

# Implementation of the Curriculum of 2013 in Madrasah Aliyah, Indonesia: Problems and Solutions

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The Curriculum of 2013 (K-13) is one of the education policies established and implemented by the government in Indonesia. The application of the curriculum is still reaping the pros and cons and facing many problems. In several Madrasah Aliyah in Palu City, the problems of implementing K-13 includes the negative assumption of the teachers regarding the difficulty of curriculum implementation; the unreadiness of the teachers to implement the curriculum; and the limitation of available learning resources. This study aims to observe the implementation, problems, and solutions of the K-13 curriculum. A descriptive qualitative study was conducted in five Madrasah Aliyah, Palu City. The findings show that the teachers lack the understanding of the curriculum K-13 and find it difficult to implement. Therefore, this study concludes that the K-13 socialisation process is not optimal, which manifested in teachers' lack of understanding of the curriculum application and that the learning resources related to the curriculum are still limited.

**Keywords:** *Implementation, Curriculum of 2013, Problems, Madrasah Aliyah, Palu City*

## Introduction

The education curriculum in Indonesia is always changing and developing, following the progress of current science and technology. In its development, Indonesia has carried out changes and improvements to the curriculum's goal several times to adjust to the development and progress of the times, to achieve maximum results. Therefore, curriculum change is inevitable to be carried out by the government through the Ministry of Education and Culture (Kemendikbud RI, 2013).

Enhancing the quality of education is by improving the curriculum. One of the curriculum improvement outcomes is the Curriculum of 2013. The Curriculum of 2013 is different from

the previous curriculum (Judiani, 2010). The Curriculum of 2013 emphasised students' attitudes both in spiritual and social and students' skills, not just in cognitive development. This is reflected in the content standards used in the Curriculum of 2013 (Permen No. 64 of the 2013 Ministry of National Education on content standards). The depth of content in the Curriculum of 2013 is also different, which emphasises the inculcation of attitudes into good behaviour, higher-order thinking ability (HOT), and hard and soft skills (Sinambela, 2013).

The Curriculum of 2013 (K-13) was implemented in stages to the education units, starting in the new academic year of 2013/2014, and implemented simultaneously in all education units starting in the academic year of 2014/2015 (Yusuf, 2018). The application of K-13 together with the enactment of Minister of Education and Culture Regulation (Permendikbud) No. 160 of 2014 concern the Implementation of the 2006 Curriculum and the Curriculum of 2013. It is explained that the primary education and secondary education units implementing the Curriculum of 2013 from the first semester of the 2014/2015 academic year should implement the 2006 Curriculum starting in the second semester of the 2014/2015 Academic Year until there was a provision from the Ministry to implement the Curriculum of 2013 (Kemendikbud RI, 2013).

The application of K-13 is facing unrelenting problems. In addition to the incomplete book distribution process, the teachers complained about the implementation of the new curriculum. Teachers must undergo an adjustment process in implementing this new curriculum change which requires the teachers to be more active in learning, and demanding teachers to be able to lead to the application of subjects directly to their students' environment (Messi, 2019). Meanwhile, the training process carried out by the central government was very short and not fundamental, causing confusion among the teachers. K-13 received attention from various parties, one of which was in terms of weak preparation and inadequate socialisation to all implementers in the field which makes the teachers still confused with the Curriculum of 2013 (Sundayana, 2015).

Another problem is the difficulty of teachers in implementing the steps of learning because teachers are required to apply a scientific approach in each learning (Lan, Vu, Thu, & Nguyen, 2020). Even most parents/guardians of students worry that the application of K-13 can affect the learning outcomes of their children, because, in K-13, the students did not do the exercises as many questions as in the previous curriculum. That causes the government to stop the application of K-13 through the decision of the Minister of Education and Culture of the Republic of Indonesia on December 5, 2014 (KOIR, 2017).

However, the problems of implementation K-13 is still reaping a lot of criticism and considered to have a myriad of problems. This also happened in Aliyah madrasas in Palu, where there are still many madrasa principals, teachers and students who complain about the implementation



of the curriculum and try to find solutions to solve existing problems following the characteristics of each madrasa. This situation motivated the author to research this topic. Based on the explained background, the following issues can be formulated: (1) What are the problems in implementing the Curriculum of 2013 (K-13) in Madrasah Aliyah, Palu City?; and (2) What are the solutions in overcoming the problems of the implementation of the Curriculum of 2013 (K-13) in Madrasah Aliyah, Palu City?

The research conducted by Fussalam (2018) found that the application of K-13 through 3 stages: socialisation, teacher preparation, and facilitation. The factors that influence the implementation of K-13 are divided into two factors: supporting and inhibiting. From the results of the study, it was concluded that all components including government, schools, teachers, parents, students, and stakeholders must be interested and support the implementation of K 13 in SMP Negeri 2 Sarolangun (Minister of Education and Culture Decree Number: 179342 / MPK / KR / 2014).

One element of this dimension is the principal's attention to the improvement of teacher professionalism, such as through the MGMP (Discussion Meeting of Subject Teachers) (Prihantoro, 2015). Therefore, principals, especially those who position themselves as Instructional Leaders, plays a decisive role in the successful implementation of the curriculum of 2013. Principals can intervene in the implementation of the Curriculum of 2013 through curriculum management and teacher professional development programs in schools. Thus, this research aims to see how are the implementation, problems, and solutions of the Curriculum of 2013 in Madrasah Aliyah, Palu City, Indonesia.

## **Material and Methods**

This study uses a descriptive qualitative method to describe the problems and solutions for implementing the Curriculum of 2013 (K-13) in Madrasah Aliyah, Palu City. A qualitative research method is a qualitative approach as a research procedure in producing descriptive data in the form of written or oral words from people and observable behaviour. This approach is directed at the background and the whole person (holistically). It is expected to be able to produce an in-depth description of speech, writing, and behaviour that can be observed from a particular individual, group, community organisation in a specific setting context which is studied from a comprehensive and holistic perspective.

The study locations in Madrasah Aliyah in Palu City include: (1) Madrasah Aliyah Negeri (MAN) 1 Palu City; (2) Madrasah Aliyah Negeri (MAN) 2 Palu City; (3) Madrasah Aliyah Al-Khairat Pusat Palu; (4) Madrasah Aliyah Muhammadiyah Palu; and (5) Madrasah Aliyah Putri Aisyiyah Palu.

Furthermore, to obtain objective data relating to research problems in these Aliyah madrassas, this study uses data collection techniques as follows:

### 1. Observation

Observation is the process of observing and recording the object at the place where the event took place so that the observer is in the same place with the object being investigated to obtain accurate, valid, and adequate data (Lexy, 2002). In this case, the researcher observes and records the implementation of the Curriculum of 2013 in the study sites to determine the problems and the solutions related to the implementation.

### 2. Interview

An interview is a method of collecting data by asking questions directly by the interviewer (data collector) to the informant. Answers or information were recorded using a recording device. According to Lexy J. Moleong, interviewing is a way to collect data through contacts or personal relationships between data collectors and data sources (Lexy, 2002). The author chose the interview as a data collection technique with the step-by-step interview technique where the interviewer meets the informant and asks for the information needed in stages through questions that were previously prepared. Thus, the researcher can re-conduct interviews with informants if the required data is incomplete using the same technique.

### 3. Documentation

Documentation is a method of collecting data by examining important documents that support the completeness of the data or through written relics, as well as archives, books, and other sources related to the problem under study.

The data analysis process begins with a review of all data obtained from various sources, namely from interviews, observations, documentation, and so forth. The data obtained in this study were analysed qualitatively using the data presented that had been collected by researchers at the research location. The data then were analysed using data analysis techniques commonly used in qualitative research. The data techniques that the author uses refer to the data analysis techniques used by (Milles, 2007), as follows:

#### 1. Data reduction

In this case, the authors sort the results of interviews by cutting or sorting data which are then grouped according to the research problem. This activity is carried out to simplify complex symptoms, data, and so on so that it is not complicated.

#### 2. Presentation of data

After the data is sorted, cut and simplified, the writer presents it in writing per problem groups so that the data becomes more explicit.

### 3. Data verification and conclusion drawing

This process is done by reviewing the validity of the data. In this case, the author must examine the data to avoid errors that result in invalid data. After the data is considered carefully, then the author concludes the data, so that meanings can be obtained under the patterns and themes in the problem the author is studying.

## Results and Discussions

### *Problems with the implementation of the Curriculum of 2013 (K-13) in Madrasah Aliyah, Palu City*

The implementation of the Curriculum of 2013 (K-13) in the Madrasah Aliyah of Palu City, MAN 1 Kota Palu, MAN 2 Kota Paly, MAA Alkhairaat Palu, MA Muhammadiyah Palu, and MA Putri Aisyiah Palu, have been conducted since the curriculum policy was implemented through the regulation of Curriculum of 2013 policy. This is listed in the Permendikbud regulation document No. 81A of 2013, which was updated with Permendikbud No. 104 of 2014 concerning Learning.

However, to the date of the study, the teachers in the madrasas still consider that the Curriculum of 2013 (K-13) is more challenging to implement because there are many items of activities that must be prepared, implemented, and evaluated by the teacher, therefore using the Curriculum of 2013 (K-13) -13) makes the activities of the teacher denser, resulted in the less optimal learning process, because the teacher is preoccupied with preparing the administration and implementing more demanding learning activities.

In general, the dimensions of ability qualifications that students must achieve through the application of the Curriculum of 2013 (K-13) are as follows:

1. Attitude, which is to have behaviour that reflects the attitude of the faithful, noble, knowledgeable, confident, and responsible in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world relations;
2. Knowledge, which is to have factual, conceptual, procedural, and metacognitive knowledge in science, technology, art, and culture with human, national, state, and civilisation insights related to the causes and impacts of phenomena and events; and,
3. Skills, which is to have the ability to think and act effectively and creatively in the realm of abstract and concrete as the development of what is learned in school independently.

Of the three dimensions of ability qualifications that students must achieve, teachers in the Palu

City Madrasah Aliyah find it challenging to implement the learning process that can collaborate on attaining these qualifications. This can be understood because, in the learning process that applies the Curriculum of 2013 (K-13), teachers must meet the following learning standards:

First, the teacher must understand that learning is a process of interaction between students, between students and educators, and between students with their learning resources in a learning environment. This makes the teacher feels difficulty in carrying out the learning process because the teacher must analyse and implement a series of learning strategies and learning methods that can bring students to interact with their fellow students appropriately, with their teachers, and with the learning resources environment. This situation is what causes the difficulties for teachers in preparing the administration of learning and carrying out the learning process that leads to the achievement of the learning process.

Also, in Madrasah Aliyah of Palu City, the learning resources (textbooks) integrated with the Curriculum of 2013 (K-13) are not yet available completely. There are still many madrasahs whose learning resources are incomplete, especially private Aliyah Madrasahs. This affects the successful implementation of the Curriculum of 2013 (K-13) in private madrasahs which are low compared to the State Aliyah Madrasah in Palu City.

Second, the indicators of competency achievement that the students must achieve are; (a) measurable and observable behaviours for basic competencies (KD) in the core competencies KI-3 and KI-4; and (b) observable behaviour to be concluded as KD fulfilment in KI-1 and KI-2, both of which are subject for lessons subject assessment. This causes the teacher to be busy teaching and doing a series of observations in the learning process, so the teacher is not able to apply both aspects of conducting the learning process and carrying out the observation process during the learning process.

Another aspect that becomes problematic in the implementation of the Curriculum of 2013 (K-13) is that during the learning process, the teacher is also preoccupied with filling out the observation sheet results form the achievement of students namely KI-1, KI2, KI-3 and KI-4. That must be achieved by students, thus making the learning process chaotic, because teachers feel burdened in working towards the achievement of student results. This causes the learning process to be not optimal.

Third, the competency aspects that must be possessed by teachers in applying the Curriculum of 2013 (K-13) are inadequate, this is due to the lack of socialisation in the application of the Curriculum of 2013 (K-13), so that in the learning process teachers only apply improvised. The teacher's assumption concerning the Curriculum of 2013 (K-13) also has not been built properly. They still see the curriculum as very difficult to implement. This causes a lack of teacher interest in increasing their competence to implement the Curriculum of 2013 (K-13).

## **Solutions to Overcome the Problems of Implementing the Curriculum of 2013 (K-13) in Madrasah Aliyah, Palu City**

The solutions that the author found regarding the problematic implementation of the Curriculum of 2013 (K-13) in Madrasah Aliyah Palu City are as follows:

### ***Update the Teachers' Negative Assumptions about the Curriculum of 2013 (K-13)***

Negative assumptions are a person's understanding that is temporary because it has limited information that causes someone not to be able to understand the real facts of these assumptions. In this case, most teachers in Palu City Madrasah Aliyah have wrong assumptions about the Curriculum of 2013 (K-13), thus concluding that the Curriculum of 2013 (K-13) is challenging to implement. To change this negative assumption, the madrasa principals invited curriculum experts in Palu City to provide direction, reinforcement, and explanation of the Curriculum of 2013 (K-13) and its implementation, to give enlightenment to teachers who could change the teacher's negative assumptions.

### ***Increase the Teachers' Competency in Implementing the Curriculum of 2013 (K-13)***

To overcome this problem, the heads of Aliyah madrasa in the City of Palu gave training (workshops) on how to apply the Curriculum of 2013 (K-13) to provide knowledge, understanding, and skills for the teachers in Madrasah Aliyah in Palu City to implement the Curriculum of 2013 (The K-13).

### ***Provision of Learning Resources That Are Integrated With the Curriculum of 2013 (K-13)***

Learning resources are also one of the critical elements for the success of students in the understanding of subject matter. Therefore, one of the ways conducted by the head madrasah in overcoming the problem of applying the Curriculum of 2013 (K-13) is to provide learning resources that are integrated with the Curriculum of 2013 (K-13), therefore facilitate the teacher in carrying out the learning process.

### ***Facilitating Teachers to Ask Questions that are not Yet Understood in the Application of the Curriculum of 2013 (K-13)***

One important aspect of overcoming the problems of the implementation of the Curriculum of 2013 (K-13) is the provision of a centre of questions for teachers if there are obstacles in the implementation of the Curriculum of 2013 (K-13). In this case, the principals of madrasahs in collaboration with the Palu City Education Office formed a WhatsApp Group as a tool for teachers to ask various questions related to the implementation of the Curriculum of 2013 (K-

13), so that it can be used for teachers to ask questions regarding the implementation of the Curriculum of 2013 (K-13).

The research of Kurnia Dewi (2019), which focuses on describing the problems of Indonesian Language teachers in applying the Curriculum of 2013 stated that the problems exist in the factors of learning facilities and the factors of producing learning devices. Issues in this facility factor include the lack of teaching facilities such as media/teaching aids, projectors, language laboratories, and supporting textbooks. Meanwhile, the problems in learning tools are where the teachers still experiencing some obstacles in formulating media, methods, and appropriate time allocation in the preparation of the lesson plan.

Also, Kamiludin and Suryaman (2017) stated that in general, the problems lie in the teacher's understanding of the Curriculum of 2013, the application of the learning process which is not following a scientific approach, and the problematic of the Curriculum of 2013 textbook. Solutions that can be offered to overcome these problems are conducting more Curriculum of 2013 socialisation; utilising discussion forums (MGMP) to equalise the understanding of Curriculum of 2013; utilising discussion forums (MGMP) to exchange opinions about the learning process in accordance to the scientific approach; and practising the development of the instrument that can guide the students to improve their language skills.

Other research by Kantari (2018), which focuses on the problematic implementation of the Curriculum of 2013 in the learning process of Natural Sciences class VII in junior high school in Lima Kaum District, revealed that: 1) Understanding of 21st Century skills learning process; 2) Preparation of 21st Century RPP; 3) The learning process that encourages students' creativity skills; 4) Understanding of learning models recommended in the Curriculum of 2013; 5) Assessment techniques in measuring the achievement of aspects of knowledge; and 6) Assessment techniques in measuring the achievement of aspects of skills. Therefore, teachers need to equip themselves by routinely following training courses on the Curriculum of 2013 topics. For the smooth running of this activity, it is also expected from the Department of Education always to guide, control and oversee the implementation of the Curriculum of 2013.

Two things need to be prepared to overcome these problems: (1) The readiness of teachers. The main actor who can influence the teacher is the principal. His leadership will directly influence teacher performance; and (2) Instructional Leadership, we believe that this concept will be one of the solutions for the chaotic implementation of the Curriculum of 2013 which has drawn a lot of criticism and protest from various groups. The concept of Instructional Leadership, in addition to formulating and socialising the school's vision and mission, instructional leaders must always be concerned with the curriculum (D. Ahmad, 2014). Such principals always coordinate the curriculum, supervise and evaluate the curriculum, and monitor student progress. Instructional leaders also always focus on creating a climate of learning among



teachers (Developing School Learning Climate Program) (S. Ahmad, 2014).

### **Conclusion**

This study concludes that the problematic application of the Curriculum of 2013 (K-13) in Madrasah Aliyah in Palu City is related to the assumption of Madrasah Aliyah teachers who misunderstood the curriculum and considered the implementation of K-13 as challenging to conduct, the socialisation process of K-13 is not optimal which resulted in many teachers not understanding the application of the curriculum. The learning resources related to the curriculum are still lacking. To anticipate this, the principals of the Madrasah Aliyah in Palu assigned their teachers to attend workshop activities to improve their understanding regarding K-13, in vision that they will change their negative assumptions about the curriculum and at the same time have the skills to turn it into the learning process. Also, the madrasah principals sought the procurement of learning resources to support the implementation of the Curriculum of 2013.

### **Conflict of Interest**

*None*

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