

## The Role Of Teachers In Implementing Curriculum 13 In Primary Schools

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### Abstract

This study aims to determine : 1) how the role of teachers in the implementation of the 2013 curriculum , 2) what are the determinants of the 2013 curriculum implementation , 3) the implementation of the 2013 curriculum can optimize the role of teachers . The results showed that the role of teachers at SD Negeri 1 Rantau Sialang in implementing the 2013 curriculum, namely teachers as implementers , teachers as adapters , teachers as curriculum developers and teachers as curriculum researchers. The teacher is not only the implementer of the curriculum, but also as the alignment of the curriculum with the characteristics and needs of students and regional needs. The supporting factors in the implementation of the 2013 Curriculum at SD Negeri 1 Rantau Sialang include the availability of facilities and infrastructure such as syllabus, lesson plans, teacher handbooks and student textbooks. Inhibiting factor, namely the unpreparedness of the 2013 Curriculum. This is because there are still many obstacles and obstacles. However, SD Negeri 1 Rantau Sialang itself is ready or not ready to implement the 2013 Curriculum in compliance with the orders of the Ministry of Education and Culture. Implementation of the 2013 Curriculum can optimize the role of teachers in SD Negeri 1 Rantau Sialang . This is the use of methods in learning that must be adapted to the material to be taught and the conditions of the students themselves when participating in the teaching and learning process.

**Keywords :** *Role, Teacher, Implementation, Curriculum 13*

### INTRODUCTION

In the success of education, there are several things that must be considered, namely government policies that are in favor of the progress of education, a budget that is actually realized, a clear vision, mission and objectives of education, increased teacher professionalism, adequate facilities and infrastructure, and a mature curriculum. In line with the opinion by [1] each region is given authority and is required to increase regional independence both in terms of finance and quality of apparatus resources in all fields because the role of human resources is expected to improve organizational performance and productivity in providing excellent service to the community.

Regulation of the Minister of Education and Culture Number 67 of 2013 concerning the Basic Framework and Structure of the Primary School/Madrasah Ibtidaiyah Curriculum, the purpose of education according to the 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization [2]. Conceptually it can be concluded that the 2013 Curriculum is one of the ideal solutions in shaping productive age people in Indonesia to become quality human resources. However, in reality the implementation of the 2013 Curriculum faces various problems and challenges, so that what happened has not been as expected. This is because teachers have had a teaching style and mindset in educating that tends not to change, namely oriented to content and material completion.

Furthermore, according to [1], talking about the implementation or implementation of HR management in an effort to improve the quality of education is a very important issue to explore, because the success or failure of educational institutions is much influenced by human resource management factors. In this context, it is explained that the human resources of educators and educational personnel are the spearheads of an educational institution.

Responding to this in particular, at SD Negeri 1 Rantau Sialang, Sungai Keruh District, Musi Banyuasin Regency, after making initial observations at school, there were still many difficulties in implementing the 2013 Curriculum. Implementation of the curriculum which is one of the elements of education that has contributed to the improvement of the quality of student education. However, in the preparation and implementation of the curriculum, various problems arise which greatly affect the optimal educational goals to be achieved. This can be seen in the process of Teaching and Learning Activities (KBM), teachers are accustomed to the old style, which is content-oriented to complete the material. Meanwhile, in the 2013 Curriculum, teacher orientation is to direct students to think critically and analytically. Apart from the limited textbooks, another obstacle is that all teachers are not ready to implement the new curriculum. According to the Principal of SD Negeri 1 Rantau Sialang, said some teachers still had difficulty finding books to use in the 2013 Curriculum. That was because they only relied on the syllabus provided by the government, while they had not received all the textbooks.

In this case, the government's effort is to renew the KTSP curriculum to become the 2013 curriculum. This curriculum is one of the instruments that is expected to provide direction to realize the process of developing the potential quality of students. Therefore, the curriculum is compiled and developed to be used as a guide in directing students to become: (1) Quality human beings who are capable and proactive in responding to the challenges of the ever-changing times; (2) Educated humans who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent; and (3) Citizens who are democratic and responsible. Implementation of Curriculum 13 is the responsibility of the central government, provincial governments and district/city governments. The division of tasks in implementing the 2013 curriculum is: (1) the central government is responsible for preparing teachers and principals to implement the curriculum, (2) the central government is responsible for evaluating the implementation of the curriculum nationally, (3) the provincial government is responsible for supervising and evaluation of curriculum implementation in related provinces, (4) District/city governments are responsible for providing professional assistance to teachers and school principals in implementing curricula in related districts / cities.

Based on the background of the problem and research formulation, the research objectives to be achieved are: 1) what is the role of the teacher in implementing the 2013 Curriculum at SD Negeri 1 Rantau Sialang, 2) what are the determinants of the implementation of the 2013 Curriculum at SD Negeri 1 Rantau Sialang, 3) whether the implementation of the 2013 Curriculum can optimize the role of teachers in SD Negeri 1 Rantau Sialang.

## **METHOD**

This type of research is descriptive qualitative research. Qualitative research is a research method based on the philosophy of positivism, used to examine the condition of a natural object (as opposed to an experiment) in which the researcher is the key instrument. Sampling of data sources was carried out by *means of positive* and *snowball*, data collection techniques with triangulation (combined), analysis and data were inductive / qualitative and the results of qualitative research emphasized meaning rather than generalization [3]. As for the subjects used in this study were the principal and class teachers of SD Negeri 1 Rantau Sialang as many as 5 (five) people. Where teachers are educators, teachers, as well as respondents or research informants in this study. The

techniques in collecting data can be done together, namely observation, interviews and documentation studies [4].

Data analysis techniques in this study are : 1) Data reduction, namely data obtained from a large and complex field, it is necessary to analyze data through data reduction. Reducing data by summarizing, selecting main things, focusing on important things and removing things that are considered less important, 2) Presentation of data, namely data that has been reduced is presented in the form of a brief description in the form of narrative text. Through the presentation of the data, the data will be easy to understand, thereby facilitating further work plans, 3) Data verification, namely drawing conclusions and verifying the initial conclusions put forward are still temporary, and will change if strong supporting evidence is not found at this stage. subsequent data collection, but if the conclusions put forward at the initial stage are supported by *valid* and consistent evidence when the research returns to the field to collect data, then the conclusions drawn are reliable conclusions.

## **RESULTS AND DISCUSSION**

### **The Role of Teachers in the Implementation of the 2013 Curriculum**

The curriculum plays an important role in education, because it relates to determining the direction, content and process of education which ultimately determines the qualifications of graduates of an educational institution. Along with the times and the demands of society, the world of education must make innovations in education. Educational innovation will run and achieve its goals if the educational program is designed and implemented in accordance with the conditions and demands of the times. As an implication, the importance of educational innovation demands awareness of the role of teachers. In the process of implementing all practical changes it was found that had a direct or indirect impact on the process of implementing change, including the transformation of the 2006 KTSP Curriculum to the 2013 Curriculum.

As one example of the results of the author's interview with Class 2 teachers, namely Ms. Nurbaiti, S.Pd.SD., on November 10, 2020, who said that: " The role of teachers in implementing the 2013 curriculum, namely: First, teachers as implementers, teachers play roles. to apply the existing curriculum. Second, teachers as adapters, more than just implementing the curriculum, but also as aligning the curriculum with the characteristics and needs of students. Third, teachers as curriculum developers, teachers have reluctance in designing a curriculum and determining what strategies should be developed and how to measure its success. Fourth, teachers as curriculum researchers, teachers have the responsibility to test curriculum materials, test strategies and learning models. From the results of the interview above, the researcher concludes that: "The role of teachers in implementing the 2013 curriculum, namely: teachers as implementers, teachers as adapters, teachers as curriculum developers, and teachers as curriculum researchers".

### **The Determinant Factors of 2013 Curriculum Implementation**

Implementation of the 2013 curriculum has several factors in its application, namely, inhibiting factors and supporting factors. Inhibiting factors include the unpreparedness of the 2013 Curriculum, while supporting factors are facilities and infrastructure. As one example of the results of the author's interview with the Class 1 teacher, namely Ms. Nurlela, S.Pd.SD., on November 16, 2020, who said that: "The ease in implementing the 2013 curriculum, namely the syllabus and the Learning Implementation Plan (RPP) has been arranged. by the government, even student test books and teacher handbooks are provided directly from the government, so that the implementation of the 2013 curriculum is easy to implement and apply. But in the implementation of the 2013 curriculum there must be many obstacles because the 2013 curriculum has not been mastered and understood, thus making the teachers at SD Negeri 1 Rantau Sialang having difficulty in implementing the 2013 curriculum.

From the results of the interview above, the researcher can conclude that: "In implementing the 2013 curriculum, the government makes it easy by providing lesson plans, student books and teacher handbooks. But in the implementation of the 2013 curriculum there must be obstacles in its application".

### **Implementation of 2013 Curriculum Can Optimize the Role of Teachers**

In implementing the content of the 2013 Curriculum at SD Negeri 1 Rantau Sialang, it can not be separated from the readiness of the teacher in implementing the learning process. In implementing the 2013 Curriculum teachers are guided by Permendikbud No. 81. A 2013, where the 2013 Curriculum refers to 8 (eight) educational standards which have changed only in 4 (four) standards, namely Content Standards, Process Standards, Assessment Standards and Graduate Compensation Standards. The changes if KTSP (2006 Curriculum) National Education Standards (SNP) based on PP. 19 of 2005, as a minimum reference for the implementation of education for all basic and secondary education institutions throughout Indonesia.

As one example of the results of the author's interview with Ms. Nurbaiti, S.Pd.SD., regarding the preparation of a Learning Implementation Plan (RPP) in the 2013 Curriculum that: " Before we start learning, we first prepare a lesson plan or often referred to as RPP. The lesson plan contains the learning tools needed by the teacher in carrying out the teaching and learning process with the existence of these devices, the teacher will be more helpful in providing an understanding of the subject matter that is delivered to students. In preparing this lesson plan we refer to the syllabus and annual program (Prota). In the preparation of the Learning Implementation Plan (RPP) which has been stipulated by Permendikbud Number 65 of 2013 concerning Process Standards, the components of the RPP include the following : a) School data, subjects, and classes / semesters, b) Main material, c) Time allocation, d) Learning objectives, KD and indicators of competency achievement, e) Subject matter, f) Learning methods, g) Media, learning tools and resources, h) Steps for learning activities, and i) Assessment ". " The preparation of RPP in the 2013 Curriculum is easier than the previous curriculum, because the learning activities are clear and directed ".

Furthermore, an example of the results of the author's interview with Ms. Nurlela, S.Pd.SD., that: " For the material to be taught in the 2013 Curriculum is not too difficult to master because as previously explained that in the 2013 Curriculum the material and learning process is clear and directed. . And to explain the material being taught to students, of course, you must first look at what material will be taught because not all material is compatible with the lecture method or some other method, but sometimes the teacher has to use it with practice, comparative study or indeed through writing as an explanation. For example in the subject of Islamic Religious Education (PAI) and Character, with the tayammum subject matter, to provide an explanation is certainly not suitable with the lecture method but must be practiced so that students can witness first hand how the tayammum procedure.

From the results of the interview above, the researcher concludes that: "Implementation of the 2013 Curriculum can optimize the role of teachers in SD Negeri 1 Rantau Sialang . This is the use of methods in learning must be adapted to the material to be taught as well as the conditions of the students themselves when participating in the teaching and learning process.

The findings of this study are in line with the results of research [5] by that the implementation of human resource management at SMK Negeri 1 Lais has been carried out well, marked by the preparation of human resource planning, professional and transparent recruitment of human resources. , the implementation of the selection of human resources that is quite professional, the implementation of orientation and work placement that takes into account the needs of schools and the competence of teachers / employees, the implementation of planned training and development, and performance appraisals. Although in terms of selection, orientation and placement have not been carried out well. Inhibiting

factors for the implementation of human resource management, namely: lack of welfare of teachers and honorary staff, lack of career clarity, and quality assurance. The similarity in this study is that both research on implementation and the type of research that researchers use is qualitative, so that it is conveyed more deeply by the reader. The difference in this study is that the educational unit that the researchers did was at SMK Negeri 1 Lais, Musi Banyuasin Regency.

## CONCLUSIONS

Based on the research results that have been stated in the previous discussion, the writer can conclude that the role of teachers at SD Negeri 1 Rantau Sialang in the implementation of the 2013 curriculum, namely teachers as *implementers*, teachers as *adapters*, teachers as curriculum developers and teachers as curriculum researchers. The teacher is not only the implementer of the curriculum, but also as the alignment of the curriculum with the characteristics and needs of students and regional needs. The supporting factors in the implementation of the 2013 Curriculum at SD Negeri 1 Rantau Sialang include the availability of facilities and infrastructure such as syllabus, lesson plans, teacher handbooks and student textbooks. Inhibiting factor, namely the unpreparedness of the 2013 Curriculum. This is because there are still many obstacles and obstacles. However, SD Negeri 1 Rantau Sialang itself is ready or not ready to implement the 2013 Curriculum in compliance with the orders of the Ministry of Education and Culture. Implementation of the 2013 Curriculum can optimize the role of teachers in SD Negeri 1 Rantau Sialang. This is the use of methods in learning that must be adapted to the material to be taught and the conditions of the students themselves when participating in the teaching and learning process.

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