

BE -05

**THE IMPLEMENTATION OF THE NEW CURRICULUM OF 2013:
WHY IT IS SET BACK? A REFLECTION FROM RESEARCH
ON THE SCHOOL READINESS**

Slamet Suyanto

*Biology Education Department, FMIPA, Yogyakarta State University, Indonesia
slamet_suyanto@uny.ac.id*

Abstract

Indonesian government assigns a new curriculum namely Curriculum of 2013. Recently, the implementation of the new Curriculum 2013 comes up with a big controversy because it is setting back to the previous curriculum of KTSP for majority of schools. Do schools not ready to implement the curriculum of 2013?

This research was a survey research gives evidences on the school readiness in implementing the new curriculum in 33 junior high schools, including 200 teachers, and 200 students, from seven regencies in Indonesia. The data were taken by using questionnaires, interview guides, observation checklists, and rubrics. The data were taken during monitoring and evaluation programs facilitated by the Directorate of Junior High School Development Management.

The results indicates that interm of readiness 33,83% is ready, 50.49% is less ready, and 15,59% is not ready to implement the new curriculum because of the readiness of the books, trained teachers, ICT access, and students' understanding on the learning process. The difficulties of the teachers in implementing the curriculum are (1) developing a lesson plan (16,0%), (2) using scientific approach (31,5%), and (3) implementing authentic assessment (43,5%) and others (9%). Students mostly (78,5%) say that learning in the way of the new curriculum is more difficult than before. Therefore teachers and students still need training and practicing to be ready in implementing the new curriculum.

Keyword: curriculum, curriculum implementation

INTRODUCTION

Background

Starting in the year of 2013, Indonesian government implements new curriculum, namely Curriculum of 2013 (C13) in some assigned schools. There are about six assigned schools in every regency, for every level, for about 514 regencies in Indonesia. Prior to the implementation, there are some trainings for teachers and the principals of the schools. In the implementation of the curriculum, the teachers are also assisted and guided by a trained teacher. There are also monitoring and evaluation processes during the implementation. Therefore, the implementation should work well. In the year of 2014, the government urged that the curriculum should be implemented in all schools, in all regencies, in Indonesia despite of the results of the monitoring and evaluation process. All schools try to catch up with the new curriculum and to implement it.

In the end of the year of 2014 there are changes in the ministerial education structure as

a result of the presidential election. Here, the problems start to rise. The new government provoked schools, to stop the implementation of the curriculum. Schools that are implementing the curriculum in the first semester must set back to the previous curriculum, namely KTSP. Some regencies have already got the book; both the student and teacher books and those are becoming useless. They have to use the book related to KTSP, and unfortunately some of the books mostly are missing. Some teachers and students that have been practicing the new curriculum for about one year should return to the old syntax of learning of KTSP. Therefore, the government decision of stopping the implementation of the new curriculum and setting back to the old curriculum is widely questionable. This research gives more information on the real condition of the school readiness to implement the new curriculum and hopefully functional to judge whether the decision is right or wrong.

In addition, the new curriculum have many changes that is it not easy for teachers to implement it. The C13 curricular goal is to develop productive, creative, innovative, and affective Indonesians through nurturing their attitudes, skills, and knowledge integratedly. The structure of the new curriculum (C13) consists of four major components (1) basic structure, (2) structure, (3) syllabi, and (4) subject guide. The basic structure of the curriculum states that there are two groups of subject, namely group A and B for primary and secondary junior high schools. Group A is designed to develop students' knowledge, skills, and attitudes for living in the context of society, community, and country. There are seven subjects in group A: (1) Religion and manner, (2) Ideology and civic education, (3) Indonesian language, (4) Mathematics, (5) Natural science, (6) Social science, (7) English language.

Group B is to develop students' knowledge, skills, and attitudes for social interaction, culture, and arts. There three main subjects of group B, namely (1) Art and culture, (2) Sport, physic and health, and (3) Handcraft. For some schools, such as religious schools, may add some subjects related to their specific contents to the curriculum. In addition, there is Group C which also called preverence subjects choosen by students, consisting four groups: (1) mathematics and science, (2) social science, (3) language and culture.

The C13 brings several new standards, teaching and learning process, media, and assessment methods. There are four core standards namely KI₁, KI₂, KI₃, and KI₄. KI₁ is spiritual competences, promoting students to be religious people. KI₂ is social competences, promoting good social attitudes such as discipline, respect, honor, etc., KI₃ is promoting knowledge competences, and KI₄ is skill competences (Permen nomor 58). The core competences, then are described more detail into some basic competences.

The C13 promotes scientific approach in teaching and learning process. The teaching and learning process applies 5Ms, stand for (1) Mengamati (observing), (2) Menanya (asking questions), (3) Mengumpulkan informasi (information gathering), (4) Menalar (reasoning or data analyzing), and (5) Mengomunikasikan (Communicating). Some schools may add two more M that are (6) Mencipta (creating), and (7) Membuat jejaring (networking) (Permen nomor 58). It is imperative that students actively try to get information by their own learning, including experimenting, reading books, interviewing people, or browsing internet. Teacher may use Inquiry and Discovery Learning, Pproblem-based Learning, or Project-Based Learning in the learning process. Students are also actively involved in the process of constructing meaning and communicating the results.

In order to impelement the curriculum, teachers have to develop a lesson plan, a student worksheet, instrument of evaluation, and instructional media. A lesson plan is important because it state all of the components and it is useful to guide instruction (Craft & Bland, 2004; Ediger, 2004). Many teachers may copy a lesson plan from many resources; however they should make ajustment to the characteristic of their students and learning environment.

The success of a curriculum implementation according to Goldston, et all (2013) should be assessed and measured both quantitatively and qualitatively. Monitoring and evaluating the

implementation of the curriculum is necessary to ensure that the new curriculum is well-implemented. Therefore, study of the new curriculum implementation is imperative to do (O'Donnell, Carol L, 2008).

Formulation of the problem

The new curriculum with several changes is not easy for the teacher to understand it. Since the teacher plays the major roles in implementing the curriculum, the understanding of the teacher about the curriculum and its implementation becomes key success of the new curriculum. Therefore, in this research the teacher understanding on the C13 and its implementation will be the focus of the study. The main question is do schools ready to implement the curriculum? This general question is then described more detail into the following questions.

1. Are the schools ready to implement the curriculum of 2013 (C 13)?
2. Do the teachers capable of developing a lesson plan based on the C13?
3. Do the teachers competent to implement the scientific approach with 5Ms in their instruction?
4. Do teachers and students able to use ICT in the learning process?
5. Do teachers understand authentic assessment and how to implement it?

Goal and benefit of the research project

The main goal of this research is to know the school readiness to implement the C13. The specific objectives of the research are as follows.

1. To know the schools' readiness to implement the C13.
2. To know the teachers' capability in developing a lesson plan based on the C13.
3. To know the teachers' competence in implementing the scientific approach with 5Ms in their instruction.
4. To know teachers' and students' ability to use ICT in the learning process in C13.
5. To know teachers' understanding on authentic assessment and how to implement it in C13.

RESEARCH METHOD

Design

The design of the research was survey, to depict the school readiness in implementing the C13. The research was conducted during monitoring and assisting the schools from 2013-2014. The data were taken on the first year of the implementation of the C13 in 7 regencies, including Gunungkidul, Kulon Progo, Kota Yogyakarta, Cilacap, Pati, Bangka Belitung, and Hulu Sungai Tengah. There were 3-6 schools in each regencies.

Subject of the research project

The subjects of this research included (1) 33 school principals, (2) 33 vice principals for curriculum affair, (3) 200 teachers, and (4) 200 students. The subjects come from 33 junior high schools, from the seven regencies in Indonesia. The teachers were 170 classroom teachers that implement the curriculum and 30 mentors teachers that assist the classroom teachers.

Procedure

The procedure of the research including survey, FGD, interview, and observation. The survey uses questionnaires with politomous options. The instrument is sent to the respondents a week prior to surveyor coming. The respondents fill the instrument and the surveyor then check the validity in term of the concordance of the respond to the real condition in schools by making discussion with the respondents. To get information about learning process, surveyor sits in the classroom for one period of lesson for each teacher and record the teaching-learning process. To get information about the existence of students and teacher books and also teacher training, the

surveyor make an interview with school principals and vice principals for curriculum affair. To get information about the learning process, the surveyor also make an interview with students in groups. To study the lesson plans and instrument of assessment, the surveyor uses document study.

Instrument

The instrument of the research were questionnaires, interview guideline, observation checklists, and lesson plan rubrics. The questionnairesThe instruments were mostly developed by the Directorate of Junior High School Development Management for curriculum monitoring purposes. An interview guidance was used to get information on the school plan and policy to impelement the C13. A checklist was used to observe the teaching and learning process. Rubrics were used to evaluate the assessment techniques.

Data analysis technique

Data analyses were mainly using descriptive quantitative methods. The school readiness has three categories: (1) ready, (2) Less Ready, and (3) Not Ready. The criteria of the school readiness were include (1) school policy to implement C13, (2) the existence of student books, (3) the existence of teacher books, (4) the percentage of teachers that have been trained on C13, (5) teacher understanding of C13, and (6) ICT access. The quality of lesson plan was analyzed by using Science Lesson Plan Analysis Instrument (SPLAI) from Jacobs, et al (2007) modified with the C13.

RESULT AND DISCUSSION

Schools readiness

The schools that ready to implement the C13 are 33.50%, less ready is 50.91%, and Not ready is 15.6%. The data shown in the following Figure 1. From the figure, it is inferred that schools are mostly less ready to implement the C13. That less readiness do to the lack of students and teacher books, school policy, teacher and student understanding, and ICT access.

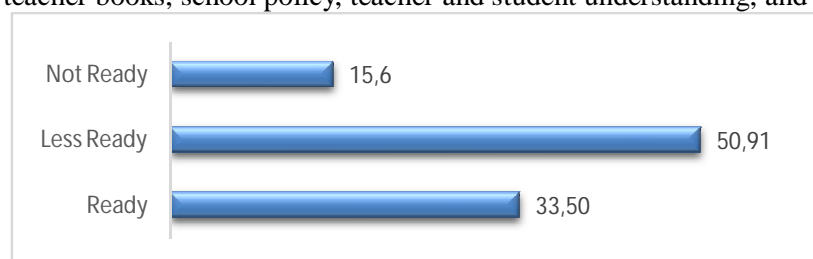


Figure 1. The school readiness in implementing C13

The Criteria of school readiness

The criteria of school readiness are including school policy, the existance of student and teacher books, the percentage of trained teachers, the percentage of teacher that understand C13, and the percentage of students that can access internet everyday. The data are presented in the following figure.

Table1. The criteria of school readiness (%)

	Ready	Less Ready	Not Ready
School policy	48.48	45.45	6.1
Students' book	35.50	50.50	14.0
Teachers' book	35.00	50.50	14.5
Trained teachers	30.00	51.50	18.5
Teachers' understanding	28.00	45.00	27.0

ICT access	26.00	60.50	13.5
Total	200.98	305.45	93.6
Mean	33.50	50.91	15.6

The Table 1 shows that the less readiness of the schools to implement the C13 is affected by several conditions such as ICT access, teacher understanding on C13, the existence of students and teacher books, and school policy.

Lesson Plan

Lesson Plan (LP) can show the teachers' understanding on C13 and also the ability to implement the learning process and assessment. The LP is analyzed by using SPLAI has results as follows.

Table 2. The result of Lesson Plan Analyses

Lesson plan item of assessment	Portion	Score max	Real score	Percent
The fitness to the rules of C13				
1. Fitness to C1 and Permen	5	140	100	71.43
Instructional Plan				
2. Orientation to science problem	3	84	75	89.29
3. Orientation to Instructional goals	3	84	75	89.29
4. Observation activity	3	84	60	71.43
5. Questioning activity	3	84	54	64.29
6. Exploration activity	3	84	72	85.71
7. Data analyzing activity	3	84	69	82.14
8. Communication activity	3	84	84	100.00
9. Reflexion activity	2	56	38	67.86
10. Applying activity	2	56	24	42.86
Instructional media				
11. Variation & fitness	2	56	52	92.86
12. Innovation and up to date	2	56	40	71.43
Assessment				
13. Knowledge assessment	2	56	42	75.00
14. Skills assessment	2	56	30	53.57
15. Attitudes assessment	2	56	26	46.43
16. Management and follow up	2	56	30	53.57
Socio-cultural aspects				
17. No gender bias	1	28	25	89.29
18. Using ICT	2	56	48	85.71
19. Learning community	2	56	38	67.86
20. Easy to implement	3	84	60	71.43

Table 2 indicates that the lesson plan the teacher made are mostly good, except students activity on applying the concepts in real life and assessment. Many teachers use lesson plan that developed by teacher association (MGMP).

Scientific Approach Difficulty

The learning process uses scientific approach respectively, consisting of 5M: Mengamati (Observing), Menanya (Questioning), Mencoba (Experimenting), Menalar (Reasoning), and Mengomunikasikan (Communicating). The difficulty of the teachers in implementing the scientific approach in the teaching and learning process is as follow.

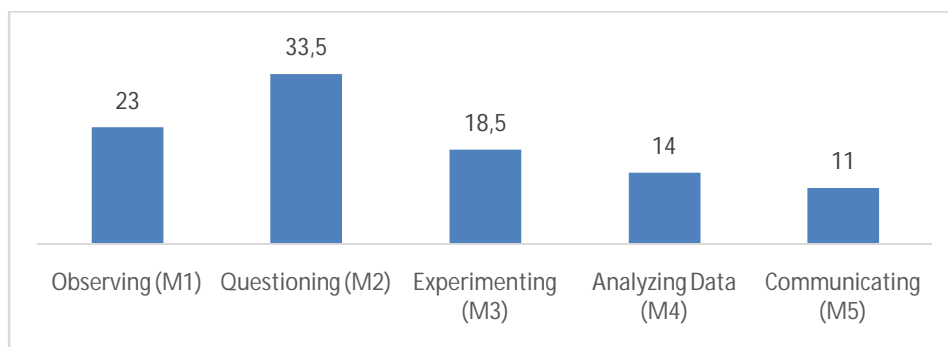


Figure2. Teachers' constrains in implementing scientific method (%)

Figure 2 shows that the biggest constrain of scientific approach is questioning, followed by observing and experimenting. The teacher mostly asks questions because students face difficulties in asking questions. The students are difficult to ask question because they are not accustome to and because the teacher does not presenting a problematic phenomenon that rise students to ask questions.

Overall Difficulty	Total	Percent
Lesson Plan	32	16.0
Scientific Approach	63	31.5
Authentic Assessment	87	43.5
Others	18	9.0
	200	100

The research indicates that teachers have difficulties in using authentic assessment, followed by implementing the scientific approach, developing a lesson plan.

Discussion

The data show that the school readiness to implement the C13 is low. About 66.5% of the schools is not less ready and not ready to implement the C13. This low readiness may doe to the ineffective socialization and trainings. This ineffective training can be seen from the data that only about 28% of teachers well understand the C13. That percentage is also reasonable, because the number of teachers that have been train on C13 is only about 30% of each schools. Schools still need more training and socialization on C13. Some teachers complain also that the trainers have different perception on C13; therefor they need master trainers from Directorate not trainers that involved from the other teachers.

The low readiness of the shools to implemenet the C13 is also due to the lack of students and teacher books. When the data were taken, there were only about 35% of schools that already got students and teachers books. The printing and distribution of the books of C13 is bad. Some schools receive the books, but it is not complete and not enough for all students. Some schools do not receive the books at all. Some teachers use ebook in pdf format and they let students to copy it. Off course only they who have a lap top computer that can open the books. Some schools make copy of the books in black-white colors and it is need additional budget.

In the teaching and learning process, teachers try to implement the C13 guided by

teacher mentors. Teachers retention is one of the big problem in new curriculum implementation. Some teachers may not follow the new curriculum standards, rather they use the old fashion models (Chan, Jacqueline Kin-Sang, 2010). In this case teachers do not implement properly using the scientific approach. In the first step, for example, the teacher should use observing. Here, the teacher should present some thing that interesting students to learn. This activity should be followed by students to ask question. The teachers mostly have difficulties to show an interesting and problematic phenomenon that rises students interest to ask questions. The result is students do not ask questions eagerly. Some question is very low level such is what, where, and when. Higher level questions such as why and how are still low. This means that higher order thinking skills is yet not developed. Because students do not ask questions, the teacher usually ask questions instead of it.

The next step of learning phase is usually student group discussion. Students work in group of five to six people. They discuss to answer questions that are already in the student book. Then, it is followed by presenting session from each group of what they already discussed. This activity is a kind of boring session. Imagine that in a day, students learn 5-6 subjects, and in every subject students follow 5M of the scientific approach. The teacher ability in using suggested models such as Problem-based Learning, Project-based Learning, and Discovery learning is imperative. Beside, the teacher understanding that in each meeting it is very possible that students just do 2M not always completely 5M. In the sense of Bruner's theory of learning (Bruner, 1980) stated that learning has three phases, namely enactic, iconic, and symbolic. This theory suggest that learning begins with hands on activity, then followed by mental activity to get concepts or understanding.

The next step is assessment aspects. As many as 43.5% of the teachers find difficulties in developing understanding and implementing authentic assessment in their classroom. This is reasonable, because there are too many aspect of assessment, including 3 aspects of assessment (knowledge, skills, and attitudes), 7 techniques of assessment (tests, performance, skills, and attitudes observation sheets, self assessment, daily journal, and peer assessment), and many objects of assessment (Permen nomor 58 tentang Kurikulum SMP).

Students also face difficulties in several aspects. They have difficulties in accessing internet. Only 56% of students have internet access. However, because the computer laboratory is mostly only one in each schools, students have to take turn for using it. Some students who have lap top computer or hand phone may access internet using their gadget. The students also have difficulties in using the textbooks, because only 35.50% of students thar have the textbooks completely for six subjects. Some students use ebook in pdf format and the others use copy additions. In the implementation phase, students mostly still have difficulties in asking question, gathering data, and analyzing data. In the evaluation, students feel tired and boring because they have a lot of homework and assigment. About 75% students say that the new curriculum is more difficult than the previous one.

CONCLUSION AND SUGGESTION

From the results and discussion, there are several conclusions inferred from this research, including:

1. The schools are mostly in less ready and not ready state to implement the curriculum. The school low readiness in the curriculum implementation due to the minimal availability of students' and teachers' textbooks, the low of the number of teachers that have been trained on C13, school policy, teacher understanding on C13, and ICT low access.

2. The lesson plans made by the teachers are mostly good, except students activity on applying the concepts in real life and on the assessment. Teachers mostly use lesson plan made by subject teacher association (MGMP).
3. The teachers' competence in implementing the scientific approach with 5Ms in their instruction is low, specifically in promoting students to ask question and observing scientific phenomena.
4. The eachers' and students' ability to use ICT in the learning process in C13 is also moderate because the number of computer in the IT laboratory is limited. Students, specifically in remote area do not have internet access.
5. The teachers' understanding on authentic assessment and how to implement it in the calssroom is also low. The number of assessment is vary and new for the teacher. Most teachers do not understand how to dvelop instrument and to implement authentic assessment.

Implication

The implementation of the C13 will succeed if the following aspects are respectively taken into account.

1. The teachers should be trained by master trainer of subject matter speacialist from the concept of the C13 through the implementation phase.
2. The textbooks must be fully provided before teaching and learning process, earch students gets complete books.
3. The scientific method learning approach should be really performed by the trainers so that teachers understand the 5Ms.
4. The specific training on authentic assessment in each subject area should be trained for each technique because most teachers still confused about it.

REFERENCES

- Chan, Jacqueline Kin-Sang (2010). Teachers' responses to curriculum policy implementation: colonial constraints for curriculum reform. *Educ Research Policy Practice (2010) 9:93–106*
- Craft, Heddi & Bland, Paul D. 2004. Ensuring Lessons Teach the Curriculum with a Lesson Plan Resource. *The Clearing House*; Nov/Dec 2004; 78, 2; ProQuest. p. 88
- Depdikbud, 2014. *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 58 Tahun 2014 Tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Ediger, Marlow. 2004. Psychology Of Lesson Plans And Unit Development. *ProQuest Education Journals of Reading Improvement*; Winter 2004; 41, 4;. pg. 197
- Goldston, M. Jenice; Dantzler, John; Day, Jeanelle. 2013. A Psychometric Approach to the Development of a 5E Lesson Plan Scoring Instrument for Inquiry-Based Teaching. *Jurnal of Scince Teacher Education*, (2013)24:527–551.
- Jacobs, Christina L., Martin, Sonya N., & Otieno, Tracey C. 2007. "A Science Lesson Plan Analysis Instrument for Formative and Summative Program Evaluation of a Teacher Education Program." Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, April 15-18, 2007, New Orleans, Louisiana
- O'Donnell, Carol L (2008). Defining, Conceptualizing, and Measuring Fidelity of Implementation and Its Relationship to Outcomes in K-12 Curriculum Intervention. *Review of Educational Research*; Mar 2008; 78, p.33