

2013 Curriculum Implementation in Physical Learning

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Abstract

Descriptive research has been conducted to determine the implementation of 2013 curriculum at SMA Negeri 19 Makassar by looking at the planning, implementation, and assessment of the curriculum 2013 with the subject of this research is the teacher physics and students in class X, XI, and XII SMA N 19 Makassar. The instruments used are then validated by two expert validators in their field. The instrument is composed of a statement sheet developed in the form of a liker scale. The Data is analyzed using descriptive analysis by using frequency distribution tables and percentage. The results of this study show that: (1) for research results on the planning of physics learning is in excellent categories, for the implementation of learning is in a good category, and for the assessment of physics, learning is in a good category.

Keywords: curriculum, study, students, school, efficient

1. Introduction

The modern era of competition in the development of science and technology takes place very tightly, this competition can be seen in several developing countries in the world such as America, Britain, China, and Japan. Competition is seen from both the technological sophistication to the competition of military weapons. The success of these countries is inseparable from the existing human resources in the country or other words the form of education implemented by the government to its citizens is the main priority (Marsh and Marsh). This is also a big hope for Indonesian citizens so that the educational resources that are applied can create reliable human resources.

Law No. 20/2003 concerning the National Education System mandates that national education functions develop capabilities and shape the dignified character and civilization of the nation in the context of developing the intellectual life of the nation. Education is carried out to develop the potential of students to become human beings who have faith and are devoted to God Almighty, noble, healthy, knowledgeable, creative, independent, and become citizens of democracy and responsibility (Zhu et al.; Romlah et al.; Afandi et al.).

The national curriculum in Indonesia has changed since the independence era until the enactment of the 2013 curriculum, namely a simple curriculum (1947-1964) (Prihantoro; Kanto et al.; Mu'adi et al.), curriculum renewal (1968 and 1975) (Rumahlatu et al.; Sa'adah et al.), a process skills-based curriculum (1984 and 1994) (Ahmad; Sumitro et al.) competency-based curriculum (2004 and 2006) (Nur & Madkur, 2014), and 2013 curriculum (2014) (Suyanto; Romlah et al.). National education as one of the development sectors to educate the life of the nation has a vision of the realization of the education system as a strong and empowered social institution to empower all Indonesian citizens to develop into qualified human beings, capable of helping and proactively questioning the times that can be changed.

The curriculum is one that cannot make a significant contribution to creating the development process, the quality of potential students. (1) qualified human beings who are capable and proactive in responding to the challenges of the

ever-changing times, (2) educated people who have faith and are devoted to God Almighty, of good morality, health, and knowledge. Competent in creative, independent, and (3) citizens who are supported and responsible.

The curriculum is a separate plan and knowledge of the objectives, contents, and learning materials as well as the methods used to guide the implementation of learning activities to achieve certain educational goals (Undang-undang Republik Indonesia Nomor 20 Tahun 2003; Nawawi et al.). Until the implementation of the 2013 curriculum, there were still problems, especially for physical learning, both at the early childhood and high school education levels. Problems in physical learning early childhood education on the aspects of motor development are divided into 2, namely fine motor skills (smooth muscle movements in the hands that emphasize more on functions, including gripping, squeezing, tearing and so on), while the gross motor is functioning for other body muscles such as leg muscle strength for a walk on tiptoe running. It is different from physical learning in public high schools, where at that level physical learning is more directed at training and developing body muscles, there is no longer smooth muscle development. Besides, physical learning in public high schools is a subject.

Curriculum changes must be anticipated and understood by various parties because curriculum such as learning planning has a very strategic position in all learning activities. The curriculum also determines the process and results of education. Therefore as educators who are required to learn and understand the educational curriculum, because the curriculum is a guide to achieving educational goals. on the other hand, educators or teachers and students will experience directly from changes in the education curriculum. A curriculum that has been developed will not be intended if it is not applied, in the sense that it is used, processed, and classed. In this implementation, of course, efforts must be made to implement certain factors, such as the readiness of resources and community cultural factors. Successful implementation. Because of the planning and implementation strategy. An effective and efficient curriculum implementation strategy in learning is needed to achieve educational goals. Because the effectiveness of the curriculum is largely determined by its implementation in schools, especially in learning in the classroom.

Implementation in terms of standardization and professionalism in education currently gives freedom to each school to prioritize specific competencies according to the vision and mission of each school, with this freedom expected to boost the quality of human resources (HR) better according to what we want. To see the success of curriculum implementation depends on the ability of a teacher, because the teacher is the planner, implementer, and curriculum developer for the class, the teacher is also a key person who is more challenged by the 2013 Curriculum, the teacher is given the authority to compile a syllabus and the development of teaching materials as broad as- breadth. The teacher must understand the ins and outs of education both the student's characteristic strategies and the factors that influence the success of individual learning so that they can carry out their tasks optimally. In planning the 2013 Curriculum learning, teachers are obliged to draw up Per Unit Learning Plan (RPP) that will be applied by the teacher in-class learning (Rumaolat et al.). Based on this lesson plan, a good teacher who compiles the lesson plan himself is expected to be able to apply to learn programmatically. Therefore RPP must have a high applicable absorbency (Nomor 19 Tahun 2005, 2005). Without careful planning, learning targets cannot be achieved optimally. The implementation of the 2013 curriculum ineffective learning requires teachers to be more patient, attentive and understanding, and have creativity and dedication to foster self-confidence. Students choose to remain silent even though they do not understand the teacher's explanation.

In the 2013 curriculum, teachers are required to be role models, how to turn students into strong, creative learners and have good attitudes as individuals, families, as well as nation and state. The three domains of knowledge, skills, and attitudes are integrated integrally for all subjects. According to Mulyasa, the teacher has a very important role in the success of learning in school, the teacher plays a role in helping students develop their life goals optimally, so far the teaching of physics is still limited to knowledge not yet fully building the creativity of students to foster critical attitudes, systematic, and the application of physics itself in the daily lives of students (Mulyasa). The ability of teachers to develop knowledge skills and foster students' confidence is very important because it is not uncommon that the failure of curriculum implementation is caused by a lack of knowledge, skills, and the ability of teachers to understand the tasks that they are charged. Sukmadinata (1989) in Mulyasa (2013: 6) revealed that the main obstacle in the curriculum at school lies in the teacher because of their lack of ability and self-knowledge (Sahid et al.). Based on preliminary observations at Makassar N 19 High School, some things were experienced by teachers, especially physics subject teachers, teachers were still having difficulty adapting to the 2013 curriculum where previously teachers taught using teacher-centred learning models changed to student-centred learning models. In the teaching and learning process sometimes the teacher still applies the teacher-centred learning model, because he is accustomed to and feels comfortable with the learning process like that.

Nevertheless, teachers continue to implement learning models following the learning model in the 2013 curriculum, which are problem-based learning models, inquiry learning models and project-based learning models. This is the researcher's foundation to see how far the implementation of the 2013 Curriculum in SMA 19 Makassar so that researchers raised the title "Implementation of the 2013 Curriculum in Physics Learning at SMA 19 Makassar"

2. Research Methods

This research uses quantitative descriptive. Descriptive research is research that discusses to describe a phenomenon, event, and factual, systematic, and accurate event (Lionardo et al.). This research was carried out in Makassar SMA 19 High School in the gowa district of South Sulawesi province, while the research was carried out on the 22nd of January to the 25th of February 2019. SMA 19 Makassar city. This research variable is the implementation of the 2013 Curriculum in Physics learning which regulates learning planning, learning implementation, and learning.

The implementation of the 2013 curriculum in Physics learning was determined as a form of applying the 2013 curriculum by the physics teacher at SMA 19 Makassar that included planning, implementing, and evaluating learning. The subjects of this study were physics teachers and students in class X, XI, and XII of SMA 19 Makassar. To answer the questions that have been formulated in this study, the main instruments used were questionnaires, observation, and documentation as supporting instruments, before using the instrument, a validity test was conducted by a team of expert validators. Validation and expert results obtained an average value of total validation for all aspects of the 2013 curriculum approved validity compliance criteria (Umanailo). For the analysis of the observation guidelines, there is no value, this observation supports seeing firsthand the delay in the implementation of the 2013 curriculum in the field so that the data obtained is more varied (Sofiana et al.).

For data collection techniques in this study conducted by using a questionnaire with the type of instrument is a questionnaire sheet that is distributed to students as well as observation guidelines to see directly the implementation that will be discussed related to the implementation of the 2013 curriculum. The instrument used is a questionnaire sheet and observation guidelines to see the results of applying the 2013 curriculum at Makassar SMA 19 High School. For every positive in parts a, b and c given a choice always / strongly agree given a value of 5, often / agree given a value of 4, sometimes given a value of 3, often / disapproved given a value of 2, and never / strongly disagree given a value of 1.

3. Results and Discussion

The research was carried out at Makassar City 19 High School, the object of the study was students in class X, XI, and XII and all physics teachers who implemented the 2013 curriculum at Makassar 19 Public High School. Data collection was carried out through the submission of questionnaires to all respondents. First, the researcher completed the correspondence as a letter of introduction to the school. Several questions were encountered in the field, which was what the researchers intended to be careful about the flood disaster and the teaching and learning process which was not properly implemented (Lionardo et al.). One week after that, the distribution of the questionnaire was carried out when the teaching and learning process was actively carried out. The data collection is carried out above less than one month. The questionnaire was filled in by the respondents themselves, carried out according to the time agreed upon together. Both the introduction and return are carried out during working hours (teaching).

The results obtained through the questionnaire have been analyzed through the percentage of each item, the percentage of each indicator, and the percentage of each dimension. In providing an overview of the achievements made by the physics teacher at SMA Negeri 19 Makassar in implementing the 2013 curriculum in physics by the teacher in this study, the relevant indicators are grouped in one dimension, namely learning planning that is following the formulation of the RPP Physics, media, and learning resources (Tahir and Umanailo). Implementation of learning, Implementation of Physics RPP Components, Implementation of media and learning resources and repetition / remedial and enrichment. Learning assessment regarding assessment, knowledge, skills assessment.

For comparison, we can see to measure the quality using qualitative where the score is divided by 2 for fine motoric and gross motoric aspects in teacher learning activities stimulating more aspects of fine motor development while gross motoric activities are carried out while lining up before entering class but every final semester the teacher conducts an assessment development. Based on the research results seen from the analysis of each dimension

consisting of planning, implementation, and learning obtained from the following results. A learning planning assessment is carried out using a questionnaire instrument that answers 5 items with 5 alternative answers and the respondent is obliged to choose one that answers as the answer. Thus the score is 5 as the lowest score and 25 as the highest score that can be obtained by respondents. Based on the theoretical score, the frequency distribution of each category can be seen in the following:

Table 1. Measurement of Learning Planning

Category	Range	Midpoint	Frequency	Percentage
Very good	21-25	23	54	60.00%
Well	17-20	19	33	36.67%
Quite good	13-16	15	3	3.33%
Not good	9-12	11	0	0.00%
Bad	5-8	7	0	0.00%

Based on the frequency distribution in the table above, it gives an overview of learning planning with a percentage of 60.00% learning planning is very well implemented, 36.67% percentage in the learning planning table is implemented well and the percentage is 3.37% learning planning at physics teacher very well done. Based on this fact shows that physics teachers at SMA Negeri 19 Makassar have planned physics learning. Enabling writers to consider planning to learn, a physics teacher at SMA Negeri 19 Makassar is included in the very well implemented category. For more details can be seen in the following histogram.

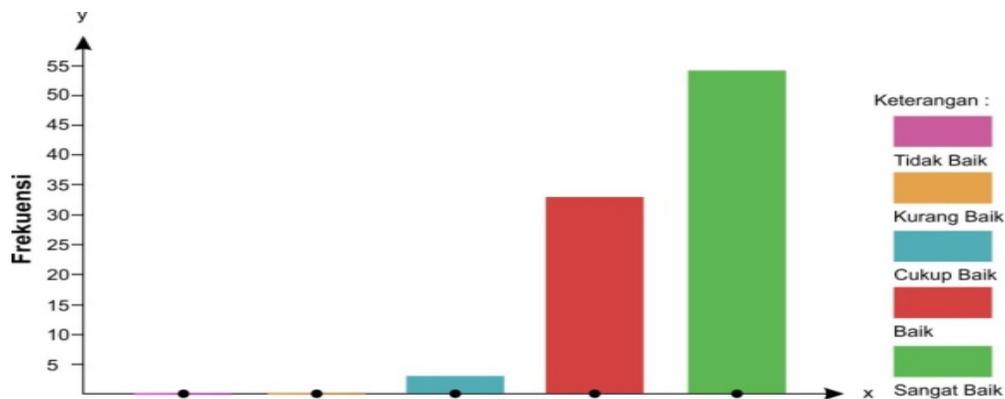


Figure 1. Measurement of learning planning

Learning Value Measurement is carried out using a questionnaire instrument that presents 11 answers to and 5 alternative answers and respondents are required to choose the agreed one as the answer. Thus the score is 11 as the lowest score and 55 as the highest score that can be obtained by respondents. Based on the revised score, the frequency distribution of each category can be seen in the following table:

Table 2. Measurement of Learning Implementation

Category	Range	Midpoint	Frequency	Percentage
Very good	47-55	51	19	21.11%
Well	38-46	42	47	52.22%
Quite good	29-37	33	20	22.22%
Not good	20-28	24	4	4.44%
Bad	19-11	15	0	0.00%

Based on the frequency distribution in the table above, it provides an overview of the dimensions of learning implementation with a percentage of 21.11% learning implementation implemented very well, the percentage of 52.22% learning implementation was carried out well, the percentage of 22.22% was seen the implementation of

learning implemented well and 4.44% percentage Learning to implement learning well done. Based on this fact shows that physics teachers at SMA Negeri 19 Makassar have taught physics learning well. Allows the writer to consider implementing teaching, physics teacher at SMA Negeri 19 Makassar included in the well-implemented category. For more details can be seen in the following histogram.

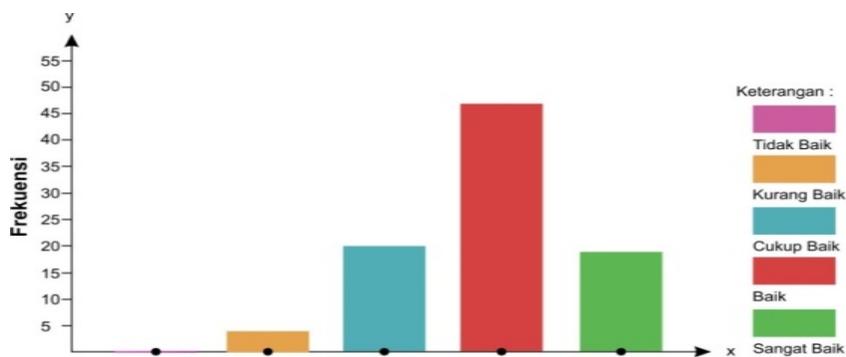


Figure 2. Measurement of learning implementation

Learning Value Measurement is carried out using a questionnaire instrument that answers 10 items with 5 alternative answers and the respondent is obliged to choose the agreed one as the answer. Thus the score is 10 as the lowest score and 50 as the highest score that can be obtained by respondents. Based on these scores, then to find out the frequency distribution of each category can be seen in the following table:

Table 3. Measurement of Learning Assessment

Category	Range	Midpoint	Frequency	Percentage
Very good	42-50	46	23	25.56%
Well	34-41	38	37	41.11%
Quite good	26-33	30	21	23.33%
Not good	18-25	22	9	10.00%
Bad	10-17	14	0	0.00%

Based on the frequency distribution in Table 3 above, it illustrates that the dimensions of learning assessment with a percentage of 25.56% show that learning assessments are carried out very well, a percentage of 41.11% shows learning assessments are carried out well, percentage 23.33% shows the assessment of learning is done quite well and the percentage is 10.00 % shows that learning assessment is poorly implemented. Based on this fact, it shows that physics teachers at SMA Negeri 19 Makassar have carried out physics learning assessments well. So the authors conclude for the dimensions of learning assessment, a physics teacher at SMA Negeri 19 Makassar is included in the well-implemented category. For more details can be seen in the following histogram.

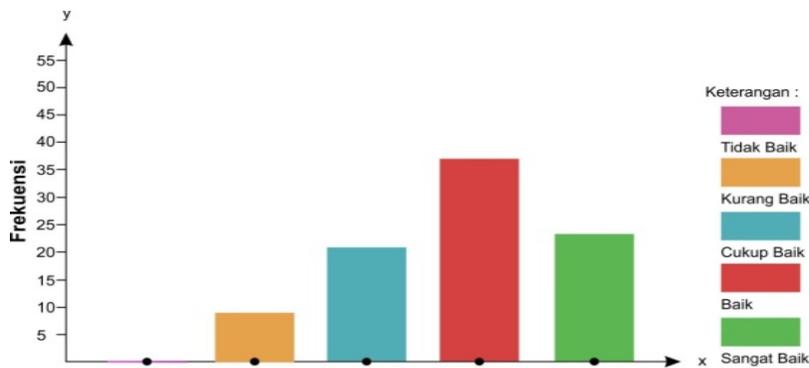


Figure 3. Measurement of learning assessment

4. Conclusions

Learning planning considering the formulation of physics and media RPPs as well as learning resources. The results of the analysis of learning planning obtained in this study were carried out very well. Implementation of learning that includes the implementation of the RPP components of physics, media, and learning resources, as well as the implementation of remedial and enrichment programs. The results of the analysis of the learning implementation obtained in this study were carried out well. Competency assessment that includes affective competencies, competencies, and competencies. The results of the analysis of learning obtained in this study were carried out well.

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Biography

Tri Kurnia Badu has worked as a lecturer at the Iqra Buru University from 2019 until now, currently serves as the head of the document control department at the Quality Assurance Institute. Completed his undergraduate program in the physics education department at the State Islamic University alauddin Makassar in 2016 and completed his master's degree in the educational research and evaluation study program at the Makassar State University in 2019.

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