

## Implementation of History Teachers in Implementing the 2013 Curriculum in Class X at SMA N 1 Rembang Academic

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### Abstract

This study used qualitative research methods to produce a data description. The results indicate that the perception of each teacher of the curriculum in 2013 at Apex Senior High School has been positive. In theory, the teachers already have a good knowledge and understanding of the 2013 curriculum. History teachers' implementation of the curriculum in 2013 in the class is good enough. However, in practice, it cannot be perfect. Teachers apply the scientific approach so that almost every meeting uses discussions and lectures, though never for learning outside the classroom at the Sangiran Museum. Teachers' constraints include the need for a specialized history handbook from the government, school infrastructure that still needs improvement, socialization, and training on the curriculum. These challenges highlight the ongoing efforts required to fully integrate and optimize the 2013 curriculum in history education at Apex Senior High School, underscoring the importance of continuous support and professional development for teachers to enhance their instructional practices and enrich students' learning experiences.

**Keywords:** *Curriculum 2013, Learning History.*

### Introduction

Education is essential in human life as an individual or a group. Education will bring changes in attitudes, behaviors, and values to individuals, groups, and also society. Through education, it is hoped that the country can develop and advance in facing the challenges of the times. However, it must be supported by advanced education and the development of science and technology. Various components certainly influence the success of quality education development in its nature. One of these components is the curriculum developed and used at the educational unit level. The curriculum is an essential element in education because it is an instrument used to achieve the goals (Prayitno. 2012, p. 23; Vienna. 2008, p. 67). This aligns with Oemar Hamalik's (2008: 18) opinion that the curriculum is a set of plans and arrangements regarding the content and subject matter and the methods used as guidelines for implementing teaching and learning activities. Indonesia, as an independent country, has experienced several curriculum changes starting from the Lesson Plan Curriculum (1947-1968), which consists of: a) Kuriku Lum Lesson Plan 1947, b) Curriculum 1952 Lesson Plan Elaborated 1952, c) Lesson

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Plan 1964, d) Curriculum 1968, 2) Curriculum Oriented to Achievement of Goals (1975-1994) which consists of a) Curriculum 1975, b) Curriculum 1984, c) Curriculum 1994, 3) Competency-Based Curriculum (kbb) 2004, 4) Curriculum of Education Units (KTSP) 2006, 5) Curriculum 2013 (Curriculum: 2014, p.p 10-22). The issuance of the 2013 curriculum is one of the central and strategic steps in strengthening the Indonesian nation's character. The 2013 curriculum is designed based on the culture and character of the country, free of civilization, and based on competence.

According to the 2013 curriculum view, learning activities are an educational process that provides opportunities for students to develop all their potential into abilities that are increasingly increasing in terms of attitude (affective), knowledge (cognitive), and skills (psychomotor). In the 2013 curriculum, it is known as a scientific approach. This approach emphasizes learning that activates students (Wuwuh. 2013; Dual. 2015). This approach involves at least three learning models: problem-based, project-based, and discovery. Implementing the 2013 curriculum based on character and competency must involve all components in the education. These components include curriculum, learning plans, learning processes, assessment mechanisms, quality of student self-development, financing, and work ethic of all school residents (Imam. 2012; Image. 2012; Dwi, Samsi, & Yuli. 2013).

Seeing the existing reality, there must be careful preparation for the completeness of the curriculum that will be implemented because curriculum documents are state documents and cultural documents that will be a guide in laying the foundations of the educational process in the future (Eko. 2016). Before being implemented, a curriculum design needs to be tested and socialized openly in academic forums, which also involve other parties with competence and assessment capacity, including community groups of education actors. This aims not only to accommodate thoughts comprehensively but also to build a shared understanding to invite the commitment of all communities who will later be involved in it. Another thing that needs to be considered in implementing the curriculum is to prepare teachers, infrastructure facilities, and the proper infrastructure (Eko. 2015; Joseph. 2012; Iskandar & Agus. 2017).

### **Method**

The research method that will be used to examine the implementation of the 2013 curriculum at SMA N 1 Rembang for the 2014/2015 school year is qualitative research. According to Bogdan and Taylor (Moleong, 2010, p. 4), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. This study's data source consists of class X history teachers and class X students of

specialization and documents, namely in the form of lesson plans. The data collection techniques used in this study are in-depth interviews, observations, and documents.

The informant selection technique used in this study is purposive sampling. Purposive sampling is a sampling technique for data sources with specific considerations. This particular consideration, for example, the person who is considered to know the most about what we expect, or perhaps he is the ruler, will make it easier for the researcher to explore the object/social situation being studied (Sugiyono, 2010, p. 300). The validity test of the data in this study uses source triangulation. This is because source triangulation functions to compare and reverse-check the degree of confidence in information obtained through different times and tools in qualitative research (Patton in Moleong 2010, p. 330; Bakhrudin. 2017). The data analysis technique used in this study is Miles and Huberman's interactive model data analysis technique, in which data collection, data reduction, data presentation, and conclusion drawing/verification are made.

### **Results and Discussion**

The success of the curriculum mainly lies in the hands of a teacher as the implementer of the curriculum itself. Teachers here are fully responsible for implementing the curriculum; for that, teachers must strive so that the learning process can run well and optimally. Changes in the curriculum that occur every few years will undoubtedly impact the readiness of schools and teachers to implement them. Because to implement these changes, the fundamental thing that teachers must understand is the teacher's perception of the curriculum itself. This is because this perception will affect the curriculum's implementation later in the field. If there is a change in the curriculum but the teacher's perception of the curriculum is still the same as the old paradigm, this will not run optimally.

In the 2013 curriculum, teachers are required to create a conducive and fun atmosphere because in the learning process in the 2013 curriculum, students are more active, and teachers only act as facilitators. In the 2013 curriculum, all activities in the class are assessed, starting with attitudes, skills, and knowledge. For this reason, teachers must be able to motivate students to learn in class so that they want to be active and creative. Teachers at SMA N 1 Rembang view the 2013 curriculum as having advantages in structuring the learning process and assessment and training students to be more active and creative in the learning process. In addition, teachers also know the goals of the 2013 curriculum, learning materials, and learning evaluation as a benchmark for achieving curriculum goals. Although the history teachers at SMA N 1 Rembang, in general, have understood what is in the curriculum itself, they have different

responses from one another, where there are pros and cons responses. This aligns with Wertheimer's opinion that one perceives something as a whole and then its parts (Walgito, 2007, p. 93). The pros and cons of reactions are natural when something new appears. Each individual's response to something must be different because each individual has their way of interpreting stimuli. The emergence of pro and con reactions is influenced by the stimulus received by the individual and the attention to the stimulus (Walgito, 2007, p. 91).

Based on Gestalt's (Wertheimer) theory, a person perceives something based on the whole and then its parts. The emergence of pro and con responses to the 2013 curriculum among teachers as its implementers is because the teachers only perceive the 2013 curriculum globally and have yet to reach the details. Teachers, as the implementers of the curriculum themselves, should want to understand the curriculum thoroughly so that there will be no more counter-responses (Nurdyansyah, Fahyuni, & Eni. 2016; Nurkolis, Suwarno, & Eko. 2017). This is due to the lack of socialization from the government, which causes various reactions from various parties, especially teachers as curriculum implementers. Socialization and regular training are undoubtedly needed so that the implementation of the 2013 curriculum can run optimally. In addition, regular socialization and training will also equate the perception of teachers with what the curriculum itself wants. Until now, teachers have had their perceptions of other teachers about the 2013 curriculum (Novitasari & Harsono. 2015; Suhandi, Holilulloh, & Mona. 2017). Of course, another thing that must be done is to improve the quality of the teachers so that they are even better. After all, teachers occupy a strategic place in national development efforts.

Implementing the 2013 curriculum in history learning is inseparable from various obstacles. Based on the observations and interviews at SMA N 1 Rembang, several obstacles in the learning process can be identified. The first is the Specialization History Subject Book. The books provided in the 2013 curriculum are Indonesian, Mathematics, and History. Books from the three subjects are given directly by the government. However, there has yet to be one in the history of book specialization provided by the government until now. This will undoubtedly have dire consequences because, without a definite handbook, teachers and students at SMA N 1 Rembang have various opinions regarding the material discussed.

Second, infrastructure. The completeness of facilities in schools plays a vital role in supporting the creation of maximum curriculum implementation (Murniati & Usman. 2009; Sundari. 2016; Sukmadinata. 2015; Mulyasa. 2013). The government considers this when implementing the 2013 curriculum in only a few schools in districts and cities. This facility has a vital role in the 2013 curriculum because it can help students to be more active and creative. For teaching aids in the social studies laboratory, it is pretty good and can support the implementation process of

the 2013 curriculum. Facilities at SMA N 1 Rembang that still need to be improved are internet access (wifi). Internet access is critical in learning because students can search and explore information in learning materials. Because of the absence of books, this internet access can solve the shortcomings.

Third, socialization and training regarding the 2013 curriculum. The key to the successful implementation of the 2013 curriculum is socialization. Socialization in implementing the 2013 curriculum is crucial because, with this socialization, teachers can learn about the curriculum itself in detail and apply it to students later. The participation of various parties such as principals, curriculum waka, teachers, students, and other intra-schools directly involved in the field determines the curriculum and its obstacles. However, this socialization must be carried out periodically to create a deep understanding of the teacher so that it can be achieved optimally.

Furthermore, it is essential to recognize that the dynamic nature of educational environments means that continuous professional development is necessary for teachers to stay abreast of best practices and innovations in curriculum implementation. Teachers need ongoing support and resources to adapt to new curricular demands and effectively integrate them into their teaching practices. Collaborative efforts among educators, administrators, and policymakers can foster a supportive network that encourages shared learning and problem-solving, thereby enhancing the overall educational experience for students.

The curriculum's success is inherently tied to the quality and preparedness of the teachers who implement it. Therefore, investing in teacher training and professional development is critical to ensuring that curriculum changes translate into meaningful educational outcomes. By addressing the identified obstacles and providing adequate resources and support, the education system can better equip teachers to fulfill their roles as effective curriculum implementers, ultimately benefiting the students they serve.

### **Conclusion**

Based on the research on implementing the 2013 curriculum in history learning at SMA N 1 Rembang, the following conclusions can be drawn: First, the perception of history teachers at SMA N 1 Rembang regarding the 2013 Curriculum still has pros and cons where each teacher has a different response from the others. This is because socialization still needs to be improved. Second, in implementing the 2013 Curriculum at SMA N 1 Rembang, history teachers have applied a scientific approach as recommended by the 2013 curriculum even though it has yet to be maximized. This is because teachers often use the discussion method in the learning

process. History teachers also use available facilities, namely LCD (Liquid Crystal Display) and social studies laboratories, to use media. Third, the obstacles to the implementation of the 2013 curriculum in history learning are still felt by teachers in the process of implementing it. Among them is a history book of specialization from the government, which has yet to exist. Besides, there is still a need to improve school infrastructure, namely the internet connection, which needs fixing.

Based on the conclusion above, it can be suggested as follows: (1) In implementing the 2013 Curriculum, careful preparation must be prepared to run optimally. Training for teachers as curriculum implementers must run intensively and continuously so that the implementation of the 2013 curriculum can run well later. In addition, this also provides knowledge to teachers so that later in its application in the classroom can be maximized. (2) There is a need to improve infrastructure facilities to support the implementation of the 2013 curriculum, and each school must also be equipped to support its implementation. In addition, the student handbook, as a support in the learning process, should have been prepared before the curriculum was implemented. So that the problem of the absence of books does not occur and the implementation of the 2013 curriculum can run well and optimally.

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