBM that is in the school to add props or make props independently, in addition, the teacher also support learning making or buy the book for students to learning going well"*

Mrs. R said : *"solution they apply to overcome obstacles that occur at the time to implement the 2013 curriculum in the planning learning is every teacher adjust the time/ hour and materials that are relevant to the existing conditions at school and the need for training making of the 2013 curriculum"*

Mrs. U said : *"my solution is to provide additional time for supplementary practicum activities or repeat tests or remedial for students have not been able to reach the specified KKM limits."*

Mrs. W said : *"the solution which the teacher applies to overcome the obstacles that occur when implementation 2013 curriculum into the assessments of learning outcomes students is the teacher groups students into four large groups (very good, good, good enough and not good enough) in every helpful for teacher in the assessment of attitudes, knowledge, and skills"*

Mr. R said : *"that the solution is applied teachers to overcome obstacles that occur at the time to implement the 2013 curriculum into the lesson that teacher do a variety of learning methods sometimes still inserted by the method of the long curriculum, perform various approaches to create the atmosphere that are not saturate for students to students more active in the dig information, To encourage students more active and independently with basic skills have students have good knowledge, skills and attitude teacher provide additional task either group or individual with the ability of heterogeneous."*

- h) How do assessment process student result based 2013 curriculum conducted by you in learning activities?

Mrs. N said : *"I do in the preparation of assessment student learning outcomes, I am prepared list book and make a question what is fit into a material studied after that I create a list of value to determine the extent to which the value obtained student. can be 42 known that prepare assessing teacher have a book list of the value of demeanor containing value produced by each students include the attitude of spiritual and social and list of the value of the form of assessment of knowledge"*

Mrs. R said : *"we prefer to use the assessment rubric, determination of KKM, and the formulation of assessment indicators"*

Mrs. U said : *"regarding the preparation of the assessment, it is certain that every time we meet, we have designed a learning design and its assessment, there are 4 assessments, namely KD-I in the form of spiritual assessment, KD-II in the form of social assessment, KD-III in the form of knowledge assessment, KD-IV in the form of skills assessment, so we prepare these 4 aspects before the learning process"*

Mrs. W said : *"Assessment of social, spiritual, academic attitudes, daily assignments, daily tests, mid-semester tests"*

- i) How the assessment process student results based 2013 curriculum conducted in learning activities?, outcomes writer interviews with the following results:

Mrs. N said : *"the process learning evaluation in the implementation-based learning 2013 curriculum it has been described in the lesson plan. The teacher of course already have a list of assessment anything that must be assessed in the implementation of the learning 2013 curriculum as assessment attitude, skills, and knowledge. The assessment of competence attitude that I through observation, self-assessment, assessment (peer evaluation) by students and journal, for the assessment of competence knowledge that through written test, test oral and assignment, while to assess the competence skills that through the test practices, project, and assessment portfolio. The assessment carried sustainable manner by me, so I can find out the development of learning that occur in self students "*

Mrs. R: *"in the 2013 curriculum there is an assessment of student learning outcomes in the first 2013 curriculum, namely an attitude assessment which is in terms of religion, knowledge, socialization, oral and written tests. The second is the assessment between friends and yourself"*

Mrs. U said : *"Regarding the 2013 curriculum assessment, of course we will judge from the 4 aspects mentioned earlier, these 4 aspects are the reference for assessment during the learning process"*

Mrs. W said : *"I think the current assessment process is very easy because we can monitor it ourselves with the assessment of predetermined indicators"*

- j) How to report the result of student learning based 2013 curriculum conducted by you in learning activities? outcomes writer interviews with the following results:

Mrs. N said: *"the reporting assessment teacher have a way of its own and every teacher there are different, usually teacher have analysis assessment as analysis Deuteronomy daily, Deuteronomy midterm and value analysis semester, teacher make the number and descriptive because in 2013 curriculum assessment should descriptive. For reporting assessment, I usually direct make list value that contains the value of the students of the value of assessment attitude, knowledge and skills, for reporting I made two values first a number and second is explanation descriptive because I think for assessment system impenientation of the 2013 curriculum rather complicated in part explanations value because every students different"*

Mrs. R said : *"I think the 2013 curriculum makes it easier, unlike the previous curriculum, which reports manually, the 2013 curriculum uses applications and report cards. So everything we report is more written and makes it easier for students to score in detail"*

Mrs. U said : *"regarding the reporting of student learning outcomes in the form of oral tests and written tests, it will be collected by referring to the assessments that have been mentioned"*

Mrs. M said : *“From my own personal opinion, I made a format for reporting which we then distributed at each meeting to students, so what is today's first meeting, for example, to enter the second task, we will assess what was achieved in the first assignment”*

## DISCUSSION

Based on the data found of observations and from the interviews, the writer found that the English teachers already implement learning the 2013 curriculum in class well. And prepare learning tool is accordance with the standard 2013 curriculum. Based on the findings of research conducted regarding the implementation of teachers in implementation of the 2013 curriculum, it is known that more learning fun especially for students because learning is more practice rather than theories adapted to subject matter. In addition, the material contained in the book will be very little however, students must always try to search from other sources so that a lot of knowledge about the material being studied.

Assessment in 2013 curriculum is too complicated because the teacher makes it appropriate with each subject, values are quantitative and qualitative. Assessment do not use number, will but using predicates and described that sometimes makes people the assessment. Because judgment using the description, the assessment process requires a lot of time to do the assessment. The teacher must also make their own grade list books for students. Focus the main assessment is spiritual and social value.

The teaching learning process of implementation of the 2013 curriculum that is in implementation 2013 curriculum, the learning can be said by teacher that learning 2013 curriculum becomes more fun, students demanded to be more active, the teacher are required to be more active and creative inside convey learning, the learning prioritizes practice more that theory, then the material available in the teacher and students book very limited and all that requires alternative books or internet networks in implementation learning.

The learning evaluation it can be known that teacher are not in line with the theory that there. Theory is according Permendikbud number year 2013 on standards assessment of education. Teacher need to do simplification assessment activities studied students to make them in assessing every students to teacher can see the development students in teaching and learning activities. The assessment is directed to measure of the achievement of competency the basis (KD) at the core competence (KI-1, KI-2, KI-3, KI-4). Assessment of student learning includes aspect of attitude, knowledge, and skills.

## CONCLUSION

Based on the writer's description and analysis in the previous chapter the writer concludes that the English teacher carried out almost all learning activities based on the implementation of the 2013 curriculum starting from planning the implementation of learning such as preparing learning tools, implementation process learning in the student learning evaluation activities. In the teaching learning planning in one semester are as follows: 2013 curriculum, Calendar of education school year 2020/2021, Analysis of the day effective learning, syllabus, Annual program, semester program, and lessons plan (RPP). In the lesson plan (RPP) teaching learning process in the classroom teacher divide in three activity and then approach/ strategy learning and the use of learning resource/ media learning are preliminary activities learning, in the process of learning the preliminary activities learning English teacher is preparing students to learn in the class, teacher ask one of the students to lead players, after that teacher check the presence of the students subsequent teacher activities apersepsi. Next, Core activities learning, there were five students activities start the student activities observing, asking, exploring, associating and communicating. And then, covering activities learning in class writer see that several activities such as providing conclusion, conducting reflection activities after learning, the teacher provides additional or continued tasks related to the material being studied and the teacher also conducts activities to provide an assessment during the learning process both written and oral tests. In the lesson plan (RPP) teaching learning in class have assessment attitude, assessment knowledge and assessment skills of students.

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