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## **Analyzing Elementary Teacher's Understanding Towards Learning Instrument of 2013 Curriculum at SDN Summersari 1, Jember**

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### **ABSTRACT**

The 2013 curriculum has been implemented starting from academic year 2013/2014 until now. In its implementation, the government has made various efforts to socialise the 2013 curriculum thoroughly, but with short preparations and learning instruments that are still in the perfection stage, it makes the low readiness of teachers. In fact, there are still many teachers who have difficulty in making and implementing curriculum learning instruments in 2013. Based on this case, this research is conducted to analyse the understanding of elementary school teachers toward the instrument of learning 2013 curriculum at SDN Summersari 1, Jember regency. The research method used is qualitative descriptive and the data collections are interviews, questionnaire, and observation. By the research which has been done, it can be indicated the teachers of SDN Summersari 1 find difficulty, especially in preparing lesson plan components, instruments of effective assessment and student's performance in a learning process. This can occur due to lack of training conducted by government and the instrument guidance is still not widely known by teachers

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### **INTRODUCTION**

The implementation of 2013 curriculum is an important step in preparing quality education. Therefore, the curriculum is implemented rapidly starting from the academic

year 2013-2014 in some schools that have met the requirements and are set selectively by the government. Based on Government Regulation no. 32, 2013, the government has determined that all primary and secondary education units are required to follow the 2013 curriculum no later than 2020 (Peraturan Pemerintah No. 32, 2013: 34). The implementation of 2013 curriculum initially caused a lot of controversy, because it was considered rushed and not yet well prepared. The implementation of this curriculum is lack of attention to the readiness of schools and educators in implementing 2013 curriculum. The educators must be able to understand the implementation of 2013 curriculum in the classroom.

Based on the regulation applied No. 14, 2005 about teachers and lecturers, a teacher needs to have sufficient competency to support successful application of an educational curriculum. This regulation states that every teacher must have four basic skills that are needed in supporting the implementation of the curriculum, namely pedagogic, personality, professional, and social competence. These four competencies must be taught and developed in various forms of training. Although the government has conducted some training aimed at preparing educators, there are still a lot of teacher complaints in the implementation of 2013 curriculum. This shows that the training for teachers that have been implemented so far have not been able to create teachers with competence in accordance with the demands of the applicable law.

The role of teachers in 2013 Curriculum is expected to improve the meaningfulness of the learning process and students' critical thinking skills. Therefore 2013 curriculum includes several important changes in terms of substance, learning process, teacher role, up to the learning design and assessment. Assessment is the authentic collection of students' learning processes and outcomes to determine whether students have mastered the competencies established by the Curriculum 2013 (Zainal, 2015: 34). Based on these opinions assessment activities should be done authentically, so as to describe the optimal learning outcomes obtained by a student in achieving learning objectives. This curriculum has an assessment standard that includes questions that do not have a single answer, gives value to unusual answers, assess learning processes not just learning outcomes, spontaneous / expressive assessments, and others (Kustijono, 2014: 3). Thus, teachers should be able to understand the various instruments of assessment instruments in 2013 curriculum to be able to implement them properly.

In its implementation, the government has prepared various guidelines for making learning instruments that can assist teachers in implementing this curriculum which includes syllabus-making guides, guidelines for the design of lesson plans, to guidance of evaluation tools. According to (Hadjar, 1996: 160), instrument is a measuring instrument used to obtain quantitative information about variations of characteristic variables objectively. Based on KBBI, instrument is a tool that used to do things (such as tools used by technical workers, medical devices, optics, and chemistry). So instrument learning is a tool used to help organize learning activities in order to run more effectively and can achieve learning objectives. Government preparation in terms of curriculum instrument guidance is still in the stage of refinement and it is packaged in the form of teacher books, student books and Permendikbud No. 22, 2016 on process standard of 2013 curriculum.

The 2013 curriculum emphasizes learning through a student-centered approach. This requires teachers to act as facilitators and motivators in accompanying the learning process of students. However, today the teachers are not ready yet due to the short

preparations and instruments that now are still being developed by the government. In another hand, some of the teachers do not have four competencies required in the regulation No. 14, 2005. Teachers also have to change the teaching pattern from which initially acts as educator who is teaching become a facilitator who is required to be able to guide students to be active, productive, creative, innovative and critical thinking in learning with short preparation period. Based on these problems, this study aims to reveal the reality in the field about the understanding of elementary teachers on learning instruments in 2013 curriculum, especially on aspects of making lesson plans and assessment or evaluation of learning.

## **METHODOLOGY**

The research is conducted for three months, from January 2017 to the end of March 2017 at SDN Summersari 1, Jember, East Java. The consideration of choosing SDN Summersari 1 as a place of study is: (1) SDN Summersari 1 is one of the primary schools in the center of Jember Regency and has implemented Curriculum 2013 long enough starting from the early stage in 2013 until now, so it is considered has a lot of experience in the application Curriculum 2013; (2) as one elementary school in Jember region, SDN Summersari 1 has many teachers with various competencies; And (3) SDN Summersari 1 is an elementary school in the city of Jember who have good education, so it can support the process of the research. Another consideration is that SDN Summersari 1 supports and is willing to serve as the location of this research, besides the location of SDN Summersari 1 which is not too far and still can be reached from the researcher's place.

This study uses descriptive qualitative method. Qualitative descriptive method is a research that aims to describe a state or a condition scientifically (Masyhud, 2016: 104). Qualitative descriptive research procedure produces data in the form of written or oral words from people and behavior that can be observed. In this qualitative research, the determination of resource or population is done by means of purposive sampling that is sampling technique with certain purpose or special consideration by researcher (Masyhud, 2016: 98). The population of this research is taken from class 1a, 1b and 4a, 4b. The sample are considered to be able to represent the total population studied. The data in this research are primary data obtained from direct observation in SDN Summersari 1 and in-depth interview. Observations made using techniques participated, that is entering the research area to reveal the data in detail.

The research approach used in this research is a case study. This approach used to comprehend individual is conducted in an integrated and comprehension to get deep understanding about the problems experienced (Rahardjo, 2011: 250). The case study in this research is used to examine a particular case. Data analysis is done by data reduction done by reviewing all available data from various sources. The instruments used to get the data are questionnaire, interviews, observation, etc. After reducing the data, it is found that the conclusion through painting and verification. The case study approach used in this study refers to the growing problems in the field about teachers' difficulties in preparing the various implementation of learning instruments in 2013 curriculum.

## RESULTS AND DISCUSSION

### Results.

Based on the research which has been done, it gains information related to teacher's understanding in making lesson plan of 2013 curriculum. Lesson plan is a formula of learning process plan arranged based on learning principles as a basis arranged to implement a good learning (Dwiyanti, 2016: 2). Based on the questionnaire we have shared, it is known that percentage of teacher's understanding reaches 80 %, which is about components should be included in lesson plan identity. One of important components in lesson plan is indicator. Competency indicator is a behavior which can be either measured or observed to indicate an achievement of basic competency. Indicator of competency achievement is formulated by using operational words which are observed and measured, including knowledge, attitude, and skill (Dewi, 2015: 7). In making lesson plan, teacher have already used indicator of operational words which is suitable to basic competency developed, but it is still found some indicators which have not used operational words yet. Indicator used has already included knowledge and skill, so it can be concluded that teacher's understanding in making indicator has already reached 70%. Learning material presented by teacher is 90% suitable to learning goal. Learning approach which is 90% done has already oriented to student (student centered). Teachers understand components of scientific learning by 90% implementing. Teachers think that by implementing scientific learning, learning process held will develop student's knowledge, attitude, and skill. Besides learning aspect, assessment applied by teacher has already been 80% suitable to technique and authentic assessment with comprehensive scoring guidance. Based on component of learning resource. It can be known that teacher is only able to use 60% of internet and environment, which learning resource most commonly used is textbook.

The teacher of SDN Summersari 1 also finds some difficulties. Those difficulties are how to choose media which is suitable to the material, how to make various media (either simple or sophisticated), and how to use various media (more than one), so percentage of teacher's understanding towards variation and suitability in choosing media by the teacher is 60 %. The introduction process arranged by the teacher in lesson plan does not include apperception session, learning goal, and direction for learning process which will start. Teacher's understanding towards introduction session arranged is 40%. Besides in learning process, the teacher also finds difficulties in choosing kind of assessment which is suitable to indicator of competency achievement . The teacher of SDN Summersari 1 often uses written test and presentation assessment. Percentage of teacher's understanding toward suitable assessment with indicator of competency achievement is only 60%.

The teacher of SDN Summersari 1 finds difficulties in making lesson plan. Some other difficulties found by the teacher is making learning assessment. Based on the data gained, there are some difficulties found by the teacher of SDN Summersari 1 in making assessment instrument. The teacher only assess around 60%, because the teacher does

not really know that there are some ways to assess attitude. They are self-evaluation, peer evaluation, and teacher's observation. In assessing skill, the teacher of SDN Summersari 1 only 60 % understands, because the teacher does not know some activities which can be used in assessing skill, such as practical test, project, and portfolio. Although there are some difficulties in assessing process, the teacher of SDN Summersari 1 has already 90% understood 3 aspects (knowledge, attitude, skill) which should be evaluated in every learning process. Also, the teacher of SDN Summersari 1 has already 90% understood that assessing knowledge can be done by written test, oral test, and assignment. The teacher has already 70% understood a communicative assessment instrument. The assessment instrument made by the teacher includes communicative component and is suitable to student's cognitive development, so it can make student easily understand assessment instrument made by the teacher.

Based on the result of interview, it is known that the teacher orients on teacher's module of 2013 curriculum in making lesson plan, so there are some incomplete parts. The guidance of making right lesson plan is included in permendikbud no. 22, 2016 about process standard of 2013 curriculum. The teacher of SDN summersari 1 think that teacher's module published by government is complete and can be used as a guidance in making lesson plan. Some teachers in SDN Summersari 1 say that they found difficulties in making school report card, because the teachers have to separate some subjects into tables in school report card. Teacher's module used as a guidance in making lesson plan has not fully separated each theme and sub-theme, so the teacher finds difficulties in sorting basic competency to fill subjects table in school report card.

### **Discussions.**

The implementation of 2013Curriculumhas been implemented for 4 years. At the beginning, 2013 curriculum isimplemented in several schools that pass the selection strictly, but based on the informant's information, Jember Regency begins to require all elementary schools to apply the 2013 curriculum since 2016/2017 academic year. SDN Summersari 1 as an existing school in Jember Regency has implemented the 2013 curriculum for 1 year and 5 months, starting from 2016/2017 until now.

Based on the first questionnaire in this research, it indicates that in general the teachers have not fully understood the compilation of the lesson plans of 2013 curriculum suitable toPermendikbud No. 22, 2016 on process standard of2013 curriculum. There are several components of lesson plans preparation that are less appropriate, such as learning resources that are not contextual or close to the students. It can disturb the implementation of learningbecause the 2013 curriculum prioritizes contextual learning with learning resources close to the student environment. Through contextual learning resources students can know the meaningfulness of their learning process. Meaningful learning is learning that results in retention longer than memorization and occurs when humans associate new concepts with existing concepts and close to the student environment (Vallori, 2014: 199).

In addition to learning resources, learning media used by teachers is also less various. In 2013 curriculum, variety of media is needed to support the achievement of learning outcomes. The use of various media can increase students' motivation and spirit in learning process. The learning activities in the lesson plan prepared by the teachers of SDN Summersari 1 also does not include apperception session which includes the activities of linking the learning that the students have done with the learning that will be conducted. This certainly affects the process of preparing knowledge that occurs in students. If the knowledge to be studied in advance associated with the learning that has been done students can build a concept of knowledge that coherent within themselves. The theory is based on contextual learning that states that one is able to learn well when the concept is connected with relevant passing information on the cognitive structure of the student in a connected and coherent manner (Vallori, 2014: 200).

The teachers of SDN Summersari 1 reveal that some teachers have difficulty in making an assessment instrument suitable to indicators of achievement competency, especially on affective appraisal instruments, so that in the implementation of the assessment made by the teacher is only based on the experience that has been owned. Based on observations and interviews, it was found out that the teacher made lesson plan based on teacher book made by the government. So there are some incomplete lesson plans components. The guidelines for writing lesson plans used by teachers are derived from the teacher's book, not derived from Permendikbud No. 22 of 2016 about process standard of 2013 curriculum. The teachers make some mistakes in the determining the guidelines for making the lesson plans because the lack of socialization and guidance of teachers conducted by the government. The teachers also reveal that during the academic year 2016/2017, teachers are only given 3 times teaching guidance by supervisors and socialization of the implementation of the curriculum 2013, 1 week conducted by Quality Assurance Institution (LPMP) and supervisors. The socialization and mentoring are considered insufficient to socialize and change the way teachers teaching from the old ways to fit the new learning methods, instruments and curriculum.

Based on the data generated from questionnaires, interviews and observations conducted in get the average teacher's understanding of the overall lesson plans Instrument by 70%. The results indicate that the understanding of SDN Summersari 1 teachers on the preparation of the lesson plans is included in either category, but in the implementation, the government and related institutions need to increase the socialization and training of teachers to further improve teachers' understanding of 2013 curriculum learning comprehensively.

Despite the difficulties experienced in preparing lesson plans, the teachers of SDN Sumberasari 01 have understood that learning in 2013 curriculum is implemented in an integrated manner, not separated between each subject (thematic) with a student center learning approach. The teachers of SDN Summersari 1 also understand that the role of

teachers in learning 2013 curriculum is as a motivator and companion students in the process of learning activities (facilitator).

Based on the second questionnaire in this research, it indicates that the teacher of SDN Summersari 1 has not understood the assessment of learning in 2013 curriculum as a whole. Components that are not performed on assessment activities such as peer evaluation. Peer evaluation is an assessment participating students to assess their classmates about their work quality. Peer evaluation needs the students to score or give a feedback to their friends' work based on a criteria made together (Kartono, 2011:50). In the 2013 curriculum lesson, peer assessment is needed to develop critical thinking skills, and train students to express their opinions. Assessment on practical tests and portfolio assessment have not been fully implemented by SDN Summersari 1 teachers. Most of the teachers at SDN Summersari 1 Jember convey that they have difficulties in preparing the final report of the semester which keeps separate each subject in table form. This happens because the teacher's books used as teachers' guidance in the assessment have not divided KD equally. The teacher showed that in the teacher's book in grade 4 in theme 9, the KD that contained Mathematics did not appear in lesson 1 to learning 6, so the teacher needed to sort the KD mathematics subjects to fill the final semester assessment report table.

Based on the results of interviews that have been done, most teachers at SDN Summersari 1 find it difficult to operate the application of report cards that have been provided by the government. Teacher SDN Summersari stated that no special training was held to operate the report application. Due to these problems some report cards have problems such as writings that are cut or missing, so students cannot read the description of their assessment completely.

The suitability between the form of evaluation instrument and the learning material is very important to be considered by the teacher. Form of evaluation is very decisive students can channel all the learning outcomes, so it takes the form of appropriate evaluation instruments in each learning material. Teacher SDN Summersari 1 has understood how the assessment process is conducted, but most teachers still do not know thoroughly the appropriate form of the instrument for each learning material. In addition to evaluation forms, teachers also need to improve the appropriateness of good language use, communicative, and in accordance with the cognitive development of learners. In general, the teacher does not know that the assessment instrument should use operational verb, communicative sentences and language in accordance with the development of learners to facilitate students deliver the results of learning.

The cause of the teacher's difficulties in making the assessment instrument at SDN Summersari 1 can occur because teachers feel that the teacher's book is the guideline used to conduct the learning as a whole, so there are some errors in the preparation of the instrument. The socialization of the government should be further enhanced so that the competence of teachers can understand the 2013 curriculum as a whole. Teacher SDN Summersari 1 entirely agreed that teacher's book and student's book need to be

revised because it was assessed by many lack of goodness in learning activity aspect, arrangement of KI and KD and assessment instrument.

Based on the data obtained from questionnaires, interviews and observations conducted, obtained the average understanding of teachers about the overall assessment instrument is 74%. The results indicate that the understanding of SDN Summersari 1 teachers on the preparation of assessment instruments is included in good category, but in the implementation the government and related institutions need to increase the socialization and training of teachers to further improve teachers' understanding so that the errors of compilation or difficulties experienced by teachers in the preparation of assessment instruments can be overcome. Socialization needs to be done by the government so that the form of assessment used by teachers in learning is in accordance with the material and demands of 2013 curriculum which is identical with authentic assessment. Authentic assessment is crucial to specify the extent to which students understand the lessons learned. The 2013 curriculum demands an authentic assessment that students are asked to demonstrate their knowledge, skills, and competencies so that they are more applicable and meaningful (Zainal, 2015: 35).

The government should be able to take the initiative steps in correcting the difficulties of existing teachers in the field as a follow-up in improving the implementation of the 2013 curriculum. The government has an obligation to fix and nurture teachers in order to implement 2013 curriculum as a whole. According to (Zainal, 2015: 33) supporting factors of implementation 2013 curriculum include the role of school principals, teachers' creativity, socialization, facilities and learning resources and a conducive academic environment. Governments need to improve some factors that may affect the implementation of 2013 curriculum in schools such as providing socialization to optimize principals' performance, providing training to increase teacher creativity, providing additional socialization and mentoring for teachers, perfecting learning instruments including teacher books and student books.

## CONCLUSION

Based on the results of the research, it can be concluded that the understanding of SDN Summersari 1 teachers on the preparation of learning instruments in the form of lesson plans is 70%. The results indicate that the teacher's understanding of the lesson plans instrument is included to good category, but the government needs to provide additional socialization so that the teachers will be able to make lesson plan which is derived from the Permendikbud No. 22 of 2016 about process standard. Based on the data collected in this study, it is known that the understanding of SDN Summersari 1 teachers on the preparation of assessment instruments is known at 74%. The result shows that the teacher's understanding of SDN Summersari 1 regarding the preparation of the assessment instrument is included in good category. The government should be able to provide additional socialization to schools and teachers so that some of the difficulties experienced can be resolved. The government also needs to provide training so that teachers can choose the form of authentic assessment appropriately in accordance with the learning materials.

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