



# Masalah dan Solusi implementasi Kurikulum 2013 dalam pelajaran bahasa inggris pada Sekolah Menengah Pertama

*Problems and Solutions for implementing the 2013 Curriculum in English lessons in Junior High Schools*

Haerunnisa Yamin\*, Syarifuddin Dollah, Ulil Amri,

Jurusan Pendidikan Bahasa Inggris, Universitas Negeri Makassar, Makassar, Indonesia

\*Penulis Koresponden: [nhizamoe@gmail.com](mailto:nhizamoe@gmail.com)

## ABSTRAK

Penelitian ini berfokus pada masalah dan solusi implementasi Kurikulum 2013 dalam pelajaran Bahasa Inggris. Tujuan penelitian adalah untuk (1) mendeskripsikan dan menganalisis permasalahan implementasi kurikulum 2013. (2) memberikan rekomendasi yang memungkinkan, solusi penerapan kurikulum 2013. Hasil penelitian menunjukkan bahwa masalah dan solusi implemetasi Kurikulum 2013 pada pelajaran bahasa Inggris terdapat beberapa yaitu: masalah yang guru hadapi (1) kesiapan guru untuk menerapkan kurikulum 2013 ditinjau dari segi penilaian (2) Penggunaan metode pembelajaran yang kurang dipahami oleh siswa dan (3) sarana dan prasarana yang kurang mendukung. Dari masalah tersebut, solusi yang dilakukan oleh Guru antara lain (1) lebih banyak melakukan pelatihan keterampilan dan pengetahuan (2) guru berusaha meningkatkan kreativitasnya dalam menggunakan metode pembelajaran sehingga siswa lebih antusias belajar dan (3) sarana dan prasarana kurang mendukung dikejar oleh guru dengan kegiatan pembelajaran yang lebih kreatif, yaitu belajar di luar yang kelas sehingga memberikan suasana yang berbeda dalam kegiatan belajar mengajar. Sedangkan masalah yang siswa hadapi (1) metode pembelajaran yang digunakan guru, (2) pemaparan materi yang kurang sehingga tidak fokus pada materi. Untuk mengatasi masalah tersebut solusi yang dilakukan oleh siswa yaitu (1) lebih banyak bertanya tentang materi yang dibahas, (2) siswa berupaya lebih aktif lagi untuk bertanya, membuat kelompok belajar, mencari melalui internet, perpustakaan, dan belajar sendiri yang menurut mereka dapat membantu memahami materi sehingga dapat melengkapi pengetahuan yang hilang di sekolah.

**Kata Kunci:** Masalah dan solusi, Implementasi, Kurikulum 2013

## ABSTRACT

This study focuses on problems and solutions for implementing the 2013 Curriculum in English lessons. The research objectives are (1) to describe and analyze the problems of implementing the 2013 curriculum. (2) To provide possible recommendations, solutions for implementing the 2013 curriculum. The results of the study indicate that there are several problems and solutions for implementing the 2013 Curriculum in English lessons, namely: problems faced by teachers (1) teacher readiness to implement the 2013 curriculum in terms of assessment (2) Use of learning methods that are not understood by students and (3) inadequate facilities and infrastructure. From these problems, the solutions made by the teacher include (1) more skills and knowledge training (2) teachers try to increase their creativity in using learning methods so that students are more enthusiastic about learning and (3) less supportive facilities and infrastructure are pursued by teachers with more creative learning activities, namely learning outside the classroom so as to provide a different atmosphere in teaching and learning activities. While the problems that students face are (1) the learning methods used by the teacher, (2) the lack of material exposure so that they do not focus on the material. To overcome this problem, the solutions made by students are (1) more questions about the material discussed, (2) students try to be more active in asking questions, creating study groups, searching through the internet, libraries, and self-study which they think can help understand the material so that it can complement the missing knowledge in school.

**Keywords:** Problems and Solutions, Implementation, the 2013 Curriculum

## 1. INTRODUCTION

Learning is the process of interaction of students with educators and learning resources in a learning environment. Education is the educators' assistance to acquire knowledge and knowledge, mastery of skills and character, and the formation of attitudes and beliefs in students. In other words, learning is a process to help students to learn well. According to (Uno, 2008), education has an understanding that is similar to teaching, although it has a different connotation. While implicit knowledge in teaching, there are activities to choose, set, and develop methods to achieve the desired teaching results.

According to (Mulyasa, 2013), 2013 Curriculum is a refinement of the KBK and KTSP curriculum which aims to improve the quality of the process and educational outcomes, which leads to the formation of character and noble character of students in full, integrated and balanced, by graduate competency standards at each education units. In the implementation of the 2013 Curriculum, character education can integrate into all learning in every field of study contained in the curriculum.

Changes or development of this curriculum refers to the objectives of national education in RI Law number 20 of 2003 Article 3 concerning the National Education System states that "National education functions to develop capabilities and shape the character and civilization of a dignified nation to establish the life of the country, aiming at improving the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. "

The 2013 Curriculum concept based on the ministry of education and culture (2013:6) is a competency-based curriculum. These competencies are expressed in core competencies (KI), broken down into Basic Competencies (KD). The 2013 Curriculum has noble ideals or hopes to realize a generation of Indonesians with character. The 2013 Curriculum can produce intelligent, comprehensive, and intelligent future generations not only intelligent in terms of intellectual but also emotionally, socially, and spiritually wise. By realizing these ideals, a competent, synergistic, and characterized generation will form. Thus, the outputs produced are people who have the potential and character to achieve the Indonesian people's ideals.

## 2. LITERATURE REVIEW

### 2.1 Definition of Curriculum

The term curriculum appears for the first time in the field of sports. Etymologically the curriculum comes from Greek; namely, *curir*, which means "runner" and *curere*, which means "place to race." in the opinion of (nurgiyantoro, 1988), the term curriculum in the Ancient Roman Period, implies a distance traveled by runners from the start line to the University. In some ways, the curriculum can be interpreted based on the institution or from several points of view, as the researcher describes.

As claimed by Pratt (1980: 4), in his book curriculum, design and development "curriculum is an organized set of formal education and/or training intentions." Thus, the curriculum can be defined as "an educational program that is the plan and implemented to achieve some specific educational goals" (Sudja'I, 2013: 5).

### 2.2. Type of Curriculum

According to (Glickman et al., 2017), there are three approaches to curriculum grouping, namely: discipline-based (based on subjects), interdisciplinary (between branches of science), transdisciplinary (integrated science). The curriculum is very dependent on the organizational principle, namely the form of presentation of subject matter or curriculum organization. Here are the patterns or types of curriculum.

#### 2.2.1 Separated Subject Curriculum

This curriculum presents all subject matter in a variety of subjects that separated from each other. There is a dividing boundary between issues with one another, also between classes, with other courses.

#### 2.2.2 Correlated Curriculum

According to (Rusdiana, 2013), this curriculum requires that subjects with each other have a relationship, related to each other even though the boundaries may still be maintained. Based on (Sudja'I, 2013) so that the knowledge of children is not fragmented, then a relationship between two or more subjects is sought, which can saw as a group with a close relationship.

The Integrated Curriculum removes boundaries between various subjects and presents learning

materials in a unit or whole form. With the roundness of the subject matter is expected to be able to form an integral personality in harmony with the surrounding life, what taught in school following the lives of children outside of school.

Core Curriculum is given to all students to achieve the whole curriculum program as a whole. In the core curriculum, things that every student needs to know based on students' problems and needs. The curriculum is grouped and organized solely to outline theories, concepts of views about education, and adapted to students' development and community needs.

In the Indonesian Dictionary, the word "development" means to develop; development in stages and orderly, and which leads to desired goals. Curriculum development implies an activity to produce a curriculum. This process links one component to another to create a better curriculum, actions to design, implement, assess, and improve the curriculum.

### 2.3. History of the 2013 Curriculum

The 2013 Curriculum Development is a further step in the Development of a Competency-Based Curriculum, pioneered in 2004 and KTSP 2006, which includes competency attitudes, knowledge, and skills in an integrated manner. In its implementation from 2013 to 2017, the 2013 Curriculum changed and dismissed. For more details, the curriculum history of 2013 described as follows:

Minister of Education and Culture Regulation number 20 used as the primary reference for the development of content standards, process standards, education assessment standards, teacher and education staff standards, facilities and infrastructure standards, management standards, and financing standards.

For the 2013 Curriculum to be in line with the president's vision and mission, there must be additional activities at the school to build student character. This program implemented in the form of co-curricular activities, namely other activities after hours of study that are still under the teacher (Maharani, 2016).

### 2.4. Characteristics of the 2013 Curriculum

New things as curriculum changes that characterize the 2013 Curriculum are related to four educational standards, namely Graduates Competency Standards (SKL), Process Standards, Content Standards, and Assessment Standards. The characteristics of the 2013 Curriculum include in terms of books, learning processes, assessment processes.

### 2.5. Implementation of the 2013 Curriculum

The implementation of the 2013 Curriculum needs to be supported by principals' policies. A bright and reasonable strategy will be able to provide smooth and easy execution of the 2013 Curriculum.

In addition to the organization, things that need to include:

- 1) Choose a learning approach: among the approaches that can use are contextual learning approaches, role-playing, complete learning, and participatory learning.
- 2) Establish success criteria: The successful implementation of the 2013 Curriculum informing students' competencies and characters can see in terms of process and results. In terms of operation, the formation of skills and characteristics said to be successful and quality if at least 70% of students are actively involved physically, mentally, and socially in the learning process. While in terms of results, forming competence and character building is said to be successful if there is a positive behavior change in students at least 75%.
- 3) Learning Evaluation: The Minister of Education and Culture Regulation No. 66 of 2013 concerning Assessment Standards stated that authentic assessment is "Assessment carried out comprehensively to assess starting from the input, process, and output. In dealing with the inhibiting factors of the curriculum implementation, the solution that will offer is planning, implementing, and evaluating the 2013 Curriculum to create an education and learning process to achieve the targets of national education in particular and quality human resources in general.

## 3. RESEARCH METODOLOGY

### 3.1. Research Design

This research is a qualitative descriptive study. According to Bogdan and Taylor as quoted by

(Purwanto, 2012), that qualitative methodology as a research procedure produces descriptive data in the form of written or oral words from people and observable behavior. Data collected comes from interview scripts, field notes, personal notes and documentation. This study aims to determine the problems and solutions for implementing the 2013 curriculum in English lessons. In this research design, quantitative data is given and qualitative interpretation is given afterwards by describing and summarizing the results of the quantitative data.

### 3.2. Research subject

The subject is someone in the research activities from which data will collect. At the same time, informants are people who provide information, people who become sources of data in research, or resource persons (Iskandar, 2009) Qualitative research data obtained from data sources using data collection techniques that can group into two categories, namely interactive and non-interactive methods. In this research case, the informants were two English teachers for the eighth grade and the researcher chose two classes, VIII.D, VIII.J with 72 students. The subject were chosen purposively because of the students' readiness and of the assigned teaching program from the teacher.

### 3.3. Instrument of the research

According to (Sugiono, 2014) The research instrument is a data collection tool used to measure natural and social phenomena observed ". Thus, the use of research instruments is to find complete information about a problem, natural or social aspect. The research instruments that the researcher used in this study are questionnaires with students, interviews involving English subject teachers, and documentation.

### 3.4. Procedures of Collecting Data

The Researcher collected data using several methods, namely questionnaires, interviews and documentation.

#### 1. Questionnaire

The questionnaire given by the researcher to the respondents contained six questions with the duration of the filling time, from 18 November to 25 November 2020.

#### 2. Interview

The interview was conducted by researcher involving two people as resource persons, namely an English teacher at SMP Negeri 13 Makassar, while the interview consisted of sixteen questions.

### 3.5. Technique of Data Analysis

In a way that is based on (Suryana, 2015), Data are empirical facts collected by researcher for the purpose of solving problems or answering research question. In this research, the data analysis as follows:

1. Data reduction is the selection process, focusing on simplification, and abstracting written notes in the field, and data reduction continued - as long as the qualitative research-oriented project is in progress, so researcher can draw final conclusions.
2. Display data is an activity when a set of information is compiled, thus giving the possibility of drawing conclusions. The form of data presentation can be in the form of field table notes and analysis of the data in the table in the form of narratives. This is intended so that readers of this research can understand the contents of research more clearly.
3. Verification is the conclusion from the analysis results that have been collected, then the conclusion is verified or tested for truth and validity.

## 4. FINDINGS AND DISCUSSIONS

### 4.1. Findings

#### 4.1.1 Problems and solutions from teachers in implementing the 2013 Curriculum

Based on the research results, the problems or difficulties encountered in learning activities in English include the following (1) the readiness of the teacher to apply the 2013 curriculum in terms of assessment (2) The use of learning methods that are poorly understood by the teacher results in the teacher still choosing the lecture method as the most effective method to be applied and (3) less supportive facilities and infrastructure.

To overcome the problems experienced by teachers in implementing the 2013 Curriculum in English lessons at SMP Negeri 13 Makassar, the efforts made by teachers include (1) taking more training in knowledge and training (2) teachers trying to increase their creativity in using learning methods so that students are more enthusiastic about learning and (3)

less supportive facilities and infrastructure are pursued by the teacher with more creative learning activities, namely learning outside the classroom so that it provides a different atmosphere in teaching and learning activities.

#### 4.1.2 Problems and solutions from students in implementing the 2013 Curriculum

Based on the results of the questionnaire obtained by the researcher, the problems and solutions for implementing the 2013 Curriculum are described as follows:

**Tabel 1** Problems faced by students

NO	CLASS	Questionnaire Options		Presentation%	
		Yes	Not	Yes	Not
1.	VIII.D	16	20	44.4	55.6
2.	VIII.J	29	7	80.6	19.4

In Table 4.5 indicates that in class VIII.D the number of students who said that they had problems learning English with the 2013 Curriculum were 16 or 44,4% said that they have constraints as much as 20 or 55,6% said that they do not have constraints in learning English Curriculum, 2013.

Class VIII.J, the number of students who said that they had problems learning English with the 2013 Curriculum were 29 people or 80,6 % and 7 people or 19,4 % said that they did not have problems learning English with the curriculum 2013.

**Tabel 2** The solutions taken by students to face problems

NO	CLASS	Questionnaire Options		Presentation%	
		Yes	Not	Yes	Not
1.	VIII.D	34	2	94.4	5,6
2.	VIII.J	31	5	86.1	13.9

In Table 4.6 indicates that in Class VIII.D there are 34 or 94.4% which said late that they did an action to address the problems they experience in teaching English to the curriculum in 2013 while 2 people or 5,6% say that they are not doing the action to address their problems in learning English Curriculum, 2013.

Class VIII.J, many as 31 people or 86.1% said that they did an action to address the problems they experience in teaching English to the curriculum in 2013 while 5 people or 13.9% say that they are not doing the action

to solve the problems they experience in learning English with the 2013 Curriculum.

#### 4.2. Discussion

Based on the research results can be described, the problems that teachers face (1) the readiness of teachers to apply the 2013 curriculum in terms of assessment (2) the use of learning methods that are not understood by students. The results of teachers and teachers still choose the lecture method as the most effective method to be applied and (3) the facilities and infrastructure are less supportive. From these problems, the efforts made by the teacher include (1) conducting more knowledge training and training (2) teachers trying to increase their creativity in using learning methods so that students are more enthusiastic about learning and (3) facilities and infrastructure are less supportive of being pursued by teachers by learning activities that are more creative, namely learning outside the classroom so that it provides a different atmosphere in teaching and learning activities.

Based on the research results, the problems or difficulties faced in English learning activities include (1) the learning method used by the teacher, (2) the lack of material exposure so that it does not focus on the material.

To overcome the problems or difficulties experienced in implementing the 2013 Curriculum in English subjects at SMP Negeri 13 Makassar, the efforts made by students included (1) asking more questions about the teaching methods used so that it is in line with what will be done, (2) students try to be more active in asking questions, making study groups, searching through the internet, libraries, and studying on their own which they think can help understand the material so that it can complement the missing knowledge in school.

#### 5. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of the 2013 Curriculum in English subjects at SMP Negeri 13 Makassar has been going well. This is due to the good assumption of the teacher about the 2013 Curriculum. The good assumption has an impact on the learning planning made by the teacher. Several components in lesson planning have been made well. This has an impact on the implementation of learning that runs

smoothly. Sometimes the influence of students and existing infrastructure in schools becomes an obstacle in learning activities. For this reason, efforts are needed to overcome obstacles in learning activities so that learning can be achieved as it should.

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