
Analyzing Implementation of 2013 Curriculum for Elementary School in Indonesia

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Abstract: Education can be obtained through school, in each school the implementation in learning uses guidelines which are in the form of a curriculum. Learning of the curriculum of 2013 is learning that links core competencies' and indicator that are put together from several subjects. Observation results found that the implementation of the curriculum 2013 learning still appear difficult in correlating subjects with themes. Purpose of the research to describe the implementation of the 2013 curriculum at elementary school. The research method used is descriptive research method. The subjects of this study were all students of grade elementary school 03 Langsat Permai that consists of 23 students. Data collection techniques that has been collected soberly without any intention to make generalizations from results of the research. The results of the study in the implementation of the 2013 curriculum learning in grade 5 in public elementary school of 03 Langsat Permai were in accordance with the learning tools made by the teacher and students learning activities were good such as observing, reading, writing, practicing and trying.

Keywords: 2013 curriculum, implementation of the 2013 curriculum learning

1. Introduction

Education is the most important thing to make a generation of character. Education is intended to improve human resources, as formulated in the national education purpose number 20 of the national system law of 2003, that national education functions to developing dignified nation in order to educate the life of the nation, as purpose to develop the potential of student to become faithful and fearful people to the Almighty God, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Muhibbin Syah, 2008).

Education can be obtained through school, in each school the implementation in learning uses guidelines which are in the form of a curriculum. Curriculum is education program for students. Based on the education program students conduct various learning activities, so as to encourage development and growth in accordance with the educational purpose that have been decided (Oemar Hamalik, 2017). According Soedjadi (in Trianto, 2017) curriculum is a set of subjects of instructional material that is planned to give certain experiences to students in order to be able to achieve the purpose have been decided. Currently the curriculum used in learning is the 2013 curriculum.

Learning of the curriculum of 2013 is learning that links core competencies and indicator that are put together from several subjects, become a unity in the form of a theme. The theme of

knitting meaning as a basic concept so that students do not learn basic concepts partially but thoroughly. 2013 curriculum in learning in classroom, teachers as are required to be more creative in activating their students. Teachers are required to emphasize the learning process rather than the results. Learning of the 2013 curriculum is carried out based on theme. In one theme consists of four sub themes and in one sub theme consists of 6 learning. In 2013 curriculum contains science learning. Science learning is not only memorizing concept but also the students are trying to find the concept. The learning process should be implemented scientifically to foster the ability to think, work and be scientific and communicate it as an important aspect in life (Tani, Putra, Marhadi, 2018).

Public elementary school 03 Langsung Permai is one of the school that have carried out learning with 2013 curriculum. Observation results found that the implementation of the curriculum 2013 learning still appear difficult in correlating subjects with themes.

Based on the explanation above, it was described how the 2013 curriculum was implemented in the elementary school. Therefore, the researcher chose public elementary school 03 Langsung Permai Bungaraya district Siak regency as a place of research.

2. Methodology

The research method used in this research is descriptive research method. Descriptive research is research that is not intended to test certain hypotheses, but only describes as is about something variables, symptoms or circumstances (Arikunto, 2016).

This research was conducted on odd semester 2018/2019 at SD Negeri 03 Langsung Permai, Bungaraya District, Siak Regency.

The subjects of this study were all grade 5 students of SD Negeri 03 Langsung Permai, Bungaraya District, Siak Regency, consisting of 23 students; 14 male students and 9 female students.

Then, the data collection techniques used in this study was observation. Observation is used if research deals with human behavior, work processes, natural symptoms and if the respondent observed is not too large (Sugiyono, 2017). The observation technique is used to obtain data on the implementation of the 2013 curriculum in class 5 of Langsung Permai Elementary School, Bungaraya District, Siak Regency.

The data analysis technique used is descriptive analysis technique that is used to describe the data that has been collected soberly without any intention to make generalizations from the results of the research.

3. Result and Discussion

This research was observing the implementation of the 2013 curriculum. There were two themes observed; theme 1 entitled organ movement of animals and humans and sub theme 2 entitled human and environment which consisted of 6 learning.

Learning 1

Based on the results of observation, the implementation of learning 1, before starting the learning the teacher conveyed the learning objectives, the students observed an image, when the

teacher asked questions, 18 students answered the questions asked by the teacher while the other 5 were silent, after asking questions, some students were appointed by the teacher to read the reading text "Cycling" while other students listen to what is read by other students. After students have finished reading, students and their groups practice to find ideas for reading to train student cooperation, after completing the main idea, all students write on the table that has been made by students, after the students finish writing, each group representative presents the results of the discussion After completing each student develops the main idea of making a paragraph to train students' writing skills, at the end of the lesson students do not conclude learning because there is no reinforcement and guidance from the teacher in generating conclusions.

Learning 2

Based on the observation on the implementation of learning 2, before starting the learning process teacher conveyed the learning objectives to achieve. Teacher asks some questions about what students' are observing. All students were enthusiastic to answer the questions. After observing, there were 5 students were appointed to read together while others were listening. Students re-observe the parts of human's skeleton on the picture given by the teacher after they finish reading. Then, when the teacher asks where is the scapula scabbard, the bone of the spindle, the hasta bone, the bone of the upper arm, the student enthusiastically shows it on the body part. After that, students practice recognizing human arm bones and bones in human feet by showing the names of these bones through images. Then all students carry out experiments to make simple models of human skeletons from pulp material, from cutting paper into small pieces and softening paper, and cooking it into glue, then attaching it to the wire that has been shaped like a bone, students conclude for a while what they have done to the results of the experiment. After the experiment was finished, the students discussed about bone function, and after finishing only 5 students dared to communicate the results of the discussion. After that, some group representatives come forward to read the text "successful disability" after reading it students find the main idea and write it on the table that has been made. After finishing discussing students are creative in making a cover about human muscles, drawing and coloring them, after they have finished collecting them to the teacher, when learning ends, there is no conclusion in learning.

Learning 3

Before starting the learning, the teacher conveys the learning objectives, after those 5 students are appointed alternately to read in front of the class. Then students and teachers conducted question and answer, only five students answered the questions from the teacher. The teacher explains about Indonesia's wealth. Students are instructed by the teacher to observe the map, and the teacher explains the population density in Indonesia based on the colors on the map. After observing students told to try to answer some questions in the student book, such as "which island is the most densely populated in Indonesia?" Students answered "Java Island" because the island of Java is red which indicates its densely populated. Students write answers to notebooks. The teacher supervises and guides students in working on questions. Students observe the spread of ethnic groups in Indonesia. Students practice pairing between islands with the right ethnic groups by drawing lines, because of the lack of a number of student books the teacher shares pictures with all students to practice pairing. After finishing working, the students collect the results of the practice. After the students are finished, students are given the task by the teacher to interview, the village head, RT / RW, parents, about the village students occupy in the form of physical villages and non-physical villages. After the interview was finished the students were asked to communicate the results of the interview, some students presented the results of the interview. When finished communicating, a group of representatives will be sent

to the front of the class to read the text "Harmony of Religions in Indonesia" while the other students listen and listen. After reading, the teacher explains the reading text that was read earlier. After explaining students determine the main idea with the group, students work together to determine the main idea. Each group representative presented the results of the discussion about the main idea. After the student is finished, the teacher assesses the results of the main idea, after finishing assessing the students try to compare the noble values of each precept to the Pancasila. The teacher explained that the noble values had been studied in sub-theme 1, the teacher explained several examples of behavior that did not reflect the Pancasila values, the teacher did not guide students to conclude learning.

Learning 4

Teacher point a student to read. After that, teacher asks about what was read by the student. It is answered that it was about environment. Students asked by teacher to observe pictures on page 89 and asked which one is original environment and not, teacher asks what are the pictures about and students enthusiastically answer it with roads, trees, and mountains. The teacher asks who made the road, students answer people and the road is an artificial appearance, if the river and water are God's creations which are the appearance of the nature of the students' answers. The teacher asks what appearances to students, students answer mountains, rivers, lakes, grass. And students answer reservoirs, bridges, roads are artificial features. The teacher guides students to express opinions about natural appearance and artificial appearance. When finished the teacher appoints a student to read the landscape of Papua Island in general. After that the teacher explains the reading that is read by students. Then students practice to find landscapes in general in accordance with the teacher's instructions, students work together with the group and write the results of the discussion in their respective notebooks, and the teacher guides students in training, after the students are finished, students collect the results of the discussion with the teacher. When finished the teacher asks about Indonesia's climate in general, but students do not answer what the teacher asks. Students write what is instructed by the teacher. After writing, the teacher explains the climate in Indonesia, and the students listen. Students practice pairing lines between statements that reflect the practice of Pancasila with the appropriate Pancasila principles. When finished, the teacher assesses the results of students' training. Next, students observe the picture in the student book page 102 and give an opinion whether the picture is seen in accordance with the Pancasila values. Then students write about the distribution of fauna. At the end of learning 4 teachers also do not guide students to conclude learning.

Learning 5

Students observing pictures on page 104, Teacher ask students about what they are observing, students answer that they are observing someone who is hoeing. Teacher ask them about daily activities using a muscle, students answer it in varied way such as playing football, cycling, playing volleyball, and fortress (bentengan). Students were observing some types of human's muscle and note it in book about the characteristic of those muscles. After finished with it, students attempt to point where the place of those muscles by connecting it with a line. Students read a material about "human muscles" then. After reading the materials, students find the main idea on each paragraph. There were only two students communicating the main idea in front of class. Afterwards, students create something on their own by making a cover about human's muscles. They draw and color their own creation but not describing it in front of the class. There was no guidance to generate conclusion after the learning is over.

Learning 6

Some students were appointed by the teacher to read the reading text on learning 6 page 113, the teacher explained the various types of muscle movements, and appointed several students to

exemplify the movement. Students observe the picture on page 114 and students answer or describe the picture they observe. When finished, students create creative models of human muscles using Styrofoam. Students work together in making these creations. And after finishing the representatives from each group showed the work of their group. Students write how to maintain and care for muscles in humans. The teacher explains how to maintain and care for muscles. When finished, the teacher appointed several students to read the reading texts about Ade Rai Indonesian Mighty Bodybuilders. After finishing reading students find the main idea and write it on the table that has been made by students. When learning ends the teacher does not guide students to conclude learning.

Based on the results of the six learning studies, the implementation of the 2013 curriculum learning in grade 5 of SD Negeri 03 Langsung Permai was in accordance with the learning tools made by the teacher. But there are still some things left behind by the teacher in the learning process, such as opening lessons with greetings and praying before learning, the delivery of learning objectives is only conveyed in learning 1 and learning 2, while further learning the teacher does not convey the learning objectives made, the teacher also does not provide reinforcement and guide students to make conclusions in learning. Making conclusions is only carried out on learning 2 after completing the experiment of making a simple model of pulp.

The implementation of 2013 curriculum learning when the learning activities of student learning activities are good, as during activities observing from learning 1 to 6, students are very enthusiastic in making observations, but when the teacher asks questions only a few students actively give answers and there are some students who are silent and not yet active in learning. During reading activities, all students enthusiastically read and listened. When practicing students work seriously, and in writing activities students carry out what is instructed by the teacher. When experimenting or creating, students seem active and happy in carrying out these activities and cooperating with other students well.

Good learning is learning that involves many students in the learning process, as what by the teacher did in the 2013 curriculum learning which involved a lot of active students and was interested in the materials taught. If the lesson material interests students, students will find it easier to understand and store information during the learning activities (Witri , Islami, Alpusari, Afrianto 2018)

4. Conclusion

The result of this study showed that the implementation of the 2013 curriculum of the fifth grade students at SD Negeri 03 Langsung Permai was conducted well. Although there are still some learning's steps left in learning process in the classroom like opening the learning, conveying learning's objectives, and giving reinforcement and conclusion. During the learning process, the learning activities of students were good like in observing, reading, writing, practicing, and attempting or creating something.

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