

## STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF 2013 CURRICULUM AT SMK NEGERI 7 WAJO

Andi Mutmainnah S<sup>1</sup>, Arief Paturusi<sup>2</sup>, Eka Prabawati Rum<sup>3</sup>

<sup>1,2,3</sup>Universitas muhammadiyah Makassar, Indonesia  
*andimutmainnah66@gmail.com*

### ABSTRACT

*This research is aimed to know the students' perception on the implementation of 2013 curriculum especially in the learning process. The research was conducted at SMK Negeri 7 Wajo, in academic year 2019/2020. The method used in this research is descriptive quantitative. The subject in this research consisted of 15 students at eleventh grade. This research used a total sampling technique. The researcher used questionnaire as the instrument. The result showed a positive response from students toward the implementation of the 2013 Curriculum. From the calculation of the data obtained are 89, in the category "strongly positive". It means that students strongly agree on the implementation of 2013 Curriculum especially in the learning process which consists of: (1) preliminary activities, (2) core activities (3) and closing activities.*

**Keywords:** *Perception, 2013 Curriculum, Learning Process, Introduction Activities, Core Activities, Closing Activities*

### ABSTRAK

*Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap kurikulum 2013 khususnya dalam proses pembelajaran. Penelitian dilakukan di SMKN Negeri 7 Wajo tahun ajaran 2019/2020. Metode yang digunakan dalam penelitian ini yaitu metode deskriptif kuantitatif. Subjek dalam penelitian ini terdiri dari 15 siswa kelas sebelas. Penelitian ini menggunakan total sampling. Instrument yang digunakan dalam pengumpulan data yaitu angket. Hasil penelitian menunjukkan respon positif siswa terhadap implementasi kurikulum 2013. Dari hasil perhitungan diperoleh data 89, yang termasuk dalam kategori "sangat positif". Artinya siswa sangat setuju terhadap penerapan kurikulum 2013 khususnya dalam proses pembelajaran yang terdiri dari: (1) kegiatan pendahuluan, (2) kegiatan inti dan (3) kegiatan penutup.*

**Kata kunci:** *Persepsi, Kurikulum 2013, Proses Pembelajaran, Kegiatan Pendahuluan, Kegiatan Inti, Kegiatan Penutup*

### Introduction

The Efforts to improve the quality of education are continuously carried out. This was even more focused after it was mandated that the aim of national education was to improve the quality of education in every type and level of education. The

government, in this case the minister of national education, also launched a "Movement to Improve the Quality of Education" on May 2, 2012. For that purpose, fundamental changes are needed in the national education system, which is considered by various parties to be ineffective, and unable to provide provisions, and cannot prepare students to compete with other nations in the world. These fundamental changes are related to the curriculum, which in itself require and demand various changes to other educational components.

One of very important component in education is the curriculum. In the learning process activities, the curriculum is needed as a guideline for setting targets in the learning process. With the curriculum, it will make it easier for every teacher in the learning process. The curriculum is a tool to achieve educational goals. In a curriculum contains a goal to be achieved in an education system. So from that curriculum plays a very important role, because the goal is to direct all teaching activities. In order to improve the quality of education, the government continues to make various reforms in the education sector.

Changes in a curriculum are common in order to improve the quality of education of a country. Similarly, to improve the quality of national education, one of them can be done by evaluating and updating the national education curriculum. Evaluation needs to be carried out periodically as an effort to evaluate the relevance of the curriculum with children in a changing and dynamic context of time and place, reforming a curriculum so that students become smart, have a good moral, creative, communicative, and tolerant in a life of diversity.

In Indonesia curriculum changes have occurred several times. The curriculum that is widely used today is the 2013 curriculum. The 2013 curriculum is a competency-based curriculum that was initiated in the 2004 competency-based curriculum (CBC), but has not been fully realized because of several things. In addition, curriculum arrangement in the 2013 curriculum was carried out as mandated by the Constitution No. 5 of 2010 concerning plans for social medium-term development.

In general, the function of the curriculum is a tool to help students develop their personal goals towards educational goals. The curriculum is all aspects that affect students in schools, including teachers and other facilities and infrastructure. The curriculum as a learning program for students, arranged systematically and

logically, is given by the school to achieve educational goals. As a learning program, the curriculum is intention, plan and hope

The orientation of 2013 Curriculum is balancing and improving between attitude, skill, and knowledge competencies. In the 2013 curriculum the school was aspired to be able to get a new generation that was intelligently comprehensive, not only intellectual, but also emotional, social and spiritual. Therefore, graduates' abilities should include attitudes, knowledge, and skills in accordance with established national standards.

Each curriculum application has a different learning approach. The scientific approach is one of the learning approaches applied to the 2013 curriculum. The approach emphasizes effective learning and student-centered learning. So students must be active because they are the center of learning activities.

The scientific approach is a scientific framework of learning that is applied to the 2013 curriculum. The scientific approach can also be referred to as a form of developing both religious and social attitudes, knowledge, and skills of students in applying subject matter. In this approach students are no longer used as learning objects, but are used as subjects of learning, teachers are only facilitators and motivators. The teacher does not need to explain everything about what is in the material.

In implementing the 2013 curriculum there is problem faced by students, in the learning process not anymore teacher center but the student center which means students are required to be more active in the process of learning activities. In the 2013 curriculum especially in the core activities uses a scientific approach, the teachers do not need to explain all the material from the beginning of learning to the end of learning. In this approach students really need to be active in the learning process to succeed in English subjects.

## **Materials and Method**

### **A. Materials**

#### **1. The 2013 Curriculum(K-13)**

The 2013 Curriculum is a Curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem (Kemendikbud, 2013). Besides, orientation of 2013

Curriculum is an increase in the balance between attitude, skill, and knowledge. Therefore, in this Curriculum the students are encouraged to have a responsibility to the environment, interpersonal skill, and ability to think clearly. It is characterized by development of attitudes, knowledge, thinking skills, and psychomotor skill in a variety of subject. It should be relevant with the needs of life, developing abilities and interest, and responsive to development of science and technology. There are some essential points that related to the curriculum 2013, these points are described as follows:

## 2. Characteristics of 2013 Curriculum

Permendikbud No. 68 2013, the 2013 curriculum is designed with the following characteristics:

- 1) Develop a balance between developing spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
- 2) The school is part of the community that provides a planned learning experience where students apply what they learn in school to the community and use the community as a learning resource;
- 3) Develop attitudes, knowledge, and skills and apply them in various situations in schools and communities;
- 4) Provide sufficient free time to develop various attitudes, knowledge, and skills;
- 5) Competencies are expressed in the form of core class competencies which are further detailed in the subject competencies;
- 6) Class core competencies become organizing elements of basic competencies, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies;
- 7) Basic competencies are developed based on accumulative principles, reinforcing and enriching between subjects and levels of education (horizontal and vertical organizations).

Based on the description above, it can be concluded that the characteristics of the 2013 Curriculum are in each learning aim to develop a spiritual, social, knowledge, attitude so that it can be applied by students in daily life. With the

provision of learning experience gained, students will apply it in various situations in schools and communities. The subjects in the 2013 Curriculum will strengthen each other and enrich one another's learning subjects, as well as each level of education will strengthen and enrich the knowledge in it.

### 3. The Elements Changing in the 2013 Curriculum

Kemendikbud (2013) stated there are four elements changing in 2013 Curriculum which involve the graduate competency standard (core competence and basic competence), material, process and assessment. The detail description is presented as follows:

- 1) The changing of graduate involves holistic construction, supported by all of the materials or learning subjects, and integrated vertically or horizontally.
- 2) The changing of materials which are developed based on the competency in order to fulfill the suitability and adequacy aspects, and then the material are accommodated by the local, nation and international content.
- 3) The changing of learning process include as follows:
  - a) Competence-oriented characteristics which are included by attitude, skill, and knowledge.
  - b) Using scientific approach.
  - c) Using discovery learning and project based learning
4. The changing of assessment includes portfolio, using authentic assessment, the report card which includes a quantitative assessment and qualitative description of the attitude and sufficiency skills.

### 4. Principles for Using 2013 Curriculum Teaching Material

The development of teaching materials requires learning principles. Fadillah (2014:182) explained that the implementation of 2013 Curriculum learning was divided into three, namely introduction activities, core activities, and closing activities. The activity is arranged into one in a learning activity and cannot be separated from another. As for the learning steps as follows:

### 1) Introduction Activities

The first activity is an introduction activity before entering the core of the lesson. According to Majid (2014:129) the objectives of the initial activities are three, namely to attract students' attention, foster student learning motivation and provide a reference for learning to be carried out.

Apperception has close relationship in the learning process. Apperception must be done by the teacher when they want to teach the material. With the existence of apperception it can provide a basis for students to learn new material, thus apperception can provide students convenience in learning. The learning process cannot be separated between individual events and the student's experience environment, so before starting a new lesson as a stepping stone, the teacher should try to connect first with the learning material that has been mastered by students in the form of knowledge that has been known from previous lessons or from experience.

Motivation is the puller that causes behavior towards a certain goal. Students will be serious because they have high motivation. A student will learn if there is a motivating factor called motivation

Learning motivation is anything that can motivate students or individuals to learn. There are two motivations in learning, namely Extrinsic motivation and intrinsic motivation. Extrinsic motivation is doing something to get something else (a way to achieve goals) Extrinsic motivation is often influenced by external incentives such as rewards and punishments. While intrinsic motivation is internal motivation to do something for the sake of something itself (the goal itself). The role of parents and educators is very important in increasing student motivation. The formation of a conducive and comfortable environment for learning is really needed by students. By knowing the differences in student motivation, teachers are expected to play a role according to student needs

## 2) Core Activities

Core activities are the most important and main activities in the learning process. According to Fadillah (2014:183) core activities are learning processes to achieve goals, which are carried out interactively, inspiring, fun, challenging, and motivating students to actively seek information, and provide sufficient space for initiative, creativity and independence according to talent, physical and psychological interests and development.

## 3) Closing Activities

The closing activity is an activity intended to end the learning process. The time allocation for this closing activity is usually 15 minutes. According to Majid (2014:130) closing activities are expected to be able to provide a comprehensive picture of what students have learned and their relevance to previous experience, knowing the level of success of students and the success of teachers in the implementation of the learning process. In this closing activity, the teacher with students makes conclusions about the material that has just been carried out. Then the teacher provides feedback on the process of the results of the learning activities, give assignments and delivers learning plans for upcoming material.

## Method

In this research, the researcher used descriptive research design which applies quantitative approach. Descriptive research is referred to as survey research, determines and described the way things are.

In the process of collecting data in this research, the researcher used the several steps as follow:

- a. The researcher met the English teacher and determines if the class will be subject of the research.
- b. The researcher gave the explanation to the students about the purpose of the questionnaire and how to answer it.
- c. The students submit the questionnaires to the researcher.

## Techniques of Data Analysis

Data from questionnaire the students' perception on implementation of 2013 Curriculum analyzed used Liker Scale. The researcher gave questionnaire to students to respond various statements by identifying what they are Strongly Agree (SA), Agree (A), Undecided (UN), (D) and Strongly Disagree (SD). Each response is associating with point value and individuals' score which is determined by summing with a point of value of each statement.

Table 1 Liker Scale

No	Items	Score
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Agree	1

(Sugiyono, 2012)

The researcher analyzed the questionnaire using 2 formulas, as follow:

1. Calculating the percentage of the students score by using formula

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : Percentage

F : Frequency of item

N : Total samples

(Gay in idawati,2014)

2. Calculating the mean score by using formula

$$\bar{x} = \frac{\sum x}{N}$$

Where,

$\bar{x}$  : Mean Score

$\sum x$  : Total Score

N : Total Respondent

(Gay, 1981: 298)

After calculating the mean score, the next researcher classified the categories of students overview using a scale category, below is a table of rating scores for each category range:



Table 2 Scale Category

No.	Range	Category
1	81-100	Strongly Positive
2	61-80	Positive
3	41-60	Moderate
4	21-40	Negative
5	20-1	Strongly Negative

(Gay, 2006)

## Discussion

This research was conducted at SMKN 7 Wajo. The objective of the research is to know students' perception on the implementation of 2013 Curriculum especially in learning process.

All learning processes always begin with perception. Perception is considered as the beginning of a person's cognitive structure. Therefore, students must be instilled with a good sense of perception about what will be learned. If students' perceptions of what they are going to learn are wrong, it will affect the success or failure of the learning activities to be achieved. Thus, what students see about the approach in the learning process can affect students' perception. In perception sometimes the perception is good and sometimes the perception is bad. If the stimuli received by students are good, then the students will perceive the teacher's teaching approach is good and will have a good impact on learning outcomes.

According to Fauzah (2015), students' perceptions of the implementation of the 2013 curriculum towards the scientific approach and student learning outcomes obtained the data, with an average grade of 84.07 included in the good category. It means that the implementation of the 2013 curriculum to the scientific approach have a good response from students. As is the case with the result of this research, the implementation of the 2013 curriculum especially in the learning process have a good response from students.

To know the students' perception on the implementation of 2013 Curriculum, this research used a questionnaire with an instrument model that used a scale category. Scale category is used to measure the attitude, opinion or perception of a person or group about social phenomena. The questionnaire used

contains about the activities in the learning process which consists of 3 parts, namely preliminary activities, core activities and closing activities.

The preliminary activities aim to prepare students seriously so that the learning process can be carried out well. Apperception is an activity carried out by the teacher to attract the attention of students to make they are more focused on new knowledge and experience that the teacher will convey. By doing apperception, the teacher can ensure that the students are ready to accept the lesson. Motivation has an important position in achieving the learning objectives. The motivation is not solely from the students themselves but the teacher involves himself to motivate students.

The core activities is learning process to achieve goals which carried out interactively, inspirational, fun, challenging. The scientific approach is a learning process that is designed in such a way that students build competency attitudes, knowledge, and skills through the observing, asking questions, gathering information, reasoning and communicating. The scientific approach is not interpreted as learning science but uses the scientific process in learning activities. Scientific approach helping students to improve students' thinking abilities, form the ability students can solve problems systematically, create learning conditions so that students feel that learning is a necessity, train students in expressing ideas, improve student learning outcomes, and develop student character.

Teaching strategy or method is one component that must be present in learning activities because in order to achieve learning objectives and in the effort to shape students' abilities, an effective method is needed. The use of teaching strategies or methods must be able to create interactions between students and students, between students and teachers so that the learning process can be done optimally. Teaching strategies or methods have a central function in learning as a tool and way to achieve learning objectives.

The closing activity is an activity intended to end the learning process. The closing activities are expected to be able to provide a comprehensive picture of what students have learned, knowing the level of success of students in the implementation of the learning process.

Based on the research conducted in the eleventh grade, the data were obtained about students' perceptions on the implementation of 2013 curriculum in

the learning process of all the participants totaling 15 students, with an average rating of 89. The scores were included in the "strongly positive" category. It means students strongly agree on the implementation of the 2013 curriculum, especially in the learning process (preliminary activities, core activities and closing activities).

## **Conclusion**

The students' perceptions on the implementation of 2013 Curriculum of all the participants totaling 15 students, got an average value of 89. The scores were included in the "strongly agree" category. It means students strongly agree on the implementation of the 2013 curriculum, especially in the learning process. In preliminary activities students are greatly helped by the existence of apperception and motivation, in this activity students are given a picture of what will be learned, activities to be carried out so that the learning process is more directed, then students are given motivation that makes students more enthusiastic in the learning process. In the core activities, helping students improve their intellectual abilities, especially their ability to think critically and shape their ability to solve problems systematically. In the closing activity, helps students to know their understanding of the material that has been learned.

## **References**

- Aridharmawan. 2018. *Implementasi Kurikulum 2013 dalam Pembelajaran Permainan Softball*. Published Thesis. Yogyakarta: Universitas Negeri Yogyakarta.
- Ashar. 2016. *The Implementation of the 2013 Curriculum at SMKN 1 Bantaeng, South Sulawesi: An Evaluate Study*. Unpublished Thesis. Makassar: State University of Makassar.
- Aprianto, Dwi. 2017. *The English Teachers' Perception on the Implementation of 2013 Curriculum*. Unpublished Thesis. Makassar: State University of Makassar.
- Basir, Wahyuni. 2017. *EFL Teachers' Perception on the Implementation of Learning Assessment based on the 2013 Curriculum*. Unpublished Thesis. Makassar: State University of Makassar.
- Cattington, Limon E. 2010 (Ed). *Handbook of Curriculum Development*. New York: Nova Science Publisher Inc.
- Daryanto. 2014. *Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Gava Media.
- Fadillah. 2014. *Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI, SMP/MTs, dan SMA/SMK*. Yogyakarta: Ar-Ruzz Media.

- Fauzah, Nikmatul. 2015. *Persepsi Siswa Terhadap Guru dalam Penggunaan Pendekatan Saintifik dan Pengaruhnya terhadap Hasil Belajar Biologi Materi Pokok Sistem Ekskresi Siswa Kelas XI IPA 2 SMA Negeri 1 Mijen Demak Tahun Ajaran 2-14/2015*. Published. Semarang: Universitas Islam Negeri Walisongo Semarang.
- Gay, L. R. 1981. *Educational Research Competences for Analysis and Application*. Colombia: Clures E. Marri Publishing Company.
- Gay L. R. 2006. *Educational Research: Competencies for Analysis and Application* (8<sup>th</sup> ed). Upper Saddle River, N.J. : Pearson Merrill Prentice Hall
- Idawati. 2014. *The Students' Interest in Learning English Through Classroom Management*. Makassar Muhammadiyah University. Unpublished.
- Idi, Abdullah. 2011. *Pengembangan Kurikulum Teori & Praktik*. Jogjakarta: Ar-Ruzz Media.
- Ilham. 2016. *The Implementation of The 2013 Curriculum in Learning Teaching Process at SMAN 1 Sungguminasa*. Unpublished Thesis. Makassar: State University of Makassar.
- Janna, Wardiatul. 2019. *Students' Perception on The Use of Group Work Activities in Learning English*. Unpublished Thesis. Makassar: Makassar Muhammadiyah University.
- Kurniawan. 2015. *Senior High School English Teachers' Perception on the Implementation of Curriculum 2013*. Published Thesis. Yogyakarta: Universitas Sanata Dharma.
- Kemendikbud. 2013. *Permendikbud No.65 tentang standar Pendidikan Dasar dan Menengah*. Jakarta: Kementrian Pedidikan dan Kebudayaan.
- Kemendikbud. 2013. *Permendikbud No.81 A Implementasi Kurikulum*. Jakarta: Kementrian Pedidikan dan Kebudayaan.
- Kementrian Pendidikan dan Kebudayaan. 2013. *Nomor 69 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Lake , Vickie E. & Winterbottom, Christian. 2010. In Kattington, Limon E. 2010 (Ed). *Handbook of Curriculum Development*. New York: Nova Science Publishers, Inc.
- Leonokto, Ignatius. 2016. *Persepsi Guru dan Siswa terhadap Implementasi Kurikulum 2013 dalam Pembelajaran Sejarah*. Published. Yogyakarta: Universitas Sanata Dharma Yogyakarta.
- Maba, Wayan. 2017. *the teachers' perception on the implementation of the assessment process in 2013 curriculum*. International Journal of Social Sciences and Humanities.
- Majid. 2014. *Implementasi Kurikulum 2013*. Bandung: Interes Media.

- Marwana. 2019. *The Students' Perception of The Media Used by Teacher in Teaching English*. Unpublished Thesis. Makassar: Makassar Muhammadiyah University.
- Mulyasa. 2006. *Kurikulum Berbasis Kompetensi*. Bandung: PT Remaja Rosdakarya.
- Mulyoto, 2013. *Strategi Pembelajaran di Era Kurikulum 2013*. Jakarta: Prestasi Pustaka Raya.
- Nasution, S. 1989. *Kurikulum & Pengajaran*. Bandung: Bumi Aksara.
- Nation, I.S.P. & Macalister, J. 2010. *Language Curriculum and Design*. New York: Taylor and Francis Group.
- Wijayanti, Wiwit Nor. 2019. *Students' Perception on the Use of English as Medium of Interaction in the Class at SMK Muhammadiyah 3 Makassar*. Unpublished Thesis. Makassar: Muhammadiyah University of Makassar.
- Sari, Suryani Prawita. 2017. *The Teachers' Perception on the Implementation of the English Curriculum 2013*. Unpublished Thesis. Makassar: Graduate Program State University of Makassar.
- Sofan, Amri. 2013. *Pengembangan dan Model Pembelajaran dalam Kurikulum 2013*. Jakarta: Prestasi Pustaka
- Priyadi, Ibang. 2015. *Persepsi Siswa Kelas VIII SMP N 5 Sleman Terhadap Proses Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan dengan Kurikulum 2013*. Published Thesis. Yogyakarta: Universitas Negeri Surakarta.
- Rusman. 2012. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Bandung: PT. Rajagrafindo Persada.
- Sanjaya, Wina. 2008. *Kurikulum dan Pembelajaran*. Jakarta: Prenadamedia Group.
- Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan S&D*. Bandung: Bima Aksara
- Unknown. 2017. *Karakteristik Kurikulum 2013*. <http://www.jejakpendidikan.com/2017/01/karakteristik-kurikulum-2013.html>. Accessed on 15 July 2019.
- Walgito, Bima. 2002. *Pengantar Psikologi Umum*. Surabaya: Bina Ilmu.
- Warsono. 2012. *Pembelajaran Aktif*. Surabaya: PT Remaja Rosdakarta.