



IMPLEMENTATION OF 2013 CURRICULUM CHALLENGES AT NURUL JADID VOCATIONAL SCHOOL

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Abstract:

Curriculum change is an unavoidable necessity, where curriculum development must be implemented in response to the demands of the times. However, in practice, the transition from the 2006 Curriculum (KTSP) to the 2013 Curriculum faces various challenges. This study aims to analyze the issues encountered in the implementation of the 2013 Curriculum by schools, teachers, and students. The method used is qualitative research, with data sources including the principal, vice principal, teachers, educational staff, and students of SMK Nurul Jadid. Data collection techniques include document reviews, participatory observations, and in-depth interviews. Data analysis employs an interactive model, and the validity of the data is tested through triangulation. The results indicate several challenges in the implementation of the 2013 Curriculum, such as frequent changes in regulations and repeated revisions, uneven training for teachers, limitations in facilities and infrastructure, as well as insufficient textbooks for teachers and students. Additionally, there are issues related to the transformation of scientific culture, school literacy movements, and suboptimal internal supervision.

Keywords: *Curriculum 2013, Education, Challenges.*

INTRODUCTION

One of the challenges faced by the government in the education sector is the low quality of education at various levels. This is influenced by various factors, including curriculum, facilities, management, methods, teachers, students, and others. In fact, educational institutions often lag behind the world of business and industry. Advances in science and technology developed by the industrial sector are growing rapidly, producing innovations that society needs quickly, while educational institutions tend to develop more slowly.

To improve the quality of education, the government has made various efforts, from improving teacher welfare to improving the curriculum. One of them is the development of a curriculum known as the 2013 Curriculum, which is a refinement of the 2004 Curriculum, or what is called the Competency Based Curriculum (KBK), which is designed based on a certain set of competencies, as well as the Education Unit Level Curriculum (KTSP). The 2013 curriculum places greater emphasis on scientific and process approaches, not only prioritizing cognitive aspects, but also skills and affective aspects, with a focus on developing soft skills. (Fadul, 2015)

In the 2013/2014 academic year, the 2013 Curriculum began to be implemented on a limited basis in several schools as a pilot project and was then implemented in stages in all schools. Changes to the Education Unit Level Curriculum (KTSP) have become a topic of discussion, criticism and input from various parties, especially regarding policy, readiness and implementation in the field. Problems in curriculum development have

produced diverse opinions on various aspects of its implementation. Many education experts provide different views, so it is necessary to formulate basic principles to improve the curriculum. Basically, curriculum changes are a response to the demands of the times, where technological advances, especially in the industrial world, require education in schools to keep pace. (Anwar, 2014)

Implementation of the 2013 Curriculum requires schools, teachers and students to be ready to understand, plan and implement it. In teaching and learning activities, the learning process uses a scientific approach, which includes scientific activities; observing, asking, collecting information, reasoning, and communicating or presenting results. (Astuti et al., 2018)

The main focus of the 2013 Curriculum is to improve students' abilities to observe, discuss, reason and present what they have learned. Teachers are also expected to understand and apply learning methods that are in accordance with the scientific approach, such as discovery, inquiry, problem-based learning, and project-based learning, as well as following stages in accordance with the basic competencies being taught. Apart from that, teachers are expected to be able to guide and motivate students, while students are encouraged to be active in the learning process. (Yulianti et al., 2016)

Curriculum change is something that cannot be avoided, and is defined as developing a curriculum that is in line with the demands of the times. The question is, are schools, teachers and students ready to implement the 2013 Curriculum, and what problems arise? From the explanation above, researchers are interested in studying the Challenges of Implementing the 2013 Curriculum at Nurul Jadid Vocational School. With the aim of discussing the many challenges faced by schools, teachers and students in implementing the curriculum.

RESEARCH METHODS

This research uses a qualitative approach with data sources from teaching staff and students of Nurul Jadid Vocational School. Determining subjects or informants was carried out through purposive sampling and snowball sampling, which included the Principal, Deputy Principal, Teachers, Education Personnel, Laboratory Assistants, and students, as well as related parties in implementing the 2013 Curriculum at Nurul Jadid Vocational School. Data collection techniques include document review, observation and in-depth interviews. (Cresweel, 2015) The validity of the data was tested through triangulation, and data analysis was carried out using interactive analysis methods.

RESULTS AND DISCUSSION

Challenges Facing Schools

The implementation of the 2013 Curriculum at Nurul Jadid Vocational School began in the 2019/2020 academic year. In general, the implementation can be considered quite good, with the development of the curriculum, academic calendar, annual program, semester program, syllabus, and RPP. According to the Principal, the main problem faced is that Nurul Jadid Vocational School still applies two curricula: the 2013 Curriculum for class X and class XI, while class XII still uses the old curriculum (2006). Using two different curricula simultaneously in one school is quite challenging, because it requires management changes that include aspects of funding, mindset and school culture that must be adapted to each curriculum. In terms of financing, increasing learning hours results in an increase in school operational funds. School management also needs to adapt, because changes to the curriculum require more preparation to adapt to the new rules. Changing school culture in accordance with the demands of the 2013 Curriculum and changing mindsets is not easy, it requires time, accuracy in management, and awareness from all parties, both teaching and educational staff. (Kurniaman & Noviana, 2017)

According to the Principal, another problem faced is the frequent changes to regulations from the Ministry of Education and Culture, including repeated revisions to regulations, such as changes to standards in the 2013 Curriculum, content standards,

process standards, assessment standards, and infrastructure standards. This has an impact on changes in school management, culture and supervision patterns, which require costs and time for the transition period. After implementing the Competency Based Curriculum (KBK) in 2004 and the Education Unit Level Curriculum (KTSP) in 2006, since 2016 schools have had to implement the 2013 Curriculum with several revisions. This change also resulted in administrative changes, such as adjustments to the academic calendar, subjects, syllabus, schedule, report cards, etc., which of course were not easy to implement. (Krisdiana et al., 2014)

Changes in content standards have an impact on changes in the spectrum of skills, curriculum structure and subjects, which has implications for the procurement of teacher and student handbooks in accordance with the 2013 Curriculum, which are still in the process of being revised and are still limited in number in schools. Changes to process standards also require the provision of more complete and modern learning facilities and infrastructure. Schools need to provide students with practical equipment, learning media such as LCDs, and internet/WiFi access to support learning development. Procurement of equipment, digital media and electronic equipment to support the 2013 Curriculum requires significant costs, even though it has been supported by BOS funds and existing school development funds. Apart from that, changes in process standards also affect academic policies and academic culture, which require commitment and competence from professional teachers and adequate educational staff. (Istiqomah, 2017)

The implementation of the School Literacy Movement (GLS) in accordance with the mandate of Minister of Education and Culture Regulation number 23 of 2015 aims to increase students' reading interest and literacy skills. Currently, this movement has just been socialized in schools and several teachers have started implementing it by getting used to reading for 15 minutes before learning begins. This is also in line with the scientific approach, where students are expected to observe through reading handbooks, and then continue by asking, reasoning, trying, and communicating the results.

Supervision from internal and external parties is still not optimal, both in the form of active and dynamic supervision. This supervision has not yet covered substantial problems related to the 2013 Curriculum. Supervisors from the education office and school principals sometimes enter the classroom to observe teachers' pedagogical and professional competence, but there is an impression that they are more tolerant of teachers who have not implemented the 2013 Curriculum optimally. because it takes time to learn. Internal supervision carried out by school principals has been carried out periodically, but is often carried out by deputy principals, who tend to be hesitant in carrying out supervision to help teachers improve their performance in accordance with the demands of the 2013 Curriculum.

Challenges Faced by Teachers

Not all teachers have participated in the 2013 Curriculum training, which means that their understanding of the substance of the curriculum, such as graduate competency standards (SKL), content standards (SI), and process standards (SP), is still limited. Many teachers do not yet understand the 2013 Curriculum learning tools, especially related to the concept of syllabus and learning implementation plan (RPP) format which has been revised several times. Apart from that, in preparing RPPs, there are still many teachers who do not fully understand the objectives, indicators, approaches, learning models, activity stages, assessment processes, as well as media and learning resources that are in accordance with the 2013 Curriculum. (Suhandi & Robi'ah, 2022)

According to the deputy principal, changes to the program structure have an impact on changes to subjects, lesson materials and teacher handbooks which must comply with the 2013 Curriculum content standards. However, the number of books available is still limited, so teachers have to look for additional teaching materials and be more active in Study. Several teachers stated that the lack of facilities in schools to support learning activities was a problem in itself. Preparing lesson plans is also still a

challenge, especially in formulating operational objectives, selecting material according to the syllabus, and determining a learning model that is in accordance with a scientific approach. The change in the teacher's role from transmitter of material to facilitator in teaching and learning activities using approaches such as discovery learning, inquiry, problem-based learning, project-based learning, and production-based training is not yet fully understood by teachers. They have difficulty packaging subjects to make them more meaningful and contextual, as well as linking scientific approaches which include observing, asking, reasoning, trying and communicating with activity stages that are appropriate to the learning model chosen. (Saraswati et al., 2022) Teachers also feel that confused by various information from instructors regarding which learning model to choose, even though there is an opinion that the most important thing is for students to be active and avoid lecture methods.

Another problem is that there are still teachers who are less skilled in using digital and electronic media, such as laptops, LCDs and internet media. Mastery of these tools is still minimal, and the availability of the media needed is also limited, so training and procurement of supporting tools is needed. Apart from that, several subjects experienced a reduction in the number of hours, especially normative and adaptive subjects which were eliminated in the 2013 Curriculum changes. This caused several certified teachers who had to fulfill 24 teaching hours at the main school to experience a shortage of hours. As a result, some teachers are forced to look for teaching hours at other schools in the same family or teach subjects that do not match their competencies. (Febriani et al., 2022)

The School Literacy Movement (GLS), which encourages teachers to implement literacy in learning, such as getting students to read a handbook for 15 minutes, has not been implemented by all teachers. Various reasons arise, such as lack of knowledge about how to do it or not being used to it. Apart from that, this literacy movement needs to be supported by the School Literacy Team (TLS), which at Ganesa Vocational School has not yet been formed and is still in the preparation stage for the team formation coordination meeting.

Changes in assessment standards in the 2013 Curriculum change assessment to authentic assessment, which according to teachers is a very complex, difficult and time-consuming activity. Teachers are usually used to making questions without including answer keys, grids, rubrics and scoring. However, assessment in the 2013 Curriculum requires questions to be created in accordance with learning objectives, which must be connected to cognitive process dimensions and knowledge dimensions (KD3) as well as skill dimensions, both abstract skills and process skills (KD4). (Slameto, 2015)

Challenges Faced by Students

Most of the Nurul Jadid Vocational School students come from families with lower-middle economic conditions, which means their educational awareness is still low. Parental support in the teaching and learning process is also minimal, resulting in a lack of student involvement. Students tend to passively only listen to the teacher's explanations and are expected to be active in searching for and studying material from limited handbooks. They still have difficulty solving problems on their own, even though they get help from teachers, who must be patient in accompanying students. The teaching and learning process with a scientific approach and the 2013 Curriculum learning model is also hampered by student inactivity. Students' curiosity in responding to the lessons delivered is still lacking. Some students prefer it when teachers do demonstrations and give lecture explanations, while others feel bored. Student interest is very dependent on the variety and method of delivery by the teacher; If the teacher uses varied and interesting methods, students will be more interested in the lesson material.

In terms of time, students experience boredom in the learning process. The additional study hours also feel significant for them. Even though productive subjects have very dense time per week in classes XI and XII which can improve students' skills, boredom can occur if learning is only done theoretically. Therefore, productive hours

should be focused on practical learning. However, obstacles such as limited tools and materials hinder the implementation of sustainable practice, where every student should have access to one medium for practicing. The student handbook for compulsory subjects provided by the government is sufficient for one book per student. The book is not in accordance with the Core Competencies (KI) and Basic Competencies (KD) in the applicable curriculum structure. Therefore, schools must provide supporting books that are in accordance with KI/KD, even though the number is still not sufficient. The use of books that comply with KI/KD is limited to borrowing during the learning process. Apart from that, there are limitations to productive books, because not many publishers publish books in accordance with the 2013 Curriculum KI/KD for each skill competency. The lack of media and learning aids also affects students' interest and interest in taking lessons, especially in productive subjects. (Mumpuni & Masruri, 2016)

Curriculum implementation is the application of curriculum ideas, concepts and policies in learning activities so that students master a set of competencies in accordance with learning objectives. The ultimate goal of curriculum implementation is the implementation of learning that allows students to master the curriculum content appropriately and optimally. In this context, the teacher's role is to condition and facilitate a supportive learning environment, so that students can interact with the external environment and experience changes in behavior in accordance with those stated in the Content Standards (SI) and Graduate Competency Standards (SKL). Mulyasa (2014) stated that curriculum implementation is the actualization of the curriculum in learning and the formation of student competence and character. The reality shows that curriculum implementation faces many problems in the field, both from schools, teachers and students. The research results show that even though schools have tried, there are still challenges that need to be faced, such as changes in educational management and creating a conducive learning climate and environment, which are important but require time. Trianto (2010) states that a comfortable learning environment is very important so that the learning atmosphere can support learning objectives. (Martikasari, 2022)

Teachers' understanding of the substance of the 2013 Curriculum and how to apply it in learning is very crucial. This includes an understanding of graduate competency standards, content standards, and process standards, especially in preparing lesson plans and teaching and learning activities with learning models that are in accordance with the required scientific approach. However, many teachers do not fully understand the 2013 curriculum material, so socialization, discussion, curriculum training and ongoing coaching are needed. emphasized that two things that need to be prepared to implement the 2013 Curriculum are the provision of books and coaching for teachers. He also added that the implementation of the curriculum aims to convey curriculum content to students so that they can become graduates who have competencies according to their respective characteristics and abilities. (Kemendikbud, 2014). The research results show that private schools that accept students from the lower and lower middle classes, where learning support is very minimal, cause students to become passive. Inviting students to be active is not easy for teachers; Professional teachers are needed who not only teach, but also educate, guide, direct, train, assess and evaluate. Teachers must be able to develop all students' potential so that they have job insight, technical skills, and the ability to adapt to changing demands in the world of work.

CONCLUSION

The implementation of the 2013 Curriculum at Nurul Jadid Vocational School is quite good, but faces several challenges. Difficulties in using two curricula, as well as frequent regulatory changes and revisions, result in increased operational costs. Apart from that, changes in academic policies and academic culture, development of curriculum, syllabus, academic calendar, schedule and infrastructure require time, money, as well as adequate commitment and competence from teachers and education staff. Many teachers have not participated in the 2013 Curriculum training, so they still

do not understand the substance of this curriculum, including graduate competency standards (SKL), content standards and process standards. Changes in program structure which result in changes in subjects and materials, as well as limitations in teacher handbooks, require teachers to continue learning. In preparing lesson plans, teachers still experience difficulties, especially in formulating operational objectives, selecting material according to the syllabus, and implementing learning models with a scientific approach.

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