

## TEACHERS' PERCEPTION IN IMPLEMENTING CURRICULUM REVISION CHALLENGE ON PRIMARY AND SECONDARY LEVELS KTSP VS K13

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### ABSTRACT

This article is intended to provide a foundation, reference and overview of the state of readiness of teachers in considering the application of the new curriculum (Revision of curriculum: KTSP become K-13), as well as provide information on teachers' perceptions of the curriculum. This article is useful for teachers in portrait as well as provides information on the implementation of the curriculum (K-13 and KTSP). The method used in writing this article is to use qualitative and descriptive study of literature. Data obtained through the study of literature and observation using a structured interview to sample some of the teachers at the elementary school level, junior and senior high schools in RokanHulu used randomize sampling. After re-analyzed, the use of curriculum in RokanHulu found that more teachers agree with the new curriculum (K13) based on the existing system in K-13, but they were found to in RokanHulu itself is more efficient when using the last curriculum (KTSP) because the school facilities and good infrastructure does not support the implementation of the K-13 runs perfectly. Starting from the statement "if you want to K13, must complete infrastructure and support; develop what is there not to upset or partial". Of this paper is known that the curriculum in 2013 demand for teachers at all levels of schools in the district RokanHulu, but in practice advice and inadequate infrastructure that does not yet support the implementation of K13. Thus the authors recommend to education observers to gradually complete infrastructure for the implementation of K13 running properly.

Keyword: Revision of Curriculum, K13, KTSP

### INTRODUCTION

The implementation of national education based on the Pancasila and the Constitution of the Republic of Indonesia Year 1945, serves to develop skills and character development and civilization of

the nation's dignity in the context of the intellectual life of the nation, which is aimed at developing students' potentials in order to become a man of faith and fear God Almighty, noble, healthy,

knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. Curriculum and educational content as religious values continue to be refined and developed in accordance with the demands of development, the development of science and technology, and the importance and uniqueness of the area so as to develop and enhance the learning process that takes place on a reciprocal basis, objective and open to grow and develop creativity and innovation as well get used to overcome the problems in a sensible and responsible.

More recently the government make the curriculum in 2013 as a reference to improve the quality of education in Indonesia. But the implementation is still not perfect, so the government must be wise again. That is almost always evident. Although the Minister of Education, has issued circular No. 179 342 / MPK / KR / 2014 dated December 5, 2014 concerning the implementation of Curriculum 2013, but the debate has not ended. Policy Education Minister assessed cause psychological burden for schools. Imagine, almost all schools in the major cities have implemented the new

curriculum. However, with kebijakan Mendikbud, some schools feel adrift. Not participating policy education authorities (Dispendik) in these forward K-13 fear of being wrong. Fixed forwarding is also concerned as to impose them while there is no support from center

Based on interviews that have been conducted in several schools in Pasir Pengaraian ranging from primary and secondary level, it was found that each school currently uses the curriculum KTSP, They said that the teacher prefers curriculum 2013. They assess the curriculum is simpler than the previous curriculum. Pupils can also be more active in learning activities. But there are some schools that lack adequate facilities and infrastructure, so that the implementation of the K-13 itself becomes inefficient. Also from the educators are still many who do not get the training to K-13, so the majority of teachers are still confused in using the K-13 and many educators who do not master the information and communication technology.

Therefore, this article is made to provide an overview and a reference for teachers in considering the application and implementation of the curriculum

that will be implemented in schools from primary and secondary levels in Rokan Hulu Riau province.

*A. KTSP (Students Basic Curriculum/SBC)*

Curriculum development at unit level of education of primary and secondary education is based on the guidelines drawn up by the National Education Standards. This guide contains at least:

- a. KTSP curriculum for primary and secondary levels in formal education standard category;
- b. KTSP curriculum for primary and secondary levels informal education independent category;

Curriculum development at the level of unit level education religious primary and secondary education is based on the guidelines drawn up by the National Education Standards. Level curriculum for elementary education or other forms equivalent developed in accordance with the educational unit, the potential for regional / local characteristics, local socio-cultural, and participants learners. Schools and school committees, or madrasa and madrasah committee, develop educational unit level curriculum and syllabus based on the basic framework of curriculum and

competency standards, under the supervision of district offices / town responsible in the field of education for elementary, junior high, high school and vocational school, and department in charge of government affairs in the field of religion.

*B. Curriculum 2013*

Related to curriculum, the consolidation program and budget through Kemdikbud is known that the government will implement the curriculum in 2013 gradually. Curriculum 2013 is the speed of competency-based curriculum that has been initiated in 2004 with the attitude of competence, knowledge, and skills in an integrated manner. In addition penataan curriculum to the curriculum in 2013 performed as a mandate of Act No. 20 of 2003 on National Education System and the Presidential Decree No. 5 of 2010 on the National Medium Term Development Plan.

The curriculum was developed in 2013 to improve the education attainment by two main strategies: increase the effectiveness of learning in the educational unit and additional learning time in school. The effectiveness of learning is achieved through three stages:

the effectiveness of interaction, absorption and effectiveness.

Curriculum development in 2013 is part of a strategy to increase educational attainment. Besides the curriculum, there are a number of factors, including: the old school student, long students stay in school, active student competency-based learning, handbooks and the role of the teacher as the spearhead of the implementation of education.

1) *Advantages curriculum in 2013*

a. Students are required to be more active, creative and innovative in solving any problems they encounter in school.

b. Their assessment of all aspects. Determination of value for students not only come from test scores alone but also derived from the value of modesty, religion, practices, attitudes and others.

c. The emergence of character education and values education that has been integrated into all courses.

d. Their competence in accordance with the demands of the functions and objectives of national education.

e. Competence in question depict the domain holistic attitude, skills and knowledge.

f. Many competencies required in accordance developments such as

character education, active learning methodology, the balance of soft skills and hard skills, entrepreneurship.

g. The most attractive of 2013 curriculum is very responsive to the phenomena and social change. It started from the social changes that occur at the local, national, and global.

h. Standardized assessment leads to competency-based assessment such as attitudes, skills and knowledge proportionally.

2) *Weaknesses of curriculum 2013*

a. Master many misguided, because they thought the 2013 curriculum teachers do not need to explain material to students in the class, even though many subjects that must remain no explanation from the teacher.

b. There are so many teachers who are not ready mentally to the curriculum in 2013, because this curriculum requires teachers more creative, in fact very few teachers are like that, so it takes a long time to be able to open the horizons of teachers, and one of them with training - training and education in order to change the paradigm of teachers as giving the material a teacher who can motivate students to be creative.

c. Lack of understanding of the concept of teachers with scientific approach

- d. Lack of skills of teachers to design lesson plans
- e. Teachers are not many who mastered an authentic assessment
- f. The task of analyzing the SKL, KI, KD student books and teacher books have not been fully worked out by teachers, and many teachers who just became plagiarism in this case.

## 2. Research Objectives

This study aims to provide a foundation, a reference and a picture of the readiness of teachers to consider implementation of the curriculum (K-13 and SBC), as well as provide information about the teacher's perception of the curriculum.

## RESEARCH METHODOLOGY

### C. Types of Research

The research design used in this research is the design of one shot case study. In this design used one group of subjects. First performed measurements, and then subjected to the carrying out for a certain period (Suryabrata, 2003). In accordance with the formulation of the

problem that has been presented in this study, where the implementation phase of the study include the presentation of learning by applying inquiry learning model.

The design of the one-shot case study can be described as follows:



Figure 2.1 The design of pretest-posttest control group design

X = Treatment

O = Results

### D. Time and Place Research

This study was conducted in December 2015- March 2016 in schools in RokanHulu on primary and secondary levels.

### E. Population of Research

The population in this study are schools throughout RokanHulu. The research sample will be conducted by random sampling technique. Chosen the sampling which can be represented for all population.

### F. Data Collection Techniques

Data collection technique was interview techniques (deep interview),

where data is collected by means of structured interviews using structured questions.

#### *G. Data Analysis Techniques*

Data analysis techniques used in this research is descriptive analysis,

descriptive analysis is analyzing data on the results of a structured interview by describing the results of the analysis of answers to the interview.

### **RESULTS AND DISCUSSION**

The result can be describe from this graphic :

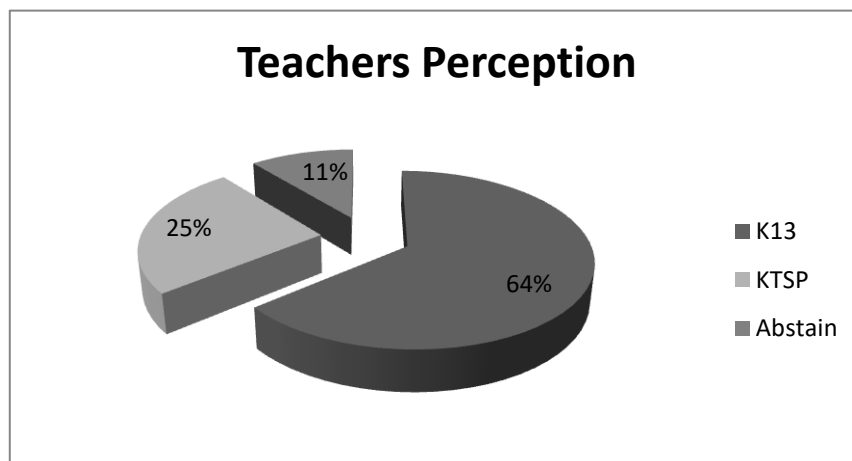


Figure 3. 1. Teacher perceptions of K13 vs KTSP

The graphic shows that most of teacher prefer with the new revision (K13) than using last curriculum (KTSP). Therefor the teacher in less then a half data should be ready for use the new curriculum.

Analysis and synthesis of data using qualitative descriptive analysis technique based on data from interviews that have been conducted. Analysis of the issue starts with knowing whether the curriculum used in the school in the

implementation of the learning process, namely in the first semester, the Department of Education appealed to the school's curriculum in 2013 (K-13). But in practice, many obstacles faced by teachers and learners while the second semester, more dominant in the KTSP (SBC). Differences curriculum SBC with K-13 in terms of learning there is a change in the presentation of the material due to previous use KTS then transformed using a K-13. On SBC

teachers who provide material to their students, while K-13 students are required to be more active during the learning process, but there are obstacles that dihdapi by teachers is of books, facilities and infrastructure are still inadequate. Actually better for K-13 students in the demand for the more active, but if the facilities and infrastructure do not exist how can students learn actively. The response of teachers to the curriculum in 2013 seen from the condition of school facilities and infrastructure are not sufficient to be less good, because its implementation does not go well, but when compared with SBC clearly better K-13 of the SBC. During the use of K-13, the changes seen from the students themselves are still confused student assessment. Then from the side of the teacher, because there are still some teachers who have been trained K-13, so there are still some teachers who do not understand in discussing about the values and of the students was unaccustomed to the value of the letters A, B, C, D and they do not understand.

The advantages of K-13 itself will highlight the interests and talents of students, like a student interested in the field of sport, while we do not complete school with sports facilities, what can we

do. If we highlight the interest of the students but school facilities and infrastructure do not meet, how else. While the response of the teachers of K-13 and SBC are equally good, but when viewed from the efficiency, more efficient K-13. But in general for Rokan Hulu is better to use the curriculum more efficient / more mature. In terms of the teacher in providing the material and then the students in the school will be up. If the far better educate students K-13, but due to lack of facilities and infrastructure are complete, so it would be better if you use SBC.

Excess curriculum 2013 is using an approach that is natural (contextual) as it focuses and comes down to the nature of the learners to develop skills and competencies in accordance with their respective competence. In this case the learners are the subject of learning and the learning takes place naturally in the form of work and experience based on specific competencies, not a transfer of knowledge. 2013 character-based curriculum and competencies may underlie the development of other abilities. Mastery of specific knowledge and expertise in a job, the ability to solve problems in everyday life, as well as aspects of personality development can

be performed optimally by certain competency standards. There are fields of study or certain subjects are in development much faster in a competence, particularly with regard to skills. It is more emphasis on character education. In addition to creative and innovative, character education is also important that will be integrated into one. For example, the education of noble mind and character should be integrated all of the study program. Assumption of the curriculum in 2013 is no difference between a village or town. Often children in the village tend not given the opportunity to maximize their potential.

Readiness lies in teachers. Teachers also have continued to be driven capabilities through training and education of prospective teachers to improve professionalism skills continuously.

Analysis of the use of curriculum in Rokan Hulu found that teachers are more amenable to the curriculum in 2013 based on a system that is in K-13, but they argue that to in Rokan Hulu itself is more efficient when using the SBC because of the facilities and good infrastructure in schools that do not support the implementation of the K-13 running perfectly.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The curriculum is an important part of education in which the quality of a country is determined by the quality of education. KTSP (SBC) is an operational educational curriculum developed by and implemented in each educational unit in Indonesia. Curriculum 2013 is often referred to as character-based curriculum. Curriculum 2013 a curriculum that promotes the understanding, skill, and character education, in which students are required to understand the material,

active in the process of discussions and presentations and have manners and discipline are high. In this regard, education is an important medium for organizing and developing the potential of learners in schools to be more active and creative in developing talents and interests of learners in curriculum development. So that students are able to become productive citizens who participated in the development and progress of the country, especially in the world of education. Because, the younger



generation is an invaluable asset of the nation, so, it will also need the cooperation in the application of a curriculum that is also inseparable from managing education itself to obtain optimal results.

### Recommendations

Starting from the statement "if you want to K13, must be complete infrastructure and support, develop what is there not to upset or half". From this

paper it is known that the curriculum in 2013 demand for teachers at all levels of schooling in the district of Rokan Hulu, but in practice advice and inadequate infrastructure that has not supported the implementation of K13. Thus the authors recommend to education observers to complete the infrastructure for the implementation K13 gradually running properly.

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