

**SURVEY OF IMPLEMENTATION OF CURRICULUM-2013 IN
CHEMISTRY TEACHING-LEARNING IN SLEMAN REGENCY
SENIOR HIGH SCHOOLS**

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Abstract

The aims of the research were: (1) To know the degree of implementation of Curriculum 2013 in chemistry teaching-learning in Sleman Regency senior high schools in the aspect of (a) socialization of Curriculum 2013, (b) preparation of lesson plan, (c) teaching-learning process, and (d) evaluation. (2) To know the correlation between the socialization of Curriculum 2013 and (a) the preparation of the lesson plan, (b) teaching-learning process, and (c) the evaluation. (3) To identify the teacher's problems in the implementation of Curriculum 2013 in chemistry teaching-learning process.

This research was a quantitative descriptive research. The population was the High School chemistry teachers in Sleman Regency and the sample was 31 teachers chosen by using random sampling technique. The data were obtained by questionnaire. The data analysis was a quantitative descriptive technique using percentage analysis and product moment correlation analysis between socialization of Curriculum-2013 and preparation of lesson plan, teaching-learning process, and evaluation.

The results of this research showed that the degree of implementation of Curriculum-2013 in chemistry teaching-learning of senior high schools in Sleman Regency in term of socialization of Curriculum-2013 was categorized as medium (64.19%), preparation of lesson plan was high (66.16%), teaching-learning process was high (73.72%), and evaluation was medium (63.58%). By using correlation product moment formula, there was significant correlation between socialization of Curriculum-2013 and preparation of lesson plan, learning process, as well as evaluation. Some constrains faced by chemistry teachers dealing with implementation of Curriculum-2013. These constraints were: form of lesson plan was unclear, socialization period was too short, many attachments should be included in the lesson plan, allocation time was too short, too many aspects exist in the assessment, and the number of students was plenty.

Keywords: Curriculum-2013, socialization, lesson plan, teaching-learning process, evaluation.

**SURVEY KETERLAKSANAAN KURIKULUM 2013 PADA
PEMBELAJARAN KIMIA DI SMA WILAYAH
KABUPATEN SLEMAN**

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Abstrak

Tujuan penelitian ini adalah: (1) untuk mengetahui tingkat keterlaksanaan Kurikulum 2013 pada pembelajaran kimia di SMA/ MA Kabupaten Sleman dalam aspek (a) sosialisasi Kurikulum 2013, (b) pembuatan RPP, (c) pelaksanaan pembelajaran, dan evaluasi. (2) untuk mengetahui adanya hubungan antara sosialisasi Kurikulum 2013 dan (a) pembuatan RPP, (b) pelaksanaan pembelajaran, dan (c) evaluasi. (3) untuk mengetahui kendala yang dihadapi guru dalam implementasi Kurikulum 2013 pada proses pembelajaran kimia.

Penelitian ini merupakan penelitian deskriptif kuantitatif yang populasinya adalah seluruh guru kimia SMA di Kabupaten Sleman, dan sampelnya sebanyak 31 guru yang diambil dengan teknik *random sampling*. Data dalam penelitian ini diambil melalui kuesioner. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif dengan teknik rata-rata persentase dan korelasi *product moment* antara sosialisasi Kurikulum 2013 terhadap pembuatan RPP, pelaksanaan pembelajaran, dan evaluasi pembelajaran.

Hasil penelitian menunjukkan bahwa tingkat keterlaksanaan Kurikulum 2013 pada pembelajaran kimia di SMA wilayah kabupaten Sleman ditinjau dari aspek sosialisasi Kurikulum 2013 adalah sedang (64.19%), pembuatan RPP tinggi (66.16%), pelaksanaan tinggi (73.72%), dan evaluasi sedang (63.58%). Berdasarkan korelasi *product moment*, diketahui bahwa terdapat hubungan yang bermakna antara sosialisasi Kurikulum 2013 terhadap pembuatan RPP, pelaksanaan pembelajaran maupun evaluasi. Terdapat beberapa kendala yang dihadapi guru dalam pelaksanaan Kurikulum 2013. Kendala-kendala tersebut adalah: format RPP yang kurang jelas, waktu sosialisasi terlalu singkat dan dipaksakan, terlalu banyak lampiran harus disertakan pada RPP, alokasi waktu pembelajaran terlalu sedikit, dan terlalu banyak aspek penilaian harus dilaksanakan dengan jumlah peserta didik yang banyak.

Kata kunci: Kurikulum 2013, sosialisasi , RPP, pembelajaran, evaluasi.

INTRODUCTION

Curriculum-2013 brings many changes of paradigms of teaching-learning process towards improving the quality of education. The implementation of Curriculum-2013 in academic year of 2013/2014 was applied in some school as schools experiment. The implementation of Curriculum-2013 in Sleman Regency has been carried out in limited or small scope and step by step not for all senior high schools (SMA/MA) at Sleman Regency, but applied for grade X (ten) at 8 schools that designated to be schools experiment. The schools are SMA N 1 Sleman, SMA N 1 Pakem, SMA N 1 Kalasan, SMA N 1 Prambanan, SMA N 2 Ngaglik, SMA N 1 Seyegan, SMA N 1 Godean, and SMA Debrito [1].

Renewable curriculum policy cannot guarantee the quality of learning, becoming good learning. To solve this, curriculum development must be planned systematically and continuously [2].

Socialization of Curriculum-2013 in Sleman Regency was only held after the schools implement the curriculum, while socialization of Curriculum-2013 should be held since long days until the teacher to be ready to implement the Curriculum-2013. Socialization is important to equip teachers in implementing the chemistry learning process as expected in the Curriculum-2013 [3]. Besides socialization of Curriculum-2013 and preparation of lesson plan, the keys of success of implementation of Curriculum-2013 are also including teaching-learning process and evaluation [4]. According to Faridah Alawiyah [5] a number of obstacles encountered in the implementation of Curriculum-2013 are related to the budget, the government's readiness, the socialization, the teacher preparation, and the distribution of text-books. The teacher readiness was actually influenced by socialization of Curriculum-2013 conducted by the government.

Many changes in the teaching and learning process have many constraints in the process of implementation. It is important to have a survey to know the degree of implementation, the correlation, and the constraints faced by chemistry teachers in the teaching-learning based on Curriculum-2013 senior high schools in Sleman Regency based on the aspect of socialization, preparation of lesson plan, teaching-learning process, and evaluation.

RESEARCH METHOD

This research is a quantitative descriptive research. Population of this research is the senior high school chemistry teachers in Sleman Regency, while the sample of this research was taken by random sampling techniques much as 31 teachers from 31 high schools, either state or private high schools.

The instrument was a questionnaire containing semantic differential scale and interview guides. Research instruments were compiled and prepared by researcher adopting and modifying the instrument of

monitoring and evaluation of Curriculum-2013 by the Ministry of Education and from the resemble research of Unit Level of Education Curriculum.

The questionnaire forms of semantic differential scale with 5 alternative answers are as much as 70 points. There are 12 statement points of socialization of Curriculum 2013, 18 points of preparation of lesson plan, 31 points of chemistry teaching-learning activity, and 9 points of chemistry teaching-learning evaluation.

RESULTS AND DISCUSSIONS

The implementation of Curriculum-2013 in chemistry teaching-learning is strongly influenced by the ability of the teachers to implement and actualize chemistry teaching -learning process. The result of this research was also influenced by the socialization of Curriculum-2013 which has been followed by the teachers.

The degree of implementation of Curriculum-2013 in chemistry teaching-learning in senior high

schools in Sleman Regency for teachers deals with four aspects, namely socialization of Curriculum 2013, preparation of lesson plan, implementation of chemistry teaching-learning, and evaluation of chemistry teaching-learning.

In the socialization of Curriculum 2013, the results showed that the degree of socialization of Curriculum-2013 is medium by the average percentage of 64.19%. Compared to the research conducted by Lilik Prihastuti [6], socialization of Unit Level of Education Curriculum in chemistry teaching-learning in Kulon Progo Regency has very high category with the average percentage of 80.62%. It was due to the fact that all of the chemistry teachers in Kulon Progo Regency had followed the socialization at the level of local, regency, and provincial scope. However, research by Zidnic Ilma and Rony Kurniawan [7] stated that the socialization of this newborn curriculum to teachers prepare needs to be increased.

In order to prepare the implementation of the curriculum at the

classroom level, the teachers prepare the lesson plan covering the objectives of learning to be achieved in one learning episode, a learning scenario, teaching materials, and assessment to be applied [8].

The degree of preparation of lesson plan based on Curriculum-2013 is high with the average percentage of 66.16%. The research conducted by Intansari [9] stated that the teachers believed that curriculum and lesson plans were the most important guidelines that they mainly consulted in determining their daily teaching-learning activities. In fact, the preparation of lesson plan based on Curriculum 2013 has some constraints, such as some teachers do not know the lesson plan format, some teachers have difficulty to write the parts of lesson plan, and some technical constraints.

Chemistry teaching-learning process based on Curriculum-2013 conducted to the samples of senior high school chemistry teacher in Sleman Regency has an average of 73.72% and categorized as high. It is due to the few

changes of Curriculum-2013 in teaching-learning process from the previous curriculum, i.e basic of character and competence. On the other hand, is learning about the matter of scientific procedure and teachers conduct the teaching-learning process using scientific approach as in Curriculum-2013 teaching-learning concept [10].

Evaluation of chemistry teaching-learning based on Curriculum-2013 of senior high schools in Sleman Regency to teachers has medium category with average percentage of 63.58%. Compared to the research proposed by Lilik Prihastuti, evaluation of chemistry learning in Unit Level of Education Curriculum in Kulon Progo Regency has high category with the average percentage of 77.13%.

Evaluation of chemistry teaching-learning based on Curriculum-2013 is divided into three types of assessments, namely knowledge, attitude, and skill assessments. Some constraints related to evaluation of chemistry teaching-learning in cognitive assessments such

as the scores of cognitive assessments give bad results. Related to attitude assessments, teachers have difficulty to evaluate the attitude toward many students; the time required was emphasized in chemistry teaching-learning process. Related to skill assessments, the lack of understanding in skill assessments to make skill assessment instrument, makes the teacher evaluates the skill assessment in several times. There are four categories: (1) socialization of Curriculum-2013, (2) preparation of lesson, (3) chemistry teaching-learning process, and (4) evaluation.

Overall, the implementation of chemistry teaching-learning based on Curriculum-2013 is the highest one, followed by socialization of Curriculum-2013, the preparation of lesson plan, and the last is the evaluation of chemistry teaching-learning based on Curriculum 2013.

The correlation between socialization of Curriculum-2013 and preparation of lesson plan, socialization of Curriculum-2013 and chemistry teaching-learning process; and

socialization of Curriculum-2013 and evaluation shows the values of $r_{\text{calculation}}$ 0.7837, 0.6503, 0.7692, respectively compared to r_{table} for (N=31) at 5% significant level is 0.355. The values of $r_{\text{calculation}}$ are higher than r_{table} , it means that socialization of Curriculum-2013 has significant correlation to the preparation of lesson plan, chemistry teaching-learning process, as well as evaluation of chemistry teaching-learning which are conducted by teachers. That is why socialization of Curriculum-2013 plays an important role in the success of implementing Curriculum-2013. Socialization of Curriculum-2013 affects the information and knowledge which are accepted by education providers.

CONCLUSIONS

The degree of implementation of Curriculum-2013 in chemistry teaching-learning in Sleman Regency high schools to teachers in terms of socialization of Curriculum-2013 is high, preparation of lesson plan is high, chemistry teaching-learning process is high, and evaluation of chemistry

teaching-learning is medium with the average score of 64.19%, 66.16%, 73.72%, and 63.58%, respectively.

There is a significant correlation between socialization of Curriculum-2013 and preparation of lesson plan, chemistry learning process, and evaluation of chemistry teaching-learning based on Curriculum 2013.

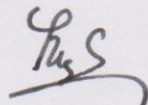
The constraints faced by chemistry teachers in implementing Curriculum-2013 based on the aspects of socialization of Curriculum 2013, preparation of lesson plan, teaching-learning process, and evaluation, such as explanations of the curriculum were less thorough, socialization period was too short, many attachments that should be included in the lesson plan, allocation time was many aspects of exist in the assessment, and the number of students is plenty.

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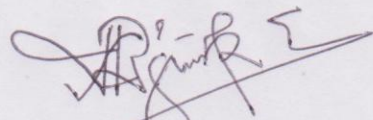
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