

CURRICULUM DEVELOPMENT IN SMPN 1 KRAMATWATU

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Abstract

This research intends to analyze about the 2013 Curriculum Learning Implementation in SMPN 1 Kramatwatu. This study is a qualitative research with the intent to collect process, analyze, and present the data objectively about the curriculum development in SMPN 1 Kramatwatu. The researcher conducts an observation and interview to collect the data. The result concludes that the school has been considered ready to run the 2013 curriculum with some readiness that has been implemented. The implementation of learning has also been going well in accordance with the applicable curriculum, namely the 2013 curriculum. The school has been able to become a pilot project in the implementation of the 2013 curriculum with school readiness, complete facilities and infrastructure, and teachers have mastered the 2013 curriculum.

Keywords: curriculum, development

1. Introduction

2013 curriculum was developed for the purpose of realizing the goals of national education, namely as it is mentioned in the National Education System Law article 3, states that national education functions to: "develop ability and shape the character and civilization of the nation dignified in order to educate the life of the nation, aims to develop the potential of students being a man of faith and fear of God, become noble, healthy, knowledgeable, capable, creative, independent, responsible, and become a democratic citizen". Development of students potential must be carried out in stages according to psychological development of students. Development of potential students can conducted through teacher guidance early in basic education.

This activity is carried out in order to develop attitudes and directed behavior.

Based on the function of national education, conceptually the 2013 curriculum draft is intended for to give birth to a smart future generation that is not only intellectually intelligent, but also emotionally, socially, and spiritually intelligent. The integration of character values in the learning process conducted by teachers as curriculum implementers. Teacher provides flexibility to students to construct the knowledge and experience gained in everyday life through strategies and approaches in learning.

Management of learning carried out by the teacher includes several stages. The following is the management stage learning includes:

1. The stages of preparing learning devices in the form of annual program, semester program, syllabus and lesson plan, learning methods, providing learning resources, tools and learning facilities. This stage is the initial stage of management of learning that must be done by the teacher before the learning process takes place.
2. Implementation stages, which are the implementation of planning. In teaching and learning activities in class, accordingly with the 2013 curriculum provisions the teacher conducts activities beginning or introduction, applying scientific learning in core activities (observing, asking, trying, reasoning) and communicate), and closing or final activities. In the implementation of learning will be applied overall to determine whether the plan was made has been effective or lacking.
3. Evaluation stage. This stage will be a benchmark of teacher to find out learning, methods, and the success of students during learning. Next the teacher can make a better learning plan.

The teacher plays an important role in success implementation of the 2013 curriculum in schools. For this reason, the teacher must have the ability in planning,

implementation and evaluation of learning so that learning management can be implemented according to plan.

SMPN 1 Kramatwatu as one of the schools which is under the Ministry of National Education included in the category of schools that are trusted by capable communities produce superior students as results in achievement, virtue and noble. Based on the background of the above problems can be specified the following specific problems; (1) What is the 2013 Curriculum Learning Plan at SMPN 1 Kramatwatu? (2) How is the 2013 Curriculum Learning Implementation in SMPN 1 Kramatwatu? (3) How is the 2013 Curriculum Learning Evaluation at SMPN 1 Kramatwatu?

2. Theoretical Review

Before we develop the course structure, we must select a syllabus framework. A syllabus describe a major elements that will be used in the planning language course and provide the basis for the instruction and content focus. There are several syllabuses can be used:

Situational: is organized around different situations and the oral skills needed in those situations.

Topical: organized around different topics and how to talks about them in English.

Functional: organized around the functions that most commonly needed in speaking.

Task-based: organized around different tasks and activities that the learners would carry out in English.

In choosing a particular syllabus for course, we must consider the following factors: Knowledge and beliefs about the subject area: a syllabus reflects the idea and beliefs about nature of speaking, reading, writing or listening. Research theory: its means that the research on language use and learning as well as applied linguistics favor of particular syllabus types. Common practice: the language teaching profession has built up considerable practical experience in developing language programs and this often serves as the basis for different syllabus types. Trends: approaches to syllabus design come and go and reflect national or international trends.

In the English for Specific Purposes classroom, many different approaches are available in developing the communicative courses. In this paper only, explain three major syllabus they are grammatical, lexical, and notional syllabus. The first is grammatical (or structural) syllabus. It is the most common and traditional syllabus type. It has been in use by language teachers for many years. It is a product oriented,

content based syllabus in that the focus is on knowledge and skills, which learners should gain because of instruction, not on how they can attain them. Synthetic approach to syllabus designing is essential to produce such a syllabus. Most grammatical syllabus seems to be that language consists of a finite set of rules and these rules can be learned one by one in an additive fashion.

Syllabus input is graded according to grammatical notions of simplicity and complexity. Selection and sequencing of vocabulary in a structural syllabus are done with the help of the criteria mentioned by Michael West (1953): Frequency: The number of times the word appears in our use of language, Range: The number of texts / areas in which the item is found, Availability: Most appropriate and necessary for certain situations, Familiarity: Most familiar words, Coverage: The degree to which a word covers other words, Learnability: Easily learnable.

The next is the Lexical syllabus. The lexical approach is a method of teaching foreign languages described by Michael Lewis in the early 1990s. The basic concept on which this approach rests is the idea that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks. Students are thought to be able to

perceive patterns of language (grammar) as well as have meaningful set uses of words at their disposal when they are taught in this way.

In the lexical approach, instruction focuses on fixed expressions that occur frequently in dialogues, which Lewis claims make up a larger part of discourse than unique phrases and sentences. Vocabulary is prized over grammar per se in this approach. The teaching of chunks and set phrases has become common in English as a foreign or second language, though this is not necessarily primarily due to the Lexical Approach.

The next is the notional syllabus. The Notional Syllabuses (1972) is a proposal for the teaching of language created by D.A. Wilkins, and also proposed by Van Ek and Alexander in 1975. The full name of the proposal is the Notional-Functional syllabus and it consists on arranging language lessons by notions (main ideas), and functions, which is the name given to the vocabulary that is produced as a result of that "big idea". This system was an answer to the Audio-Lingual Method of teaching languages, which was based on listening and repeating words and other utterances. As part of the Communicative Language approach, the Notional Functional Syllabus was highly regarded as a best practice.

After you choose the specific syllabus based on the students need and the availability of the teaching media. You need to develop the type of content or technology to the course, charting the direction to pursue (or mapping) is fundamental. The course map provides such direction, which will prove useful while designing, building and delivering the course. Generally, a course map encompasses four elements below. (a) Course description: portrays what the course is going to cover. Institutional course catalogs are a great starting point to convey and describe the course you are building for your learners. (b) General course goals: outlines the overarching targets and focus of the course. (c) Learning objectives: defines the desired measurable learning objectives students will achieve upon course completion. (d) Learning outcomes: defines the means through which students will demonstrate proficiency in learning and realizing the objectives established for the course.

According to Taylor & Alexander (2002) "The curriculum is the sum total of school's efforts to playground or out of school ", namely all efforts made by the school to affect children's learning, both inside and outside class, curriculum can be categorized. In Regulations in Government of the Republic of Indonesia No. 32 of 2013 concerning National

Education Standards (SNP) article 1 paragraph 16 explain that the curriculum is a set plans and arrangements regarding objectives, content and materials lessons and methods used as guidelines organizing learning activities to achieve certain educational goals.

2013 curriculum is a follow up from competency-based curriculum (CBC). In the competency-based curriculum, prioritizing competence and knowledge of the students. So that the CBC is made references or guidelines for education implementers as development of student competencies. On the other hand, the 2013 curriculum was balanced between hard skills and soft skills to develop competencies, in order to let students form their of knowledge, attitudes and skills.

According to Mulyasa (2014), the 2013 competency-based curriculum can be interpreted as a curriculum concept that emphasizes the development of the ability to perform (competence) tasks with certain performance standards, so that the results can be felt by students, in the form of mastering a certain set of competencies

2013 curriculum is a new curriculum as a complement to the old curriculum (KTSP). The existence of the 2013 curriculum was developed based on factors. Internal challenges, among others, related to the condition of education

associated with the demands of education which refers to the 8 National Standards of Educators and how to strive for productive human resources (15-64 years) can be transformed into human resources who have competencies and skills through education so that they do not become a burden. External challenges, include the flow of globalization and various issues related to environmental problems, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level. Improvement of mindset on learning patterns. Strengthening curriculum governance. The implementation of the curriculum so far still places the curriculum as a list of subjects. Whereas the 2013 curriculum approach for SD / MI was changed according to the education unit curriculum. Material strengthening is done by deepening and expanding the relevant material for students.

The implementation of learning in the 2013 curriculum uses a scientific approach. In the learning process touches three domains including cognitive domains (knowledge), affective domains (attitudes), and psychomotor domains (skills).

The scientific approach is intended to provide understanding to students in recognizing, understanding various

materials using a scientific approach, that information can originate from anywhere, anytime, does not depend on the same direction information from the teacher. Therefore, in learning it is expected that students are able to find out information from various sources rather than just getting information from the teacher.

Based on Majid and Rochman (2014). The scientific approach (scientific approach) in 2013 curriculum includes observing, asking, trying, processing, presenting, concluding, and creating for all subjects. Observing is an intentional and systematic study of social phenomena and psychological symptoms by means of observation and recording. In this observing activity, the teacher provides flexibility to students to carry out observing, reading, listening, observing and listening. While the teacher only facilitates students in carrying out these activities. Observing activities are intended so that learning is closely related to the context of real situations faced in everyday life. So that the learning process carried out by students will have a high meaning.

The questioning activities are carried out as a process of building students' knowledge in the form of concepts, principles, procedures, laws and theories to think metacognitive. The goal is for students to have high-level thinking skills

critically, logically, and systematically. This activity is carried out to obtain additional information from observations and given questions can lead students to make more careful observations. In addition, questions can be asked by students after learning the concepts related to the concept. When the teacher asks, at that time the teacher provides guidance to students in learning. Questioning activities can be carried out in the process of group discussion activities. In giving questions to students in the learning process, there are several criteria for good questions, namely questions must be concise and clear, inspire answers, have focus, are probing or divergent, allow students to think again, stimulate increased demands for cognitive needs, and stimulates the interaction process.

The next step in the scientific approach is to try. Learning activities are conducting experiments, reading sources other than textbooks, observing objects/events/ activities, interviews with resource persons. In this learning step, students are required to try to practice what is learned. In this activity, students may get information from anywhere such as reading books in the library, the internet, conducting experiments and group discussions. In this way students are expected to get a lot of information

from anywhere. This activity is useful for increasing curiosity and being able to develop students' creativity.

Reasoning is a logical and systematic process of thinking on observable facts to obtain conclusions in the form of knowledge. Learning activities are; first, process the information that has been collected. Second, the processing of information collected from extensibility and depth to the processing of information that is seeking solutions from various sources, from those with different opinions to conflicting ones. Information collected by students is the result of observed activities and activities to gather information from various sources. With the amount of information obtained, so that it will facilitate students in drawing conclusions. In reasoning activities there are two ways of reasoning used, namely inductive reasoning and deductive reasoning. Inductive reasoning is a way of reasoning by drawing conclusions from phenomena or special attributes for things that are general in nature. While deductive reasoning is a way of reasoning by drawing conclusions from statements or phenomena from the general to the specific things. The reasoning activity is carried out by the teacher with the aim that students are able to build the ability to think scientifically.

In the final activity, students are expected to be able to communicate the results of work that has been prepared individually or in groups. The activity of communicating is a means to convey the results of conceptualization in oral, written, picture / sketch, diagram, or graphic form. This activity can be done through stories or displays of findings in information seeking activities and then delivered in class and assessed by the teacher. Communicating can also be done in the form of articles or videos through digital media. Understanding of students will increase with the strengthening of the teacher.

3. Method

This study is a qualitative research with the intent to collect process, analyze, and present the data objectively about the curriculum development in SMPN 1 Kramatwatu. The researcher conducts an observation and interview documentary research to support the previous data.

The primary data was the result of the curriculum and the method that uses by the curriculum development team in the SMPN 1 Kramatwatu. The source was from the teacher and her partners in developing the curriculum. The procedure for collecting data was through observation, recordings, and transcriptions.

4. Result

Based on the results of interviews with Ms. Dewi Kusumaningrum, M.Pd as the assistant headmaster of the curriculum section, the planning was carried out by the school before implementing the 2013 curriculum at the school, which was doing some preparation. The preparations included training or workshops and 2013-curriculum assistance to teachers and principals, completing learning facilities by adding LCDs in classrooms, the internet and laboratories, and providing learning resources in the form of teacher books and student books. This preparation is carried out by the school in connection with school readiness as a pilot project school that has been appointed by the government to be ready to use the 2013 curriculum.

The preparation is in accordance with the technical guidelines for the implementation of the 2006 curriculum and the 2013 curriculum at the elementary and secondary education levels which stipulates that the preparedness format for implementing the 2013 curriculum includes training criteria for principals and teachers, mentoring principals and teachers, and the availability of teacher books and student books on second semester.

With the school readiness that has been implemented by the school, Kramatwatu 1 Public High School is ready to become a pilot project in the implementation of the 2013 curriculum. Furthermore, the teacher also carries out planning before implementing the curriculum in the classroom. Learning planning is an activity that must be carried out by the teacher before teaching. More clearly, the steps taken by Kramatwatu 1 Public High School teachers in making learning plans are:

- a. Arrange the Annual Program (prota). Preparation of a one-year plan at Kramatwatu 1 Junior High School is the same as other SMPs. The teacher based on the academic calendar and effective week prepares this program. Teachers to plan activities for one year use this program or two semesters before the new school year begins.
- b. Arrange the Semester Program (Promos). The semester program is an elaboration of the annual program that has been prepared by the previous teacher. The semester program at Kramatwatu 1 Junior High School contains an outline of activities that will be conducted for one semester. In this promissory note there are basic competencies or

material to be achieved by students for one semester.

- c. Prepare a Learning Implementation Plan (RPP). RPP is an activity plan prepared by the teacher before the teacher carries out classroom learning activities for one or two meetings / in accordance with the academic calendar. This RPP covers what things the teacher will do in the learning meeting takes place. In accordance with the 2013 curriculum guide, RPP includes initial activities, core activities include (observing, asking, trying, reasoning and communicating), closing activities

Learning tools that have been made by the teachers of SMP 1 Kramatwatu are then collected in the curriculum before the implementation of learning in the new school year begins. While the syllabus used is from the government, namely Permendikbud Number 58 Year 2014. Thus, planning that has been well prepared; the teaching and learning process will be in accordance with the learning objectives.

Learning activities carried out by Teachers of SMP 1 Kramatwatu are carried out systematically in accordance with the curriculum implemented, namely the 2013 curriculum. Learning activities are basically designed to provide experience to students through initial

activities, core activities, and closing activities. In order to achieve core competencies and basic competencies through learning, the interaction between educators, students and learning resources is carried out by teachers to realize the success of students. Thus, the learning activities carried out by the teacher are expected to be able to provide a realized learning experience through a scientific approach to learning that fits the 2013 curriculum.

In the preliminary activity, the teacher has taken structured steps before the process of the core learning activities. In creating harmony between students and teachers realized in the initial activities before entering the core activities. Where class VIII teachers say hello and students answer it. Then together the students read the Qur'an for 15 minutes. Teachers attend to know the physical and psychological condition of students before attending class learning. This activity is carried out to check the readiness of students before receiving the material. Furthermore concentration is done to prepare students to be ready to receive the next material by asking the material that has been studied before. In addition, the motivation to learn is also applied by the teacher so that students are more enthusiastic in learning. After that the teacher conveys the scope of the material and an explanation of the

description of the activity in accordance with the learning plan, while the students listen to it.

This preliminary activity is carried out with the aim of creating harmony between educators and students and to condition students before learning begins. Thus, the initial or preliminary activities carried out by the teacher have gone well, this is because these activities are carried out repeatedly every meeting and the teacher is also experienced in teaching and learning activities.

In the delivery of material, PAI teachers convey learning material associated with daily life by conducting fun and conducive learning. In the core activities, the teacher applies the learning model and approach that is tailored to the character of the students in order to be able to develop their potential. As in the RPP that the teacher has compiled is by using a scientific approach and the learning model in the form of Contextual Teaching and Learning (CTL).

Mulyasa explained that CTL is a learning concept that emphasizes the relevance of learning material to the real world of students, so that students are able to connect and apply learning outcomes competencies in their daily lives. Through the process of applying competence in everyday life, students will feel the importance of learning and find meaning

that learning is fun. To support learning activities, the teacher also uses available facilities in the form of LCD projectors and computers.

In core activities which include 5M (scientific approach) including observing activities, the teacher opens the material widely and students make observations, read, listen, and listen. In observation activities, the teacher can open the widest possible time for students to ask questions about things that have not been understood related to listening, listening and reading. This activity aims to train students to ask questions and be able to develop their curiosity. In exploratory / experimental / trying activities, it is seen when students conduct discussions to add information. This much information is then used by students to find the relationship between information one with other information, so as to be able to draw conclusions. Furthermore, students communicate the information obtained to other friends in front.

The implementation of the learning applied by the teacher has fulfilled the 5M activities (observing, asking, trying, reasoning and communicating) that are carried out at each meeting. Activities are carried out smoothly and students are very active in learning because they have been trained in varied learning methods.

Furthermore, the closing activities in learning include activities together with students to conclude the learning material that has just been completed, reflecting on the learning that has been done, the teacher provides feedback on the results and the learning process in the form of reinforcement, provides assessment in the learning process, provides follow-up in the form of learning remedial or enrichment, and then the teacher explains the subject matter at the next meeting.

Thus, the teacher has been able to apply scientific learning activities in accordance with the plan. This activity went well because the teacher had the ability and mastery of the 2013 curriculum through the 2013 curriculum training and mentoring.

Based on the results of interviews with Ms. Dewi Kusumaningrum, M.Pd as the assistant headmaster of the curriculum affairs regarding preparations made by the school before implementing the 2013 curriculum, it was declared ready. This is based on the planning carried out by the school by preparing; (a) 2013 curriculum training and workshops for teachers and principals, (b) 2013 curriculum assistance to principals and subject teachers, (c) School facilities and infrastructure have been added to facilities such as LCD projectors in every class, internet, and laboratory, and (d) Learning resources use

2013 curriculum books in the form of teacher books and student books.

The ability of teachers to carry out the 2013 curriculum learning plan has been obtained through the 2013 curriculum training and mentoring. The learning plan is in the form of annual programs (prota), semester programs (promissory notes), and plans for implementing learning (RPP). Learning tools are then collected in the curriculum field at the beginning of the school year as one of the supervisory activities carried out in the curriculum and school fields.

The 2013 curriculum has been implemented at Kramatwatu 1 Public High School since the 2013/2014 school year and has been running well and effectively because the school was used to being familiar with RSBI (International Standard School Pilot Project). This statement is in accordance with what Ms. Dewi Kusumaningrum, M.Pd as assistant principal for curriculum affairs.

The implementation of learning has been said to be going well and effectively if the teacher has been able to master the 2013 curriculum. This ability is obtained by the teacher through 2013 curriculum training or workshops then implemented in real activities. These activities include making learning plans, implementing learning includes (observing, asking, trying, reasoning, and communicating), as

well as evaluating and evaluating the learning done by the teacher. Next the teacher carries out learning in accordance with the implementation plan of learning that has been made.

The ability of teachers to conduct learning evaluations is applied by SMP Negeri 1 Purwodadi in a structured manner. Class VIII teachers conduct assessments and evaluations based on the characteristics of the 2013 curriculum evaluation, namely:

- a. Complete learning; in completing learning, students must master and achieve the basic competencies and indicators that have been set. If students have not been able to complete the work or have not yet achieved competence, then class VIII teachers are not permitted to continue the next work.
- b. The main components of the assessment carried out by the teacher include aspects of attitude (affective), aspects of knowledge (cognitive), and aspects of skills (psychomotor). In evaluating these aspects, the teacher develops his own assessment instruments.
- c. The teacher gives a test to students in a continuous manner to find out the development of student learning outcomes. These tests included daily

tests, midterm tests (UTS), and end of semester tests (UAS).

- d. Assessment techniques used by the teacher in the form of written tests, oral tests, self-assessment, portfolio, observation and observation.
- e. The teacher uses a measure of competency achievement in the assessment of students in the form of minimum completeness criteria (KKM) that have been determined

5. Conclusion

Preparations before implementing the 2013 curriculum have been carried out by the school, namely; training or workshops and 2013 curriculum assistance to teachers and principals have been conducted, complete school facilities and infrastructure for the 2013 curriculum needs such as adding LCDs for each class, laboratory, internet and library and providing learning resources in the form of 2013 curriculum and teacher books.

Learning plans made by eighth grade teachers of SMP Negeri 1 Purwodadi are annual programs, semester programs, syllabus (from the government) and learning implementation plans (RPP) collected at the beginning of the school year. In preparing the development of RPP, the teacher adapts to the components in accordance with the reference book from the government. In preparing lesson

plans, teachers' pay attention to the types of approaches and methods used in accordance with the characteristics of students. The purpose of learning planning is so that the implementation of learning is structured and runs optimally.

Class VIII teachers have carried out good learning according to the RPP that has been prepared. In general, the implementation stage of learning at SMP 1 Kramatwatu is the initial or preliminary activity, the core activity and closing. In core activities, the teacher applies a scientific approach which includes observing, asking, trying, reasoning and communicating.

Schools have been considered ready to run the 2013 curriculum with some readiness that has been implemented. So also in the implementation of learning has also been going well in accordance with the applicable curriculum, namely the 2013 curriculum. Thus, the school has been able to become a pilot project in the implementation of the 2013 curriculum with the school readiness, the complete facilities and infrastructure, and the teachers have mastered the 2013 curriculum.

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