

UDC 377

THE IMPLEMENTATION OF CURRICULUM 2013 ACCORDING TO EDUCATION AND CULTURE MINISTERIAL REGULATION # 81A YEAR 2013 ON BASIC EDUCATION: STUDY AT DEPARTMENT OF EDUCATION AND CULTURE OF PASURUAN CITY

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ABSTRACT

The theme of Curriculum 2013 is to produce Indonesian people, especially Pasuruan City that is productive, creative, innovative, effective, through strengthening attitudes, skills, and integrated knowledge. To achieve this, in the implementation of curriculum that has been regulated in the Minister of Education and Culture Regulation no. 81A of 2013, educators are required to professionally design effective and meaningful learning, to organize learning, to choose the right learning approach, to determine learning procedures and the establishment of competencies effectively, and establish success criteria. However, the Office of Education and Culture of Pasuruan City still finds problems related to the implementation of the implementation of the 2013 curriculum. The emergence of problems that affect the field of management is still difficult to overcome, including the distribution of educational books, training educators, and the task of facilitators who are given. Therefore, there needs to be a real solution by way of self-creativity in the environment of the Department of Education and Culture is the self-republishing of books that have been distributed from the center to the region by not reducing its contents, then educator training standards developed according to the needs of Pasuruan City, and acts as an open, transparent facilitator, and leads to the development of a standardized education in Pasuruan City.

KEY WORDS

Implementation, curriculum, basic education, study program.

The role of education is inseparable from the curriculum, in our country the curriculum is one of the public policies of which comes from the government applied in the field of education. The dynamic nature of the curriculum provides room for change and development to harmonize the changing factors of the environment both nationally and globally, therefore the curriculum must always be able to adapt to the various changes and developments of the circumstances that occur and are always changing. Changes or improvements in the curriculum that took place in Indonesia since the Learning Plan of 1947 to the Curriculum Level of Education Unit (KTSP) in 2006 and the Curriculum 2013 which is an improvement from the previous curriculum introduced by the government in the new year 2013/2014. In accordance with the circular of the Ministry of Education and Culture of the Republic of Indonesia Number: 156928/MKK.A/KR/2013 on the Implementation of Curriculum 2013 and referring to the Minister of Education and Culture of the Republic of Indonesia no. 81A of 2013 on Curriculum Implementation,

According to the above statement, the 2013 curriculum has been started since the academic year 2013/2014 but gradually and limited to elementary school, junior high school, senior high school and vocational high school in 295 districts or cities across Indonesia, and in the academic year 2014 / 2015 together with the Ministry of Religious Affairs education department implements the 2013 curriculum simultaneously on all educational units. During the three semesters of the 2013 curriculum, a number of impacts or constraints on implementation can be seen, among others related to budget, government preparedness in preparing curriculum, teacher readiness, socialization, and book distribution.

The education and cultural office of Pasuruan City found some obstacles that are the main factors affecting how the implementation process is running well. Among others,

namely in the field of management is still a lack of knowledge of educators and distribution of books that are considered less equitable in schools. in addition to the unpreparedness factor in schools as well as the result of training of educators who did not succeed in accordance with the desired expectations or meet the standards of the Education Office of Pasuruan City.

METHODS OF RESEARCH

This research uses qualitative research with descriptive approach type, because it is oriented to naturalistic or scientific phenomena. Strauss and Corbin (2003) suggest that qualitative research is a study that yields discoveries that can not be achieved or obtained using statistical or measurement (quantification) procedures. The focus of this study are: 1. Implementation of Curriculum 2013 at the level of basic education in the Office of Education and Culture in Pasuruan City; 2. Implementation of the 2013 curriculum at the level of basic education at the Department of Education and Culture in Pasuruan City, seen from the Minister of Education and Culture Regulation No. 81A in 2013; 3. Impact of implementation of Curriculum Implementation 2013 at the level of basic education at the Department of Education and Culture in the City Pasuruan.

The location of this research is located at the Education and Culture Office of Pasuruan City, located in East Java Province. The selection of research sites is interesting for researchers considering that in this city is a horseshoe area which is economically very strategic because it passed the main connecting route with the population which is only inhabited by tribes of Java and Madura tribe whose society is multicultural. Data sources in qualitative research include human, event or activity, location / location and documents (photos, pictures, files, archives, letters, journal publications, academic articles). Sources of data in this study were obtained through data from the Department as well as data from related schools. The research instrument used is the researcher himself, the interview result from the speaker and the recorder. Data analysis in this study used data analysis Miles, Hubberman and Saldana (2014: 14). As for the process of data collection process, data condensing, presentation of data, and the withdrawing of the conclusion, the Figure 1 illustrates the process.

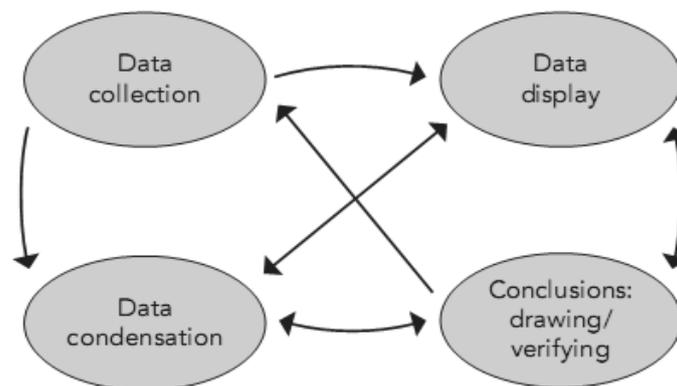


Figure 1 – Interactive model of data analysis (Source: Miles, Huberman and Saldana, 2014)

RESULTS AND DISCUSSION

Implementation of curriculum policy 2013 at the Education and Culture Office of Pasuruan City in terms of the policies that apply, the application includes:

Guarantee the content of the policy implementation of the Curriculum of 2013 at the level of basic education derived from the center on the Department of Education and Culture in the City of Pasuruan. That is the conditions that will arise from the implementation of curriculum policy in 2013 is about how the system of implementation of the 2013 curriculum

is applied to all learners in stages and is expected in 2019 every school has implemented the policy of this year's curriculum;

Resources implementing the Curriculum policy of 2013 level of basic education at the Education and Culture Office of Pasuruan City. The readiness and ability of educators and education personnel to apply the curriculum of 2013 based on an educational syllabus that is applied in a communicative way in accordance with their respective educational ability at the level of education unit;

Relationship and Coordination between agencies with the Department of Education and Culture of Pasuruan City at the level of basic education. Readiness of all sources, inter-institutional roles, issues raised from the application of the previous curriculum (KTSP), and inter-school coordination to implement the curriculum policy in 2013. So this application is expected to be well implemented in all learners;

Authority of the Office to deal with the consequences that arise as a policy implementer Curriculum year 2013 level of basic education at the Department of Education and Culture in the City of Pasuruan. The influence of the education and cultural offices on stakeholders and curriculum policy actors in 2013 that address the causation of schools, education and education personnel, and learners.

Implementation of the Curriculum policy of 2013 at the level of basic education at the Department of Education and Culture in Pasuruan City, judging by the regulation of the Minister of Education and Culture No. 81A in 2013. The implementation of the regulation leads to the role of educators in their application. Below is the form of implementation of Curriculum 2013, among others:

Design effective and meaningful learning. In this case, educators or teachers should be able to make decisions on the basis of appropriate judgment when the learners or murid has not been able to establish the basic competence of whether the learning activities are stopped, changed the method, or repeat the previous lesson. Teachers must master the principles of learning, selection and use of learning methods, the skills of assessing learners' learning outcomes, and selecting and using learning strategies or approaches. These competencies are integral to a teacher as a professional, who can only be mastered well through intensive practice experience.

In effective and meaningful learning, learners need to be actively involved, as they are the center of learning activities as well as the formation of competencies, and characters. Learners should be involved in focused questions, and seek solutions to various learning problems. Learners should be encouraged to interpret information provided by educators, until such information is accepted by common sense. Such a strategy requires the exchange of thoughts, discussions and debates, in order to achieve the same understanding of the standard set of materials. Through effective and meaningful learning, competencies can be accepted and stored better, because it enters the brain and shapes the character through a logical and systematic process.

Organize Learning. There are at least five things that need to be considered related to the organizing of learning in the implementation of the curriculum in 2013, namely the implementation of learning, procurement and guidance of experts, utilization of the environment and community resources, and development and structuring policies.

Choose and determine the learning approach. Competitor-based learner approach in the success of the implementation of the curriculum in 2013 is an alternative to the development of students, through the inclusion of various competencies oriented to the characteristics, needs, and experiences of learners, and involving them in the optimal learning process possible, so that after completing an educational program they have a personality strong and ready to follow the changes. This is important because many of the learners are confused after coming out of an educational institution, not a few who become unemployed, even many yagteibat with various problems in the community.

Implement learning, the formation of competence and character. Learning, the formation of competence, and the character of learners need to be done calmly and pleasantly, it certainly requires the activity and creativity of educators in creating a conducive

environment. The formation of competence and character is said to be more effective if all learners are actively involved, both mentally, physically and socially.

Learning, the formation of competence and character is characterized the participation of learners in the management of learning, related to their duties and responsibilities in the implementation of learning programs. The task of learners is to learn while the responsibility includes their involvement in fostering and developing learning activities that have been agreed and set together at the time of preparation of the program. In the implementation of this learning activity learners who are assisted by educators involve themselves in the learning process. Efforts to develop or modify learning activities are closely related to the results of assessment of learning activities. Techniques that can be used in the implementation of learning activities include varied lecture techniques, forums, case studies, and simulations.

Set Success Criteria. The successful implementation of the curriculum in 2013 in the formation of competence and character of learners can be seen in terms of process and in terms of results. In terms of process, the formation of competence and character is said to be successful and qualified if all or at least most (75%) learners are actively involved, physically, mentally, and socially in the learning process, in addition to showing the excitement of high learning, great learning, and self-confidence. While in terms of results, the process of forming the formation of competence and character is said to succeed if there is a positive behavior change in the learners themselves or at least most (75%). Furthermore, the formation of competence and character is said to be successful and qualified if it is evenly distributed, resulting in high and high quality output, as well as in accordance with the needs, community development and development.

Supporting Factors and Obstacles in the Implementation Process of Curriculum Policy 2013 at the Level of Basic Education in the Education and Cultural office of Pasuruan City.

The implementation of the 2013 curriculum demands optimal cooperation among educators, requiring team-shaped learning, and demands compact teamwork among team members. Cooperation between educators with the education and cultural office of the city of Pasuruan is very important in the education process which recently changed very rapidly. Implementation of the 2013 curriculum will be implemented on a limited and gradual basis, starting in 2013 (July 2013) at elementary level, starting in grades one and four for Primary School, seventh grade of Junior High School. Initially the 2013 curriculum will be implemented in 30% of Primary Schools, and 100% of Junior High Schools, so that by 2019 all schools are expected to use and develop new curricula, both public and private.

What is disclosed above is based on the assumption that the curriculum 2013 can be applied to every type and level of education and in various educational spheres. However, this curriculum can not be used to solve all educational problems, but gives significant meaning to educational improvement. Time passes uncompromisingly, staying a few more days in July, but the House of Representatives has not yet approved the plans of the ministry to make changes to the curriculum. The plan has been revamped, which in the beginning of the 2013 curriculum will be implemented in 30% of primary schools and 100% of junior high schools, changed only 5% of primary schools and 7% for junior high school, and still drag the tug, has not received the blessing of the House of Representatives. in 2013 pilot projects in several flagship schools, which are considered ready to implement the curriculum 2013, such as the former School of International School (RSBI).

In relation to the factor that became a perceived by the Office of Education and Culture of Pasuruan City that have an impact on the field of curriculum, it is real felt by the schools under the official environment. The form of module book distribution for students has lack of distribution, training of educators is less effective and service does not do anything about this policy from the center. This is what ultimately is a supporter to encourage self-innovation from within the service, the books are felt less duplicated itself by not reducing the standard content according to the central regulations, then training educators tailored to the state of the people of Pasuruan City.

CONCLUSION

The curriculum 2013 should be a milestone for continuous improvement in education, subsequent improvements can be made by educators and principals, so they do not have to change people for curricula. Even if it is still possible as long as the Indonesian nation is still based on its life on Pancasila and the Constitution in 1945, there should be no change in the curriculum in macro, enough change or adjustment of school level and educational unit. Thus the curriculum change becomes the task of the educators, and the principal, and cooperate with the community through the school committee under the supervision of the Office of Education and Culture, especially in the city of Pasuruan.

The character-based and competency-based curriculum 2013, apparently looking to integrate messages in the competency-based curriculum in 2004, with the Education Unit Level Curriculum (KTSP 2006). The effort of the blend is expected to provide new insight into the education system that has been running for this. This novelty must be cautious with reviewing various sources and disseminate it to various parties, especially the implementers and prospective implementers in the field, so as not misinterpretation and misunderstanding in implementation. It is in this framework that the need to create active, creative, effective, and fun learning (PAKEM), and educators with the headmaster must start, and those who must carry out and end it. Through effective and enjoyable learning is expected to create a school atmosphere that is safe, comfortable, and orderly and allows all learners to develop various potentials themselves optimally. Through effective and fun learning also expected to be born qualified graduates from every school in the environment of Education and Culture Office of Pasuruan City. So that the birth of human resources (HR) quality that is able to process Indonesia's abundant natural wealth, on land, sea and air, not a mortgaging or selling to foreign countries with no responsibility. Through effective and fun learning is also expected to be born graduates who are able to independently and creatively to build the State of Indonesia, especially Pasuruan City so that does not depend on others.

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