

THE IMPLEMENTATION OF INNOVATIVE LEARNING MODELS BASED ON
 2013 CURRICULUM AT SMAN 5 JENEPONTO

Sulastrri Syahrir¹, Andi Tenri Ampa², Yassir Mallapiang³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia

| ARTICLE INFO | ABSTRACT |
|--|---|
| <p>Article history: Received: April 12, 2022 Revised: April 14, 2022 Accepted: April 18, 2022 Published: August 30, 2022</p> <p>Keywords: Innovative learning Model, English Teaching Learning Curriculum</p> | <p>The purpose of this study was to find out (1) the learning models implemented by English teachers and (2) how do the English teachers implemented of identified innovative learning models in teaching learning English at SMAN 5 Jeneponto. The subjects are 3 English teachers. The object of this research is implemented of five innovative learning models in teaching learning English. The instrument of this research is direct observation class to answer two objectives of this research. The findings of this research indicated that there were 3 innovative learning models implemented by English teachers, namely; Discovery learning, Problem-based learning, and Project-based learning. The implementation of innovative learning models; (1) Discovery learning model, the steps are the teacher selection to the material, students to discovery and investigated of the problem, and self-analyzed the discovery data. (2) Problem-based learning, the teacher explained the material, students to find problem, students to presentation of the result, students provided reflection, and result of the investigation. (3) Project-based learning, the steps are students make a project related of material learning and solving of problem.</p> <p>This is an open access article under the CC BY-SA license.</p>  |
| <p>How to cite: Sulastrri syahrir, Andi Tenri Ampa, & Yassir Mallapiang. (2022). The Implementation of Innovative Learning Models based on 2013 Curriculum at SMAN 5 Jeneponto. English Language Teaching Methodology, Vol 2(2), 92-97. Retrieved From https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/9</p> | |
| <p>Corresponding Author: Sulastrri Syahrir English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: latri105351102617@unismuhmakassar.ac.id</p> | |

INTRODUCTION

Curriculum is a collection of learning plans designed by the Ministry of Education and Culture to achieve educational goals. The main purpose of education is to educate the nation's life, with the meaning of educating and generalizing education throughout Indonesia in order to achieve an intelligent national life. The curriculum is also said to be a guide to the learning process at all types and levels of education. From elementary school to college.

The curriculum according to Law on the National Education System (No. 20/2003) is a set of plans and regulations regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning to achieve certain educational goals. The curriculum discusses about what should be carried out by teacher from beginning up to end of a class. Curriculum implementers are teachers, school committees, and all elements involved of curriculum must to run the curriculum well so as to create an efficient learning process, and as well to support the achievement of national education goals in general.

Based on the history of curriculum development for Indonesian education, Indonesia has made development of curriculum for eleven times during around 66 years. First, it was started by the implementation of “Curriculum of 1947 Unreveal Lesson Plan”. Second, it was “1964 lesson plan”. Third, it was “1968 Curriculum”. Fourth, it was “1973 Curriculum”. Fifth, it was “1975 Curriculum”. Sixth, it was “1984 Curriculum”. Seventh, it was “1994 Curriculum”. Eighth, it was “1997 Curriculum”. Ninth, in 2004 of “Competency Based Curriculum System” (KBK). Tenth, in 2006 implementation “School-Based Curriculum (KTSP)”, and the last in 2013 government through the Ministry of Education and Culture have implemented of “The 2013 Curriculum” in stages. The 2013 Curriculum is a continuation of curriculum improvement of School-Based Curriculum (KTSP/2006).

The recent curriculum that is implementation today in Indonesia is “2013 Curriculum”. “2013 Curriculum” is an innovation from the previous curriculum, “School-Based Curriculum”. “2013 Curriculum” began to be implemented on 2013/2014 academic year. The basic differences of “2013 Curriculum” and others that this curriculum has 3 aspects of assessment, namely aspects of behavioral attitudes, skills aspects, and knowledge aspects.

By these aspects of assesment, it makes this curriculum has specific different learning models. The learning model is a component or pattern of learning arrangements that determine the direction of the teaching and learning process in the classroom. The learning model is also said to be a guide in the learning process that must be in line with the learning objectives. There are 5 types of 2013 curriculum learning models, namely Discovery/Inquiry Learning Model, Problem-Based Learning Model, Project-Based Learning Model, Contextual Learning Model, and Cooperative Learning Model. The five learning models are innovative learning models that never be implemented in any others previous curriculum and these practicated sulfill the goal of National Education as it is stated on the Regulation of Ministry of Education and Culture (no. 103/2014).

According to the researcher experience and observation through “Magang Program, Teaching Training Program” that held annually by Faculty Training and Education, Unismuh Makassar. This curriculum is applied by SMAN 5 Jeneponto. From this explanation of the background, the researcher is interested in investigated the implementation of those five models of learning. So, the title of this research is “The Implementation of Innovative Learning Models Based on 2013 Curriculum at SMAN 5 Jeneponto”.

RESEARCH METHOD

This research employs qualitative method, which focuses on the educational issues. As which researcher was going to describe and explained empirically about the employs 2013 Curriculum of implementation of innovative learning models on which are defined by the Regulation of Ministry Education and Culture (No.65/2013).

In this study, the researcher conducted an investigated by focusing on five learning models of 2013 Curriculum applied by the teachers in teaching learning English with two important goals, namely the implemented innovative learning models, and how the teachers implemented of learning models of 2013 Curriculum. To find out the learning models and to find out how the implemented of learning models, the researcher used classroom direct observation of instrument.

Data analysis for this research has three activities, namely data reduction, data display, and conclusion drawing/verification (Sugiyono, 2014).

1. Data reduction

Data reduction, which is many data from research. Data analysis is carry out through data reduction. Reduction of data by summarizing, choosing the main things, and reducing data that is not important.

2. Data Display

Data display is data that has been reduced is precented in the form of narative text. Through data presentation then the data will be easy to understand.

3. Conclusions Drawing/verification

Conclusion drawing is data that has been presented in a critical analysis. Then present in the form of narrative text to answer the formulation of the problem at the beginning. The use of analysis and interpretation methods aims to provide a descriptive explanation in order to help readers know the content of the study, namely what the implement learning models by English teachers and how do implement it,

RESULT AND DISCUSSION

The subjects in this research are 3 English teacher at SMAN 5 Jeneponto to implemented of types learning models in teaching learning English, namely teacher A, teacher B, and teacher C. Teacher A to teach XII grade, teacher B to teach XI grade, and teacher C to teach X grade.

Based on the observation at SMAN 5 Jeneponto, the teacher A used Discovery learning. Teacher B used Discovery learning, Problem-based learning, and Project-based learnind, and teacher C used Discovery learning model in teachin learning English. The all teacher implemented the innovative learning model is good and creative.

The teacher B used 3 learning model that are Discovery learning, Problem-based learning, and Project-based learning in teaching learning English. The implementation of Discovery learning by the teacher B:

1) Stimulation

After observed several times, the teacher carried out the stimulation stage by giving examples of material to students about Cause and Effect that ocurred in everyday life, the teacher asked the students what was known about the Cause and Effect. After the students answered then the teacher gave more explanations about what it's Cause and Effect, and shows an example in a printed book.

2) Problem Statement

At this stage, the teacher provides opportunities for students to answer questions about Cause and Effect, and there are two who represent to answer, then wrote important points from the results of the discussion. If students do not understand the material, the teacher gives students the opportunity to ask questions.

- 3) Data Collection
Students make examples of Cause and Effect with the theme of smoking, how the causes and effects caused by cigarettes. If students have completed their findings, then they read the results of their findings.
- 4) Data processing
Students submit their assignments to the teacher to check their correctness.
- 5) Verification
After the teacher checks the student assignments, the teacher concludes that the average student already understands the Cause and Effect material. Although, there are still some students who do not understand.
- 6) Generalization
Students make conclusions from the material as study material at home. Then the teacher asks questions to retest the understanding of students who do not understand.

Implementation of Problem-based learning by the teacher

- 1) Students orientation to the problem
At this stage, the teacher opens the lesson by reading out the basic competencies and objectives to be achieved from this material, and the teacher gives a lecture to motivate students to be enthusiastic about learning. Then, the teacher teaches students how to deal with problems and solve them.
- 2) Organizing students to the study
At this stage, the teacher gives the theme of the problem, namely the cause and effect of smoking. Then the teacher gives an example sentence of the cause and effect of smoking to better understand the material.
- 3) Guiding individual and group investigations
The teacher explains a little material to students about the cause and effect of cigarettes and its solutions, to assist students in making solutions for the next assignment.
- 4) Develop and present the work
After students complete the task. Students make presentations in front of the class orally.
- 5) Analyze and evaluate the problem solving process
When students make presentations orally, the teacher analyzes and evaluates the solutions provided by students, and gives rewards if the results are satisfactory.

Implementation of Project-based learning by teacher B:

- 1) Planning
At this stage, the teacher determines the theme of the project, namely the cause and effect of cigarettes and its solutions. Students assignments are individual assignments by making a video project of the theme. After that, the teacher explains the provisions of the project, namely the video is at least 2 minutes long, creative, and according to the theme. Assignments are collected online on the English teacher's WhatsApp.

- 2) Implementation
The teacher gives a week to work on the video, the next week the assignment is finished and sent to the teacher's WhatsApp.
- 3) Reporting
After all students video project assignments have been collected, the teacher evaluates the videos made by students, and evaluates the shortcomings of the student project.

CONCLUSION

Based on findings and discussion in the previous chapter, the researcher concludes that teacher at SMAN 5 Jeneponto used various types of learning models. There are 3 implementations of innovative learning models used by English teachers, namely Discovery learning, Problem-based learning, and Project-based learning. All teachers use the use of Discovery learning model, while only one teacher, namely the teacher B., uses the Problem-based learning and Project-based learning.

There are three implementations of innovative learning models in English learning, namely; (1) Discovery learning model implemented by teachers are; stimulation stage through questioning activity, problem statement through observation activity, data collection through assignment collection, data processing through information gathering activity, verification through verbal presentation and checked assignment activities, and generalization through making conclusions. (2) Implementation of Problem-based learning are; student's orientation to the problem through questioning and explaining activities, organizing students to the study observing of problem activity. Guiding individual and groups through data processing, developed and present the work through data process, and analyze and evaluates the problem solving process through assessment and evaluate the assignment students'. (3) Implementation of Problem-based learning are: planning through a plan for selecting topics and how to make them, implementation are product completion activities, and reporting through evaluation and assessment stages.

REFERENCE

- Fadillah, M. (2014). Implementasi Kurikulum 2013. *Journal Scholar*, Ar Ruuz media, 24. Yogyakarta.
- Hardianti, S. (2017). Implementasi Kurikulum 2013 pada Proses Pembelajaran oleh Guru Mata Pelajaran Fisika Tingkat SMAN di Kabupaten Bone. *Skripsi*, 13. UIN Alauddin, Makassar.
- Juhari, A. (2020). Implementation of problem solving based learning model with problem solving approach in mathematics learning during covid-19 pandemic. *ICSAT*. 1230. Stkip Pembangunan Indonesia.
- Khasanah, I. N. (2015). The implementation of 2013 curriculum by the English teacher and its barrier. *Skripsi*, 21-25. Semarang: Walisongo State Islamic University Semarang.
- Khasanah, I. N. (2015). The implementation of 2013 curriculum by the English teacher and its barriers. *Skripsi*, 12. Semarang: Walisongo State Islamic University Semarang.
- Khasanah, I. N. (2015). The Implementation of 2013 Curriculum by the English Teachers and Its Barriers (A Case Study at the 10th Grade of SMAN 1 Rembang in 2014/2015 Academic Year). *Skripsi*, v. Semarang: Walisongo State Islamic University Semarang.
- Khasanah, R. U. (2017). The Problem in the Implementation of the 2013 Curriculum. *Conference Language and Language Teaching*, 144. Yogyakarta State University, Karangmalang. Yogyakarta.

- Kusumangtyas, (2019). Inovasi Varian Mie Organik pada Kedai Love Mie Semarang, 9. unika Semarang.
- Mulyasa, H. E. (2014). Pengembangan dan Implementasi Kurikulum 2013, 163. Pt Remaja Rosdakarya. Kuningan, Jawa Barat.
- Ngadiso, T. S. (2017). Models of Teaching English Using Curriculum 2013 for High School Students. *Advances in Social Science, Education and Humanitas Research*, 496. Universitas Sebelas Maret, Surakarta.
- Nurfitriyani. (2018). Persepsi guru tentang pembelajaran literasi untuk meningkatkan nilai moral siswa di SMP Muhammadiyah kab. Bima. Skripsi, 20. Universitas Muhammadiyah Mataram.
- Ramadhani Uswatun Khasanah. (2017). The problems in the implementation of the 2013 curriculum. *Conference on Language and Language Teaching*, 114. Yogyakarta State University, Karangmalang. Yogyakarta.
- Regulation of Indonesian Ministry of Education and Culture (no. 103/2014) on Learning in Primary and High Education.
- Regulation in Indonesia on the National Education System (no. 20/2003) definition of Curriculum.
- Regulation of Indonesian Ministry of Education and Culture (no. 21/2016), concerning standards for Primary and High Education, and Learning model based on 2013 Curriculum.
- Regulation in Indonesian Ministry of Education and Culture articles 3, function of curriculum.
- Rom. (2014). Salinan Lampiran Permendikbud no 59 tahun 2014, kurikulum 2013. Permendikbud, point B. Indonesia.
- Setiawan, D. (2020). Implementing contextual teaching and learning model to teach fiqh. *Journal of research in islamic education vol 2, number 2*. 96-99. Metro Lampung, Indonesia.
- SEAQIL's , (2020). HOTS-Oriented Module: Problem-based Learning. Book. 19-22. Jakarta Selatan. SEAMEO QITEP in language.
- Silalahi, F. T. (2020). The application of cooperative learning model during online learnin in the pandemic period. *BIRCI-Journal*. 1686-1687. Universitas Simalungun, Indonesia.
- Solihin. N. I. (2016) "Apa sih Kurikulum 2013?" Tersedia :<http://motivator Kreatifwordpress.com/2014/07/16/apa-sih-kurikulum-2013/> diakses tanggal 10 Februari 2016.
- Sugiyono, P. D. (2014). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Jl Gegerkalong Hilir No. 84 Bandung 40153: ALFABETA.
- Suratri, U. K. (2018). English Teachers' Teaching Approach in Applying the 2013 Curriculum A Case Study at SMAN 1 Mataram. Skripsi, iii. Universitas Muhammadiyah Mataram.