

# Problems Faced by Elementary School Teachers in Curriculum 2013 Implementation

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ARTICLE INFO	ABSTRACT
<p>Received: 29-10-2018 Revised: 08-11-2018 Accepted: 17-12-2018</p> <p>Keywords:</p> <p>Problems, curriculum 2013, implementation</p>	<p>Pasar Lama Elementary School I Banjarmasin have practiced Curriculum 2013 in academic year 2014/2015. In the implementation of this new Curriculum, the teachers face problems. Therefore, this research analyzes the problem and solution in the Curriculum implementation. This research aims to find the problem and solution of Curriculum implementation. The research used description method. The population were teachers at Pasar Lama Elementary School I Banjarmasin with 26 teachers as sample and data collected through questioners and documentation with descriptive analysis. The problem percentage was 58.48% (high category). The problems include syllabus, Lesson Plan, assessment, and remedial. The solution used was teacher working and supervision.</p> <p>© 2018 The Authors. Journal of K6, Education, and Management (j-K6EM). ISSN: 2580-2135. Published by Graduated Program of Educational Management, Universitas Lambung Mangkurat, Banjarmasin, Indonesia. This is an open access article under the open journal systems.</p>

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## I. Introduction

Curriculum is an educational program provided to help students in learning. Here, students participate in various learning activities aim to make change and development of student behavior in accordance with the desired educational objectives (Hamalik, 2008). Application of Curriculum 2013 aims to create learners with adequate knowledge and skill. A more important curriculum objective is to create learners with good attitude and behavior.

The success of curriculum 2013 cannot be separated from the role of teachers where they are often said to be at the cutting edge of education. But the teacher ability in applying this new curriculum requires special attention. This is because curriculum 2013 aims to encourage learners to be better at observing, asking, reasoning, and communicating of what they gain or find after receiving learning materials (Hasumah & Setyaningrum, 2013).

In Pasar Lama Elementary School I Banjarmasin, curriculum 2013 has been implemented for academic year 2014/2015. It means that scientific approach has been applied in all learning. Curriculum 2013 implementation at Pasar Lama Elementary School I Banjarmasin is found through preliminary studies. The researchers conducted interviews with the principal and 2 teachers, one young teacher and one senior teacher. From the interview it is found that the teachers have difficulty in the implementing this curriculum, both the preparation of syllabus and lesson plan, the implementation of learning, assessment and follow-up. Therefore, a research to find and solve the problems in the Curriculum 2013 implementation at Pasar Lama Elementary School I Banjarmasin is needed.

Curriculum 2013 aims to prepare Indonesian people with life skill in order to become individuals and citizens who are religious, productive, creative, innovative, and affective as well as able to contribute to the life of community, nation, state, and world civilization (Ministry of Education and Culture, 2013).

Curriculum 2013 serves to provide education standards as the national education reference. It is designed to provide a maximum learning experience for learners. This curriculum encourages learners in the development of attitude, knowledge and skill

through student-centered learning as regulated in the Regulation of Minister of Education and Culture No. 67 of 2013 as follows.

Curriculum 2013 is designed for (1) Developing a balance between spiritual and social attitudes, knowledge, and skill, and apply them in various situations at school and community; (2) Placing schools as part of the community providing the learning experience so that the learners are able to apply what has been learned at school to the community and utilize the community as a learning source; (3) Giving enough time to develop various attitude, knowledge, and skill; (4) Developing competencies expressed in the form of class core competence, which are further elaborated in the subject basic competency; (5) Developing class core competence into an organizing element of Basic Competence. All Basic Competencies and learning processes are developed to achieve the competencies expressed in Core Competence; (6) Developing Basic Competence based on accumulative principle, reinforced and enriched inter-subjects and education levels (horizontal and vertical organizations) (Ministry of Education and Culture, 2013).

This curriculum contains several components namely: Core Competence, Subject, Load in Learning, Learning Content, and Basic Competence (Ministry of Education and Culture, 2013).

Teachers have a very important and strategic role in guiding the learners towards maturity and independence so that teachers are often said to be at the cutting edge of education. To carry out the duties, teachers are not only required to have educational technical skill, but they also must be reliable people that become the role model for student, family, and community (Aqib, 2008).

According to Utaya et al. (2016), a teacher pedagogic competence provides positive effect on the improvement of student learning outcome. So, it can be concluded that if a teacher is unable to master or even face difficulty in mastering both competence and curriculum, then it will make students have difficulties in improving the learning outcome.

Rusman (2010) explains that teacher performance in the context of teaching profession includes lesson planning, learning implementation, and learning outcome assessment. Therefore, Curriculum 2013 implementation can be measured through the

teacher abilities in planning, implementing learning, and evaluating. Aspects assessed in the lesson plan including objective, subject material, learning method, and evaluation. Teacher performance assessment in learning implementation aspect including ability to start the lesson, teacher attitude in learning process, lesson material mastery, teaching process, use of media, learning evaluation, and end the lesson. Assessment, follow-up and evaluation are carrying out by referring to the objectives, adjusted to available time allocation; and adapted to evaluation rules. Then it is continued by assigning tasks to students either individually or group and delivering the next learning material to be learned (Rusman, 2010).

This is in line with what is expressed by Djatmika et al. (2016) there are still many obstacles in the implementation of moral character development from the inside and outside educational environment, external obstacles are social changes that change the free value, norm, and culture of the nation. While the internal obstacles are educational environment including mindset, education policy, and curriculum. This is in accordance with the results of the preliminary study analysis, where the implementation of moral character in curriculum 2013 still focuses on developing the student cognitive skill, while affective and psychomotor skills are still not integrated comprehensively.

Therefore, the problems faced by teachers in curriculum 2013 implementation include planning, implementation, assessment and follow-up. In planning, the difficulties are preparing syllabus and lesson plan. In implementation the problems are time allocation, teaching material, media, approach, and learning method. In assessment, the difficulties are attitude, knowledge and skill assessment. While in follow-up the difficulties are both remedial and enrichment.

## 2. Methodology

A good methodology should bring the researcher to achieve the objective (Dalle, 2010; Dalle et al., 2017; Derlina et al., 2018). The research was conducted at Pasar Lama Elementary School I Banjarmasin. The research object was the problems faced by teachers in implementing Curriculum 2013 at Pasar Lama Elementary School I Banjarmasin. The research subjects were teachers who implemented Curriculum 2013 at Pasar Lama Elementary School I Banjarmasin. The population of this study were all teachers at Pasar Lama Elementary School I Banjarmasin. Total teachers at

this school are 26 people. Research samples were taken to represent the population and used as a source to collect the research data. The sampling technique used in this research was total sample meaning that all population were used as research samples. Here, we also presented a list of teachers at Pasar Lama Elementary School I Banjarmasin.

This research used description method. The data analysis would be made either single or group to create a clear and systematic description based on factual and accurate data about the fact and relationship between the phenomena studied (Riduan & Sunarto, 2010). The data collection used were questionnaire, interview, and documentation. Validity and reliability test were conducted so that the questionnaire was valid and reliable. Valid and reliable data were used to collect the required data to answer the problems that had been formulated in the research problem.

Data processing was performed through several stages consisted of editing, coding, classification, and tabulating. The following criteria were used to draw conclusions in this study: If 86% - 100% of teachers facing problems of curriculum 2013 implementation, they were included in very high category. If 71% - 85% of teachers facing problems of curriculum 2013 implementation, they were included in high category. If 56% - 70% of teachers facing problems of curriculum 2013 implementation, they were included in quite high category. If 25% - 54% of teachers facing problems of curriculum 2013 implementation, they were included in low category.

## 3. Results and Discussions

The results of research conducted at Pasar Lama Elementary School I Banjarmasin about the problems faced by teachers in curriculum 2013 implementation are as follows:

This reliability test used the criteria that  $r_{xy}$  value  $> 0.6$ . The  $r_{xy}$  value was 0.835. Moreover, reliability can be determined by comparing  $r$  count with  $r$  table or  $r$  critical. Questionnaire was reliable if  $r$  count  $> r$  table. The value of  $r$  count was 0.835 while  $r$  table was 0.60. Therefore, the questionnaire used was reliable.

Problems on planning and implementation of Curriculum 2013 were found through the questionnaire answer about the understanding of syllabus, use of syllabus, planning and learning implementation, and implementation of lesson plan.

Total teachers who answered strongly agree that they faced problems in using the curriculum 2013 syllabus were 59%.

Total teachers who answered strongly agree that they faced problems in making Lesson Plan were 54%.

Total teachers who answered strongly agreed that they faced problems in terms of time allocation were 64%.

Total teachers who answered strongly agree that they faced problems in the availability of teaching materials were 58%.

Total teachers who answered strongly agreed that they faced the problem of adequate media availability in school were 62%.

Total teachers who answered strongly agreed that they faced problems in the learning approach (Scientific) were 59%.

Total teachers who answered strongly agreed that they faced problems in planning the attitude assessment were 87%.

Total teachers who answered strongly agreed that they faced problems in planning cognitive assessment were 68%.

Total teachers who answered strongly agreed that they faced problems in planning skill assessment were 61%.

Total teachers who answered strongly agreed that they faced problems in planning remedial were 69%.

Total teachers who answered strongly agreed that they faced problems in planning enrichment were 79%.

The average value of teacher percentage who faced problems in applying curriculum 2013 at Pasar Lama Elementary School I Banjarmasin reached 58.48%. The average value of problems in curriculum implementation at Pasar Lama Elementary School I Banjarmasin was quite high because it was in interval class of 53% – 63%.

Based on the results of interviews at Pasar Lama Elementary School I Banjarmasin, the solution for the problems of curriculum 2013 implementation is principal supervision, teacher participation in teacher working group, and training regarding curriculum.

#### 4. Conclusion and Recommendations

Based on the results of processing and data analysis, it can be concluded that the teachers at Pasar Lama Elementary School I Banjarmasin have difficulties

in implementing curriculum 2013, specifically in the aspect of understanding curriculum 2013, syllabus and lesson plan that have quite high percentage. Total teachers who faced problems on the aspects of time allocation, teaching material, media, approach and learning method are quite high. Teachers who faced problems in assessments on the aspects of attitude, cognitive, and skill assessment are quite high. Total teachers who faced problems in follow-up on the remedial and enrichment aspect are quite high. Efforts made by the school to overcome the problems of curriculum 2013 implementation at Pasar Lama Elementary School I Banjarmasin is to involve the teachers in Teacher Working Group, training and supervision.

Curriculum is the most basic part in learning area. Without curriculum, the learning activities will not have direction to follow. Therefore, a curriculum with clear direction and objective is needed. INDONESIA as an independent nation has repeatedly replaced the curriculum with HIGH expectation to educate and bring this nation on equal level with other developed nations that have succeeded in developing their country.

With curriculum 2013, Indonesian education prioritizes the creativity and activeness of students. So the teacher role is to guide a student learning and becoming sportive. In curriculum 2013, students will be directed to be a qualified and passionate individual with high curiosity and able to come up with brilliant ideas.

Based on the results and conclusions of the research above, the suggestions are as follows.

Teachers can carry out meetings to discuss Lesson Plan, teaching material and assessment in implementing curriculum 2013 with colleagues both on the inside and outside the school.

Principal shall improve the supervision to help teachers overcome the problems of curriculum 2013 implementation.

Supervisors are supposed to assist the teachers in addressing the problems of curriculum 2013 implementation at school.

Ministry of Education and Culture can hold training for teachers, especially to overcome the problems of curriculum 2013 implementation.

The government can help with the provision of teaching materials and learning media to facilitate curriculum 2013 implementation. Time allocation in learning needs to be recalculated so that all subject materials can be delivered to students to the fullest.

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