TEACHERS' PROBLEMATIC IN IMPLEMENTING THE 2013 CURRICULUM AT THE STATE SENIOR HIGH SCHOOL (SMA N) 1 TAKENGON

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Abstract. *This study aims to describe the teacher's problems in implementing the 2013 curriculum in SMA Negeri 1 Takengon. The research method uses descriptive qualitative. The aspects of the discussion include problems, efforts, supporting factors and obstacles in implementing the 2013 curriculum. Data collection techniques are applied through observation, interviews and documentation. The results showed that teacher problems related to time, learning media, a lot of administration had to be prepared, lack of student handbooks, difficult assessment standards especially aspects of attitude and knowledge. To overcome these problems, various efforts have been made such as: following training for teachers and students. The school provides funds; the school committee coordinates with parents. Supporting and inhibiting factors are also felt by teachers, but they continue to strive to implement the 2013 curriculum so that goals are achieved in accordance with what is expected in the 2013 curriculum.*

Keywords: *Teachers' Problematic, Curriculum Implementation, State Senior High School (SMA N) 1 Takengon*

INTRODUCTION

The teacher plays an important role in education, especially in the learning process. However great technological advances are, the role of the teacher will still be needed because what happens in the classroom is what is in his mind. The teacher has the ability and skills in terms of teaching. Physical, mental-emotional and social abilities of students need attention. Teachers always update themselves with the latest knowledge and always try the latest methods that are suitable for their students. In making the 2013 curriculum successful, the teacher must be professional. A teacher is expected to be able to plan, carry out, monitor and evaluate, and provide quality assurance and be

responsible for learning in accordance with the characteristics and development of students, the development of science, technology and art, in accordance with development needs and must be in accordance with the times.

Teachers as the main actors in education are professional educators, not only they required to carry out their duties professionally, but also must have professional knowledge and abilities.[1] The Indonesian Ministry of Education and Culture (1980) has formulated the abilities that teachers must have namely professional abilities, social abilities, and personal abilities. The roles and responsibilities of teachers as curriculum leaders who have the tasks and roles in the teaching and learning process for students in managing classes, namely: 1) Teachers as Professional Educators; 2) Teachers as Learning Resources; 3) The teacher as a facilitator; 4) Teachers as Learning Managers; 5) Teachers as Demonstrators; 6) Teachers as Guides; 7) Teachers as Motivators; 8) Teachers as Evaluators.

LITERATURE REVIEW

The Implementation of Curriculum 2013

The curriculum, etymologically, comes from Greek, curir which means runner; and curere means the distance the runner must travel. This term was originally used in the world of sports. In the context of education, interpreted as a circle of instruction, a teaching circle in which teachers and students are involved.[2] n Arabic, the term curriculum is called *manhaj al-dirasat* which means a clear path, or the path traveled by humans in various fields of life. This understanding in the field of education referred to as *manhaj* is as a clear path traveled by educators or teachers trained with people who are educated or trained to develop their knowledge, skills and attitudes.[3]

According to Crow & Crow, the curriculum is a teaching plan which contains a number of systematically compiled lessons that are needed as a condition for completing a particular program. According to Law Number 20 of 2003 concerning the National Education System, it is explained that the curriculum is a set of plans and

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[1] Nana Syaodih Sukmadinata, *Pengembangan Kurikulum Teori dan Praktik*. (Bandung: Remaja Rosda Karya, 2009), pp. 161

[2] Samsu Nizar, *Filsafat Pendidikan Islam, Pendekatan Historis, teoritis, dan Praktis,* (Jakarta: Ciputat Press, 2002), pp. 56

[3] Omar Muhammad Al-Toumy Al-Syaibany, *Falsafah Pendidikan Islam,* (Jakarta: Bulan Bintang, 1979), pp. 478

arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals..[4]

The curriculum is one component that is crucial in an education system, because the curriculum is a tool to achieve educational goals and at the same time as a guide in the implementation of teaching at all types and levels of education. According to Ramayulis quoted from Muhain and Abdul Mujib the curriculum is categorized as a study program, content, planning activities, learning outcomes, cultural reproduction, learning experiences and production. According to Hery Noer Ali, the curriculum is an educational plan that provides technical guidance, scope, and sequence of contents, as well as the educational process.[5]

According to Oemar Hamalik, the curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used to guide the implementation of education units in order to achieve educational goals. Practically, the curriculum is an educational plan that provides guidance on the type, scope and process of education. Simply stated, that the curriculum is an educational program provided to teach students which consists of a series of learning experiences and in it there are a number of subjects that must be taken and studied by students in a certain time to obtain a certain amount of knowledge and are marked by the acquisition of a certain diploma. [6]

The 2013 curriculum emphasizes character education, especially at the elementary level, which will be the foundation for the next level. Through the development of a 2013 curriculum that is character-based and competency-based, we expect this nation to be a nation of dignity, and its people have added value, and selling value that can be offered to other people and other nations in the world, so that we compete, side by side, even competing with other nations in global order. This is possible, if the implementation of the 2013 curriculum can truly produce people who are productive, creative, innovative, and characterized.

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[4] Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional
[5] Hery Noer Ali, *Ilmu Pendidikan Islam*, (Jakarta: Logos, 1999), pp. 161
[6] Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 1995), pp. 16-19

The development of the 2013 curriculum is based on philosophical, juridical, and conceptual basis.

1. Philosophical Basis

a. Philosophical Pancasila which provides various basic principles in the development of education.

b. Educational philosophy based on noble values, academic values, students' needs, and society.

2. Juridical Basis

a. RPJMM 2010-2014 Education Sector, about changes in learning methodology and curriculum structuring.

b. PP no. 19 of 2005 concerning National Education Standards

c. INPRES No. 1 of 2010, concerning the acceleration of the implementation of national development priorities, improvement of the curriculum and active learning methods based on national cultural values to shape the competitiveness and character of the nation.

3. Conceptual foundation

a. Relevance of education (link and match)

b. Competency based curriculum, and character

c. Contextual learning (contextual teaching and learning)

d. Active learning (student active learning)

e. Valid, complete, and comprehensive assessment.

Through the implementation of the 2013 curriculum we will produce Indonesian people who are productive, creative, innovative, affective, through the strengthening of integrated attitudes, skills and knowledge. Curriculum development is focused on building students' competencies and characters, in the form of knowledge, skills and attitudes that can be demonstrated by students as a form of understanding of the concepts they learn contextually. The 2013 curriculum allows teachers to assess student learning outcomes in the process of achieving learning goals, which reflect mastery of competencies and characters that will be used as standards for assessment of learning outcomes, so students can prepare themselves through mastery of a number of specific competencies and characters, as a prerequisite for proceed to the next level of mastery of competence and character.

In the implementation of the 2013 curriculum the teacher still plays an important role, both in planning, implementing, and evaluating. Teachers are planners, implementers, and curriculum developers in their classes. Teachers are also the forefront of curriculum developers who are always evaluating and refining curriculum and learning. Therefore, it is important for teachers to increase their competence, activities, creativity, quality, and professionalism continuously and continuously, according to the needs of the community and the development of science, technology and art.

Teachers' Problematic in Implementing the Curriculum 2013

In the 2013 Curriculum there are four elements of change, namely: Graduation Competency Standards, Content Standards, Process Standards and Assessment Standards, so that the problem faced by teachers is in meeting the standards of the four elements, among others:[7]

1. The teacher faces problems in achieving content standards

The teacher lacks understanding of the curriculum structure and organization of basic competencies in subjects. The teacher faces problems in achieving content standards, namely: the teacher does not understand the basic competencies of each subject; teachers do not understand the grouping of core competencies in secondary schools; the teacher still feels that the contents of the teacher's book are incompatible with the contents of the student's book; teachers find it difficult to manage time because the scope of material between subjects is too broad, one sub-theme is not completed in one week; teachers find it difficult to arrange lesson schedules because every week the contents are always changing; teachers find it difficult to apply integrated thematic learning; teachers do not understand how to embed concepts without the help of appropriate teaching aids such as the use of information technology-based media (IT); the teacher has difficulty increasing student enthusiasm because he is accustomed to only explaining the theory; the teacher has difficulty monitoring the level of student ability.

2. Teachers face problems in achieving process standards

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[7]Maysaroh dkk, *Masalah Guru dalam Implementasi Kurikulum 2013 dan Kerangka Model Supervisi Pengajaran* dalam Jurnal Manajemen Pendidikan Volume 24, No. 3, Maret 2014: 213-220

Teachers find it difficult to compile and develop lesson plans, develop indicators that are in accordance with basic competencies; the teacher does not understand the application of a scientific approach to learning; the teacher has difficulty implementing constructive learning; teachers find it difficult to determine learning media, especially those based on information technology (laptops and LCDs); teachers find it difficult to allocate time for remedies.

3. The teacher faces problems in achieving graduation standards

Teachers do not understand the development of students' attitude dimensions; the development of each dimension of self-development is not followed up at home; the teacher has difficulty in activating students to be confident in expressing something; teachers find it difficult to know the level of student understanding; the teacher has difficulty observing students in interacting with the social and natural environment; the teacher has difficulty integrating character education in all learning; the teacher has difficulty giving assignments in the abstract domain.

4. Teachers face problems in achieving assessment standards.

In learning, assessment is an inseparable part. Assessment activities are a means to determine student achievement indicators. Based on the demands of the 2013 curriculum, it was felt that teachers experienced many difficulties. This assessment requires a lot of preparation and is time consuming. In addition to preparation and limited time at school, a more substantial difficulty is the understanding of the teacher's technical assessment.

This makes it difficult for teachers to make assessment instruments both test and non-test, especially in measuring the realm of attitude; teachers find it difficult to fill in the assessment format, especially the recapitulation of grades to descriptive; teachers find it difficult to make an assessment process because of the large number of students; the teacher does not understand authentic assessment; teachers find it difficult to arrange rubrics that are in accordance with basic competencies; the teacher feels difficulty in processing the results of the assessment to find out the progress of student learning and to know the learning difficulties of students; the assessment

process is not fully understood by the teacher as an example of the implementation of the analysis is rarely carried out.

In the 2013 curriculum that the assessment of the learning process uses an authentic assessment approach (authentic assessment) which assesses the readiness of students, the process, and learning outcomes as a whole. Evaluation of students using evaluation methods that are tailored to the material and characteristics of students. The evaluation stage consists of determining objectives, determining the assessment plan for the preparation of assessment instruments, collecting data or analysis and interpretation and follow-up information. Of course this requires hard work and takes adequate technical time.[8]

METHODOLOGY

This study uses a descriptive qualitative approach. This study describes the problematic of teachers in implementing the 2013 curriculum in Takengon State High School (SMA) 1. There are two types of data sources in this study, namely primary data sources and secondary data sources. Primary data sources are derived from observations and interviews with principals, curriculum areas, and the teachers in Takengon 1 High School (SMA) totaling 48 people, 41 PNS teachers and 7 Non PNS teachers. Secondary data sources are data that will be obtained directly from related parties in the form of school data and various literatures that are relevant to the discussion of teacher problems in implementing the 2013 curriculum. Data is collected through observation, interviews and documentation. The researcher analyzes the data by assessing the quality of the data, analyzing the data, interpreting the data and making conclusions on the findings. In other words the researcher analyzed the data through data reduction, data presentation, drawing conclusions and verification of data related to the teacher's problematic in implementing the 2013 curriculum at SMA N 1 Takengon.

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[8] file:///C:/Users/User/Downloads/9534-21315-1-SM.pdf

FINDINGS AND DISCUSSION

Teachers' Problematic in Implementing the Curriculum 2013

The results of the study through interviews with school principals, curriculum representatives and teacher councils related to the problems experienced by teachers in implementing the 2013 curriculum in SMA Negeri 1 Takengon, namely: Inadequate time, external factors such as the absence of community and parent support, economic factors , student health factors, too much administration must be prepared by the teacher starting from: 1) Planning in the form of programs and lesson plans; 2) Implementation prepared with observation sheets in terms of attitude, knowledge and skills; 3) Assessment of attitudes, knowledge and skills; 4) Evaluation in the form of analysis. Lack of media and learning tools, lack of student handbooks, difficult assessment standards due to too many bills, assessment of attitudes and knowledge aspects that are difficult to conclude, not all students are smart so they are not responsive in learning, and the exchange of old curriculum to the 2013 curriculum makes students difficult to digest the material because students must be able to learn to look for themselves.

The efforts made by the teacher in implementing the 2013 curriculum Based on the results of the study showed that many of the efforts made by teachers in implementing the 2013 curriculum in SMA Negeri 1 Takengon. These efforts are: All school members take part in the implementation of the 2013 curriculum, character training and training for students, making photographs nuanced character in the school environment, displaying the work of students, improving teacher quality, providing funds to improve teacher competency, HOTS learning and evaluation IHT training, STEM-based Learning training, video production of teaching materials, waste management training for students, literacy strengthening, school health business training, E-raport implementation training for teachers and employees, participating in the 2013 curriculum training and socialization, following the Deliberation Subject Teachers (MGMP), school committee coordination with parents, there is an initiative from the teacher to change the learning model, download lesson plans from the internet, there is a learning process companion team that is a supervision team from peers, invites children early to the material goals later just given tasks independently / in groups, scrape uti instructions for the implementation of the 2013 curriculum and

related permendikbud, follow all the standards contained in the 2013 Curriculum, and implement process standards properly.

Supporting and inhibiting factors in implementing the 2013 curriculum

Based on the results of the study showed that many factors support and inhibit teachers in implementing the 2013 curriculum in SMA Negeri 1 Takengon. The supporting factors are: Facilities or adequate infrastructure or media, participation of school residents, availability of funds, technical guidance from the education office, parents' support, inviting related parties such as Porles, RRI, Department of the Environment, and others in the formation of the ceremony, the availability of the internet, looking for new learning methods, the availability of textbooks, the Ministry of Education and Culture Regulation, the existence of training, and inviting motivators or instructors from outside the school. As for the inhibiting factors, namely: The unavailability of a lot of time in implementing the 2013 Curriculum, sometimes there is no parent support, the 2013 Curriculum has a lot of administration and is complicated so that it takes up time in aspects of preparation and evaluation, learning methods: teachers are a little less able to move on from the lecture method model, the narrow school land or environment, the large number of school residents, the inadequate infrastructure, the lack of learning media, the lack of teachers in implementing various learning models.

CONCLUSION

This research shows that there are many problems experienced by teachers in implementing the 2013 curriculum at SMA Negeri 1 Takengon. These problems can generally be concluded that lack of time, external factors, economic factors and student health, the amount of administration prepared by teachers, lack of learning media / infrastructure, lack of student handbooks, difficult assessment standards especially aspects of attitude and knowledge, not all students smart so students find it difficult to digest material and can learn to look for themselves. Efforts that have been made by teachers namely all school members have contributed to the implementation of the 2013 curriculum, guidance and training for teachers and students, displaying the work

of students, improving teacher quality, providing funding, training in E-report implementation, training and socialization of the 2013 curriculum, MGMP , Coordination of school committees with parents, using time outside of class hours, initiative of teachers to change the learning model, downloading lesson plans, companion teams or supervision teams from peers, following the instructions for implementing the 2013 curriculum and related ministerial regulations. Supporting and inhibiting factors are also felt by teachers, but they continue to strive to implement the 2013 curriculum so that goals are achieved in accordance with what is expected in the 2013 curriculum.

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