

The Effect of Implementing The 2013 Curriculum on The Effectiveness of Learning in Schools

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Abstract

After many changes to the national curriculum in Indonesia, the current curriculum is the curriculum of 2013. The 2013 curriculum, also known as Character-Based Education, is a new curriculum developed by the government. The 2013 curriculum places a premium on understanding, skills, and character education. Students must understand the material, participate in discussions and presentations, and maintain good manners and discipline. The implementation of the 2013 curriculum has resulted in numerous cases in the world of education. This coercion has both positive and negative effects on communities. The 2013 curriculum implementation has an effect or impact on the recipients, namely educators and students, in the implementation of learning activities. However, despite the fact that it has only been in effect for a year, the 2013 curriculum appears to be making it difficult for students to learn due to several obstacles in the implementation of this new curriculum. One of these impediments is a lack of teacher preparedness to implement this curriculum. The majority of the teachers have not been trained in the 2013 curriculum. A few others have stayed for at least two days and up to a week. Even though they are confident that they can teach the subject matter taught in the previous curriculum, they believe that they have not received sufficient material for the 2013 curriculum. It is feared that the quality of teaching and learning in schools will suffer as a result of teachers' failure to fully master the 2013 curriculum material.

Key words: Implementation, Curriculum 2013, Students

INTRODUCTION

The level of achievement of results in an effort to achieve goals is referred to as effectiveness (Aguss et al., 2021; Di et al., 2022; Wahyono et al., 2021). The Big Indonesian Dictionary (KBBI) defines effectiveness as something that has an influence or effect, is effective, produces results, and represents the success of an effort or action (Diharjo et al., 2020; Gumantan et al., 2021; Santoso et al., 2021). Effectiveness as a metric that indicates how far the goals/goals (quantity, quality, and time) have been met (Febrian & Fadly, 2021; Kadarisman et al., 2017; Nurkholis et al., 2021). Effectiveness as an effort to achieve the goals that have been established in accordance with the plan, both quantitatively and qualitatively. An educator's effort to teach students who are learning is referred to as learning (Mertania & Amelia, 2020; Pahdi et al., 2020; Riskiono et al., 2020). In addition, learning is a structured combination of human elements, materials, facilities, equipment, and procedures that affect learning objectives (Aminatun, 2021; Febriza et al., 2021; Melyza & Aguss, 2021). Learning is a process of interaction in a learning environment between students, educators, and learning resources (Athaya et al., 2021; Rahmania & Mandasari, 2021; Sinaga & Oktaviani, 2020). Learning activities are educational processes that allow students to develop their potential into increasingly increasing abilities in the attitudes, knowledge, and skills required for themselves to live and to live in society, nation, and contribute to the welfare of life mankind (Al Falaq et al., 2021; Gunawan D, 2020; Styawati et al., 2022). Learning is an information delivery

activity created to facilitate the achievement of specific goals (Hidayati et al., 2020; Mandasari & Wahyudin, 2019; Puspaningrum & Susanto, 2021).

The curriculum is a set of rules or guidelines for putting education into action in order to achieve educational goals (Ahluwalia, 2020; P S Dewi, 2021; Luckett & Shay, 2020). Thus, the curriculum's position in the education system is critical because the curriculum is the primary tool that must exist in order to be used in the implementation of the educational process (Pasaribu, 2021; Puspaningrum et al., 2020; Sulistiyawati & Supriyanto, 2021). The curriculum is a tool for achieving educational objectives (Anestiviya et al., 2021; Putri Sukma Dewi, 2021; Wahyudin & Sukyadi, 2015). The curriculum is designed methodically as an educational program. The curriculum has three roles: (1) conservative, which is channeling and interpreting social heritage in the younger generation; (2) critical or evaluative, which is actively participating in social control and emphasizing critical thinking elements; and (3) creative, which is creating and compiling something new based on the needs of the present and future (Mandasari & Oktaviani, 2018; Puspita, 2004; Rahman Isnain et al., 2021). As a result, the curriculum can meet the demands of time and circumstance in the dynamics of modern life as well as the future development of civilization (Kuswoyo & Susardi, 2017; Wahyudin & Kuswoyo, n.d.).

LITERATURE REVIEW

The following are the goals of the 2013 curriculum, (1) improve the quality of education by balancing hard and soft skills through the ability of attitudes, skills, and knowledge; (2) develop and improve productive, creative, and innovative human resources as the nation's development capital; (3) simplify the delivery of learning materials and teaching administration for teachers; and (4) a more balanced role for central, regional, and local governments in controlling the quality of curriculum implementation in each educational unit; and (5) more healthy competition between educational units on the quality of education to be achieved (Gustanti & Ayu, 2021; Mandasari & Wahyudin, 2021; Yudha & Mandasari, 2021).

The 2013 learning curriculum must include all three aspects of learning, not just cognitive ones. The mindset that is formed during the curriculum development is that graduate competency standards are derived from needs. Competency standards are derived from content standards, unlike the previous curriculum. The 2013 Curriculum's learning principle is that learning combines the abilities of attitudes, skills, and knowledge (Darwis et al., 2020). It is necessary to pay attention to the learning principles of the 2013 Curriculum because they are directly related to the learning process. In order for the 2013 Curriculum to achieve its learning objectives, learning principles are used in the learning process and integrated with various approaches and learning models as much as possible (Kuswoyo et al., n.d.; Setyawan et al., 2021; Wahyudin, 2017).

In learning, principles to be used as references in learning: (1) students who are initially told are directed to find out; (2) from teachers as the sole source of learning to learning based on 42 different learning sources; (3) from a textual approach to a process such as strengthening the use of the scientific method; (4) content-based learning to competency-based learning; (5) partial learning to integrated learning; (6) multidimensional answer direction; (7) verbal learning to applied learning; (8) balancing physical and mental skills; (9) learning that prioritizes cultivating and empowering students as lifelong learners; (10) learning that incorporates the values of setting an example, developing will, and developing creativity; (11) Learning occurs at school, at home, and in the community; (12) learning is based on the principle that "anyone can teach," "anyone can learn," and

"anywhere can teach," and (13) the use of information technology to improve the effectiveness and efficiency of learning; and (14) recognition of individual differences and cultural backgrounds of students.

Students must be able to be active, creative, and innovative when solving a problem at school (Apriyanti et al., 2014; Novanti & Suprayogi, 2021; Putri & Aminatun, 2021). The existence of k13 allows students to learn more independently and critically, resulting in positive development, independence, and an increase in knowledge and experience for students (Agustin & Ayu, 2021; Choirunnisa & Sari, 2021; Erya & Pustika, 2021). In order to strengthen the implementation of character education, the government has identified 18 values that indicate character that come from religion, culture, social, and national philosophy, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, and care for the environment . Then, rather than focusing on the teacher, learning becomes more focused on student activities. Learning is no longer one-way but more interactive as a result of becoming more student-centered. The 2013 curriculum also requires active participation and investigation in learning, and it is hoped that teachers, as facilitators of learning, can design learning so that students can solve contextual and real-world problems. This curriculum, which was introduced in 2013, requires teachers to fully comprehend the characteristics of their students. The teacher's knowledge material must be able to demonstrate distinctive behavior in order to empower the rules of material linkage. The 2013 curriculum also hopes that teachers will be able to comprehend how to use multimedia tools, such as various educational technology equipment that can help students organize their learning.

METHOD

The researcher used qualitative data developed by Miles and Huberman to conduct a study to find out what some students thought. Data collection, reduction, display, and conclusion are the stages of qualitative data analysis. The analysis process begins with a data recap, followed by data reduction and simplification by sorting out the required data. The reduced data is then classified and displayed according to the analytical design that was created. Various field facts, such as validation results and student achievement test results, are used to verify each reduction data set that has been classified. Conclusions are drawn after the display data has been verified. The data was gathered using a questionnaire. The participants in this study were Teknokrat University students in an academic writing class. Why did the author conduct this investigation? Because the purpose of this research is to examine and describe the implementation of the 2013 curriculum in schools.

RESULTS AND DISCUSSION

The goal of this study was to see how well the 2013 curriculum was implemented in Lampung schools. Based on the data gathered, it can be concluded that the 2013 curriculum was implemented successfully and had a positive impact on both students and educators. According to the data, some students have good skills in following the learning process after the implementation of the 2013 curriculum, and the majority of students have good communication skills and attitudes toward other people and teachers. Students prefer to spend their time studying rather than playing after the implementation of the 2013 curriculum, and most students prefer to spend their time studying rather than playing. Most students also have their own ability to comprehend lessons, enjoy experimenting with new things they learn, feel more responsible for their own learning and what they have learned,

and are more willing to express their opinions while learning. Students have learned since the introduction of the 2013 curriculum. Some people believe, however, that the federal, state, and local governments, as well as the community, have not done their best to implement the 2013 curriculum. The quality of education in each school, however, is fairly consistent for the implementation of the 2013 curriculum.

The purpose of this study was to determine the efficacy of implementing the 2013 curriculum in Lampung schools. Based on the information gathered, it can be concluded that the 2013 curriculum is being implemented successfully and is having a positive impact on students and educators. According to the data collected, after the implementation of the 2013 curriculum, 80 percent of students have good skills in following the learning process, and the majority of students have good communication skills and attitudes toward others and teachers. After the implementation of the 2013 curriculum, students prefer to spend their time studying rather than playing, and most students prefer to spend their time studying rather than playing. Most students also have their own abilities to comprehend the lesson, enjoy experimenting with new things they learn, have a greater sense of responsibility for their learning and what they have learned, and are more willing to express their opinions while studying. Following the implementation of the 2013 curriculum, students have been learning. However, some people believe that the federal, state, and local governments, as well as the community, are not doing enough to maximize the implementation of the 2013 curriculum. However, for the implementation of the 2013 curriculum, the quality of education in each school is fairly consistent.

CONCLUSION

Covid-19 impacted the learning process in education around the world. The learning activities which is usually done in the classroom, now shift to online learning due to covid-19 pandemic. This thing, aims to prevent the infection of covid-19 virus. Although online learning is the best way to do the learning process during this pandemic, however, it is not as effective as conventional learning. Online learning can not produce effectively especially for those who live in a village that lack of access to the internet. Beside of that, most of students also get difficult to understand the material when do the online learning, so they should find another resources related to the material until they understand. For the interaction between lecturer and students, they usually use zoom Application or google meet and they make WhatsApp group so they can interaction well.

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