

THE IMPLEMENTATION OF THE 2013 CURRICULUM IN LEARNING ACTIVITIES CONDUCTED BY THE ENGLISH TEACHER OF FIRST GRADE AT JUNIOR HIGH SCHOOL 17 MAKASSAR

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ABSTRACT: The objectives of this research were to know how the implementation of the 2013 curriculum in learning activity conducted by the English teacher, and to find out the teacher's difficulties in implementing it. In collecting data about the implementation of the 2013 curriculum in learning activity conducted by the English teacher, the researcher conducted observation. The data about the teacher's difficulties was achieved by conducting interview. The subject of this research was English teachers of first grade at Junior High School 17 Makassar. The data achieved by observing about the implementation of the 2013 curriculum in learning activity conducted by the English teachers showed that there were a lot of activities conducted by the English teachers in learning activity. They were observing questioning, experimenting, associating, and communicating. Those activities were conducted step by step. The data achieved by interviewing about the teachers' difficulties in implementing the 2013 curriculum showed that there were a lot of teachers' difficulties. The difficulties faced by the teacher A and the teacher B were affective appraisal, the lack of time in explaining materials, the lack of learning facilities, and the students handbook. Based on the data above, the researcher concluded that the implementation of the 2013 curriculum conducted by the English teachers of first grade at Junior High School 17 Makassar was in accordance with the government policy. Giving affective appraisal and the student handbook were the teachers' difficulties generally.

KEY WORDS: 2013 Curriculum and Learning Activity.

A. INTRODUCTION

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.

In implementing the 2013 curriculum as a new curriculum, it is possible for the teachers get problems or difficulties. There are several teachers disagree about the implementation of the 2013 curriculum. Nasriati is one of the teachers in Mamuju said that it was hard to implement the 2013 curriculum in learning activity. She had not understand it deeply yet. Nasriati (January 7th, 2015). H. Endang Somadi S.Pd.I, Head Master of Elementary school 1 Pusakasari, Ciamis said that the 2013 curriculum had not been understood by the teachers. They felt difficult in implementing it.

The implementation of the 2013 curriculum is not only refused by several teachers in Indonesia but also the students. There are many students disagree about the implementation of the curriculum. Part of them said that in the curriculum, the material is more difficult to understand than in the previous curriculum. Nadia, the student of Junior High School in Makassar said that she could not understand the material which was learnt well because she did not get enough explanation from her teacher.

In the implementation of the 2013 curriculum, English subject is a local content at elementary school. The students of elementary 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 subject is not taught anymore. But, it does not mean the English subject 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.

The 2013 curriculum is not assumed as a bad or negative curriculum by the all teachers. Ida, a teacher of elementary school in Jepara said that the 2013 curriculum is good to make the students creativity and to practice their braveness. The students attitude is also prioritized. So, the teachers have to observe their students. (m. Beritasatu. Com: Chesar Andriawan). One of the education observers, Darmaningtyas agrees about the 2013 curriculum and said that it was not a new curriculum. It was a combination with the previous curriculum namely KTSP. The 2013 curriculum only emphasizes on certain parts like assessment. It is not totally different from the previous curriculum. The view of the 2013 curriculum does not only come from the teachers, education observers, and students but also religious leaders. Some religious leaders assume that the 2013 curriculum is good because in it, the soft skill and the hard skill are balanced. So, the students are expected to be religious and responsible in undergoing their lives.

The implementation of the 2013 curriculum did not last for a long time. On December 2014, the government through the Ministry of education and culture decided to stop it. It was only implemented at all schools in Indonesia for about 7 months. But, the implementation of the 2013 curriculum was not stopped at the entire schools. The school which has been ready is expected to keep implementing it.

The controversy about the implementation of the 2013 curriculum and the short implementation make a lot of teachers and students confused therefore, the researcher assumes this case as an interesting and important issue to research. The researcher is intended to know how the teachers implement the 2013 Curriculum when conducting the learning process and what difficulties faced by the English teachers in implementing the curriculum.

B. LITERATURE REVIEW

A number of studies had been conducted to recognize how the implementation of the 2013 curriculum. First, Yuni Nafisah (2014) conducted research under title “The Implementation of The 2013 Curriculum in Islamic Education Subject at Senior High School 2 Wates”. She found that the implementation of the 2013 curriculum was good. All components of the curriculum either content of learning, lesson plan, learning method, learning approach, or evaluation were conducted in accordance with the government policy. The biggest problem faced by the teachers at that school was handbook. The teachers and the students had not had it.

Second, Nisa Nuraini Surasa (2013) conducted research under title “The Implementation of The 2013 Curriculum in Learning Economic at Senior High School 2 Malang”. She found that the teachers’ ability had not been optimal in implementing the 2013 curriculum specially in using learning media and resource. They had not been able to develop the syllabus and lesson plan. The use of learning strategy was not variety. The problem faced by the teachers was the lack of handbooks either for the teachers or students.

Curriculum is a learning program which will decide certain education objective. The success of an education depends on the curriculum used very much. Without a curriculum, it is impossible for the education can be running well, effectively, and efficiently based on the expectation. So, a curriculum is so essential looked at every single unit of educations. In this context, a curriculum means a set of efforts to get the education objective. According to the some experts of education, Curriculum is not only a number of subjects but also a set of the students’ learning experiences and every single action as long as to get the learning goal.

According to Hilda Taba (1962) in Fadlillah (2013:15) “a curriculum is a plan of learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum. It is similar to the definition of a curriculum in the Bill of No. 20 in 2003 about the national education system. In it, it said that a curriculum is a set of plans and arrangements about content, learning material, method used to be as a guidance in conducting the teaching and learning process.

The curriculum history in Indonesia often changed in every turn of the Education minister, so the quality of the Indonesia education has not needed quality standards which are clear and steady. Since 1945, the national education curriculum had changed, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, and 2006. This amendment was a logical consequence of the change of political system, social-cultural, economy, and science and technology in the community of nation and state. Therefore, the curriculum as a set of educational plan needs to be developed dynamically in accordance with the demands and changes that occur in society. All national curriculums were designed based on the same foundations, namely Pancasila and the 1945 Constitution, the difference in the principal emphasis of educational goals and approaches in realizing it.

1. 2013 Curriculum

The 2013 Curriculum is a new curriculum started to be being implemented since in learning 2013/2014. It is a development of the previous curriculums either KBK or KTSP. The 2013 Curriculum more emphasizes to soft skills and hard skills balance. It is developed to improve and balance soft skills and hard skills that is consist of affective, psychomotor, and cognitive.

The specific character of the 2013 Curriculum is to motivate the teachers to improve their abilities in looking for a new knowledge as much as possible because now days, the students have been easier to look for an information by using technology. While for the students, they are motivated to be responsible and critical thinker in order to their character will be productive, creative, innovative, and affective generations

2. Learning activity

In the Bill of Education and Cultural Ministry 81A in 2013, learning activity is an education process which gives opportunity to the students to improve their ability in an affective, cognitive, and psychomotor needed by themselves to live and to contribute to the piece of human life. (fadlillah, 2013:179).

The learning main activity of the 2013 curriculum is divided into three activities. They are beginning activity, core activity, and closing activity. The third learning activities are arranged to be one activity in learning. It cannot be separated each other.

a. Beginning activity

Beginning activity is a learning activity which is done before main activity. It usually takes 15 minutes. There are several activities in this step are as follows:

- 1) Preparing the students physically to conduct the learning activity
- 2) Praying to open the learning activity
- 3) Giving questions about the previous material
- 4) Telling the learning objective to the students
- 5) Telling the outline of the material
- 6) Giving a learning motivation

b. Core activity

Core activity is the most important activity in learning process because in this activity, the learning material will be explained to the students. To get a success in this activity, the participants either teacher or students must be ready to face the learning process.

In the 2013 curriculum, the learning core activity uses an approach called *scientific approach*. The steps to implements this approaches are as follows:

- 1) Observing
In observing activity, the teacher gives an opportunity to the students to observe through looking, listening, and reading.
- 2) Questioning
In this step, the students give a question about what they have observed.
- 3) Experimenting
In experimenting, the students look for and collect information from some references
- 4) Associating
In associating activity, the students analyze the information which are achieved to take a conclusion.
- 5) Communicating
In communicating activity, the students write or tell what they have found in looking for information, associating, and taking a conclusion. The result is told and valued by the teacher in a classroom as a result of the students learning

c. Closing activity

Closing activity is an activity which is aimed to close the learning process. The activities that can be done by the teacher and the students in this activity are as follows:

- 1) The students and the teacher taking a conclusion together
- 2) Giving feedback to learning process and result
- 3) The teacher gives a homework
- 4) The teacher tells the next learning activity
- 5) Praying to close the meeting

C. RESEARCH METHOD

The research design which was used in this research was descriptive qualitative. It was aimed to find out the implementation of the 2013 curriculum and the teachers difficulties in main learning activity at the first grade of Junior High School 17 Makassar.

The subject of this research was the English teachers of the first grade at junior high school 10 Makassar. There were two English teachers as subjects in this research. The reasons why the researcher chose them as subjects because they still implement the 2013 curriculum in learning activity and the school where they teach is closed to where the researcher lives.

Research instrument is a tool which was used in a research method when conducting the research. In this research, there were two instruments used to find out the data as follows:

1. Observation Guide

Observation guide is a list of activities that was used when conducting the observation. The activities that are possible to rise were observed and given a sign by the observer. So, the way how to conduct this observation is called as *sign system*. This observation guide was used to know how the implementation of the 2013 curriculum conducted by the English teacher in learning main activity.

2. Interview guide

Interview guide is used to be as a guide in interviewing. Interviewer used it to find out the data from an informant.

The data of this research was collected by using the following instrument namely interview and observation. According to Van Dalen in Arikunto (1997:88), descriptive data are usually collected by interviewing, observing even or giving questionnaires.

1. Observation

Observation is one of the data collecting techniques that was used to find out the data or information in this research. By using this technique, the researcher would like to know or find out the data or information about how the implementation of the 2013 curriculum in learning activity conducted by the English teacher. In this observation, the researcher was in the classroom when the learning activity was going on.

2. Interview

Interview is a technique that was used to find out the data or information. In this research, the researcher used an unstructured interview. The people who had been interviewed by the researcher were English teachers. The researcher interviewed the teachers to find out his/her difficulties or problems in implementing the 2013 curriculum.

According to Mile and Huberman in Rahmat Sahid (Analisis data Penelitian Kualitatif Model Miles dan hubrman: 2011), there are three steps in data analysis. They are data reduction, data display, and conclusion drawing and verification. Generally, the steps are related to each other either during or after collecting data so the model of Mile and Huberman is called as an interactive model.

1. Data Reduction

In this step, the researcher conducted selection and attention focus on simplifying, abstracting, and transforming a hard data achieved. Qualitative data could be reduced and transformed in a lot of ways. They were selection and summary or paraphrase.

2. Data Display

In this step, the researcher developed an arranged information description to take a conclusion and an action. The display data which was used was a narrative text. The display was organized, compressed assembly of information that permits conclusion drawing and action. It was designed to assembly organized information into an immediately accessible, compact form so that the analyst can see what's happening and either draw justified conclusions or move on to the next step of analyst the display.

3. Conclusion drawing and verification

The researcher attempted to take a conclusion and to do verification by looking for meanings of every single phenomenon achieved. Conclusion was verified as the analyst process. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field

notes, or it may be elaborated, with lengthy argumentation and review among colleagues to develop intersubjective consensus, or with extensive efforts to replicate a finding in another data set.

D. FINDINGS AND DISCUSSION

This chapter describes the findings and the discussion of this research. In the findings section, the researcher showed all the data which were achieved when conducting the research. While the discussion section, the researcher analyzes and discusses the data in the finding section.

1. Findings

This part deals with the presentation of the data analysis and the discussion on the result of the research. In collecting the data, the research used two kinds of instrument.

a. Data Analysis Through Observation

In achieving data or information about the implementation of the 2013 curriculum conducted by the English teacher in learning core activity, the researcher conducted observation.

1) Teacher A

In conducting learning core activity, the teacher gave and guided the students to conduct several activities step by step. They are observation, question, experiment, association, and communication.

The first activity which was given by the teacher to the students in learning core activity was observation. In this activity, the teacher transformed a material by demonstrating how to identify and to describe someone characteristic physically, and asked the students to observe it. Then, the teacher asked a lot of the students to write other characteristics on white board.

The second activity was conducted by asking question. In this activity, the teacher gave an opportunity for the students to ask questions if they had not understood the material well. Then, the teacher answered the students' question.

The third activity was experiment which was given by the teacher to the students in learning core activity. In this activity, the teacher divided the students into several groups before asking the students to conduct an experiment. After that, the teacher asked and guided the students to conduct the experiment by observing and identifying their friends' characteristics. When the students were conducting the experiment, the teacher watched them to avoid a bad condition in learning process.

After the students collected information about their material by conducting the experiment, the teacher asked them to analyze and to conclude it. In this activity, the teacher helped and guided the students who got difficulties or problems in analyzing and concluding the information. This activity was given by the teacher in learning core activity as an association activity.

The last activity which was conducted in learning core activity was communication. In this activity, the teacher asked the students to report their task in front of their friends. When the students presented their task, the teacher looked at the students report. After reporting it, the teacher gave feedback and reinforcement. For the best group was given appreciation by the teacher.

Based on the observation result above conducted by the researcher, the teacher A conducted a number of activities for the students step by step in learning core activity. They were observation, question, experiment, association, and communication. In each activity either observing, questioning, experimenting, associating, or communicating, there are also several activities conducted by the teacher. For example in observation activity, the teacher demonstrated how to describe someone characteristics.

2) Teacher B

The learning core activity which was conducted by the second teacher is similar to the first teacher. The second teacher also implemented the activities such as observation, question, experiment, association, and communication.

The first activity which was implemented by the teacher in learning core activity was observation. In this activity, the teacher showed a lot of animal pictures to the students, and asked for them to observe it. Then, the teacher asked a part of the students to mention the name of the animals. In this activity, the teacher also asked the students to write a lot of animal characteristics on the white board. After that, the teacher mentioned one of the animal characteristics and asked the students to guess what the name of the animal is.

The second activity which was conducted in learning core activity was experiment. In it, the teacher divided the students into several groups. The teacher also gave a paper and several animal pictures to the each group and asked them to conduct the experiment by observing and identifying the animal characteristics on the pictures. When the experiment was taking place, the teacher guided, controlled the students, and gave them affective assessment.

The third activity in learning process was association. The teacher asked the students to analyze and to conclude the data or information which had achieved in descriptive text, but before asking the students to conduct it, the teacher gave a

example of descriptive text to them by writing on the white board first. Then, the teacher guided the students who got difficulties, and checked their paper to know the students' ability in conducting this activity.

After the students analyzed and concluded the material, the teacher asked them to communicate or to report it in front of the other students. When the students were reporting their material, the teacher observed them. The teacher also stuck the students' paper on the white board after reporting it. Then, the teacher gave a feedback and an appreciation for the best students in conducting this activity.

The last activity which was conducted in learning core activity was questioning. The teacher gave an opportunity for the students who had not understood yet the material well to ask for questions. Then, the teacher answered it.

Based on the observation result conducted by the researcher, the teacher B also conducted the similar activities to the teacher A. Observing, experimenting, associating, communicating, and questioning were activities conducted by the teacher B step by step in learning core activity.

The implementation of the 2013 curriculum in psychomotor aspect conducted by the teacher A in learning core activity was similar to the teacher B. They conducted the same activities. But, they were different in implementing the questioning part. The teacher A conducted it in the second activity, while the teacher B conducted it in the last activity. In general, the implementation of the 2013 curriculum conducted by the both teachers were good and in accordance with the government policy of it in Fadlillah (2013).

b. Data Analysis Through Interview

In this part, the researcher presents the data or information which was achieved by interviewing. It is about the teacher's difficulties in implementing the 2013 curriculum. In this research, the researcher interviewed two English teachers to find out their difficulties in implementing the 2013 curriculum.

1) Teacher A

The following question aimed to collect data about the English teacher difficulties in implementing the 2013.

What are your difficulties in implementing the 2013 curriculum?

I feel difficult to give assessment for the students directly in learning activity because my students do not have a identity card. It is very hard to identify them.

What kind of assessments did you mean?

Affective assessment, I feel also difficult in it because there are many points of the affective assessment

What are the next your difficulties?

The lack of time to explain the material is one of my difficulties. So, a part of students are difficult to understand it well. Then, there is not a reference for the student as a handbook. I think they should be facilitated by the school. (Teacher A, English Teacher of First Grade at Junior High School 17 Makassar, interview on February 18th 2015).

The teacher had several difficulties in implementing the 2013 curriculum. They are affective assessment, the lack of time to explain, and handbook for students

2) Teacher B

What are your difficulties in implementing the 2013 curriculum?

It is difficult to identify the students in conducting the affective assessment because I do not know all my students, and they do not have identity card. I need a long time to identify them.

What is the second difficulty sir?

In the 2013 curriculum, media must be completed while this school does not have enough media or facility in learning such as laptop and in-focus projector. The learning materials should be showed by using the media but i can do it.

Who should facilitate the learning activity in your point of you?

I think, it should be facilitated by the school but the school also asked the teacher to facilitate it

What is the next difficulty faced in learning activity?

Thirdly, there is not the students' handbook or reference. The teacher also is forbidden to copy the teacher's handbook for the students.

The teacher B had three difficulties in implementing the 2013 curriculum in learning core activity. They are affective assessment, the lack of facilities, and the students' handbook.

Based on the interview results conducted by the researcher, the teacher A and the teacher B had three difficulties in implementing the 2013 curriculum conducted in learning core activity. They had two difficulties which were same namely the affective assessment and the students' handbook. Another difficulty for teacher A was the lack of time, and for the teacher B was the lack of facility.

2. Discussion

This part discusses the result of data analysis. After analyzing the data, the researcher would present the implementation of the 2013 curriculum in learning activity.

Based on the result of observations conducted by the researcher, it was found the English teachers' activities in implementing the 2013 curriculum. The teacher A and the teacher B had the similar activities conducted in learning core activity. Observing, questioning, experimenting, associating, and communicating are the activities conducted by the English teachers step by step

In observing activity, the teachers guided and facilitated the students to conduct the observation in learning process. The teachers either teacher A or teacher B showed materials for the students to observe. In this activity, there are several steps conducted by the both teachers as follows:

- a. Deciding the observation object
- b. Making the observation guide line
- c. Deciding the data which must be observed either primary data or secondary data clearly
- d. Deciding where the observation will be conducted
- e. Deciding clearly how to conduct the observation for collecting the data
- f. Deciding media such as notebook, camera, recorder, and other media to save the data.

After observing conducted by the students, the teachers gave the students a stimulation and an opportunity to ask for question. In this activity, there was a difference between teacher A and teacher B. The teacher A conducted the question activity in the second step, while the teacher B conducted it in the last step of the learning activity. Based on the government policy in Fadlillah (2013) about the implementation of the 2013 curriculum, it should be in the second step in psychomotor aspect conducted in learning core activity. The teacher B conducted the questioning activity in the last step because the teacher assumed the students did not have any problems.

Experiment was an activity conducted by the students in learning process to collect data or information related to the material. In this activity, the teachers guided the students to collect data by observing an object such as animal pictures and the students itself. It is proved by the data in research findings part. This activity conducted by the teacher A and the teacher B in learning activity had been in accordance with the Bill of Educational and Cultural ministry No. 81a in 2013 (Fadlillah, 2013:51).

After collecting data, the teachers guided the students to analyze and to conclude it. Based on the data achieved by the researcher when conducting the research, this activity conducted by the both teachers in associating part.

Communicating was the last activity conducted by the teachers in learning core activity. It is proved by the observation result conducted by the researcher. In

this activity, the teachers gave an opportunity for the students to report their task as a result of experimenting and associating activities. Based on the Bill of Educational and Cultural Ministry No. 81a in 2013 (Fadlillah, 2013:53), the communication activity conducted by the teachers in learning activity was true.

The implementation of the 2013 curriculum in psychomotor aspect conducted by the English teachers of first grade at Junior High School 17 Makassar in learning core activity had been in accordance with the government policy. The researcher assumes that the English teachers understood how to implement the 2013 curriculum in learning activity.

Data achieved through interviews by the research show that the English teachers of first grade at Junior High School 17 Makassar have several difficulties in implementing the 2013 curriculum. In general, the difficulties faced by the English teachers in the implementation of the 2013 curriculum in learning core activity are affective assessment and the students' handbook. In a research conducted by Yuni Nafisah (2014) and Nisa Nuraini Surasa (2013) about the implementation of the 2013, the lack of handbooks either for teachers or students were problem faced as well. Other difficulties are the lack of time and facilities

E. CONCLUSION AND RECCOMENDATION

1. Conclusion

Based on the data analysis and the discussion in the previous chapter, the researcher put forward the following conclusions:

- a. The implementation of the 2013 curriculum in psychomotor aspect conducted by the English teachers in learning core activity is in accordance with the government policy
- b. The implementation of the 2013 curriculum in learning core activity has been understood by the English teachers.
- c. The difficulties faced by the English teachers in implementing the 2013 curriculum generally are affective assessment and students' handbook.

2. Recommendation

In this point, the researcher would like to give several suggestions as follows:

- a. The teachers should be more creative in implementing the 2013 curriculum.
- b. The school should help the teachers and the students in learning activity by providing the learning facilities.
- c. The government should provide the students' handbook as soon as possible

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