

## IMPLEMENTATION OF THE CURRICULUM 2013 IN ONLINE LEARNING AT SD RK 7 PEMATANG SIANTAR

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### ABSTRACT

The implementation of the 2013 curriculum is very different from the previous curriculum, there are still many obstacles that we know that greatly affect learning outcomes, both in terms of the media used, the assessment in the 2013 curriculum is more complicated than the previous curriculum then the method used to deliver the learning material to be taught must more creative and effective. In the 2013 curriculum, the learning process is focused on students so that the teacher only acts as a facilitator. In the learning process students strive to be able to reconstruct their own knowledge. In the 2013 curriculum, the learning process requires active and contextual learning. The spread of COVID-19 requires the learning process at schools to stop, so that all learning activities are carried out online. Online learning can use digital technology such as whatsapp, google classroom, study house, zoom, video, telephone, chat and others. As students who pursue the teaching profession, we conducted research to find out how the implementation of the 2013 Curriculum in online learning at SD RK 7 Pematangsiantar actually was. This study uses a qualitative descriptive method. The data were obtained through a questionnaire filled out by the teachers. The result of this study is that the implementation of the 2013 curriculum while online cannot be fully achieved so that there is a policy to use an emergency curriculum that can maximize the achievement of implementing the 2013 curriculum during the pandemic.

*Keywords: "Curriculum 2013", "online learning".*

### INTRODUCTION

The main key to civilization and the progress of a nation is the implementation of education. This is in line with the phenomenon that is developing in the world community, namely if the better the quality of education for the community or nation, the better the way of thinking of the people of that nation will be, and vice versa. So it can be said that without realizing it, education will be able to change the mindset of a society or nation so that the nation experiences a change for the better. The learning process takes place through direct interaction between teachers and students in a learning environment. In the learning process there are student activities as a student and teacher activities as an educator. Learning is carried out through 3 main stages, namely preparation, implementation, and evaluation, where this learning process involves appropriate media and learning tools (Syarifudin, 2020). The preparation stage is carried out by designing lesson plans, media, methods, and learning techniques that will be used in learning activities. Before preparing the lesson plans, methods, and learning techniques, it is necessary to carry out the SK/KD analysis process and the development of the syllabus, which aims to determine the limits of competency achievement that must be completed in 1 semester, so that the learning process can run optimally. In the next stage, namely the implementation stage of learning, the teacher conducts the learning process to students according to the previously prepared design. And the last stage, namely the learning evaluation stage, the teacher provides reinforcement to students

all learning activities that have been carried out, in addition to the evaluation the teacher can also provide assignments so that students can better understand the material that has been taught.

In the 2013 curriculum, the learning process is focused on students so that the teacher only acts as a facilitator. In the learning process students strive to be able to reconstruct their own knowledge. In the 2013 curriculum, the learning process requires active and contextual learning. What is meant by active learning, namely learning that is designed so that students are active in asking questions and discussing the

implementation of learning, while contextual learning is learning that is associated with everyday life. This active and contextual learning process will be very much needed during this pandemic. The threat of the Corona virus outbreak is being faced by the Indonesian people, a big problem is being faced by this nation as a national disaster. The Corona virus pandemic or commonly referred to as Covid19 is a virus that was first discovered in Wuhan, Hubei, China starting from the end of 2019 until now in 2020 and has plagued all corners of the world, one of which is in Indonesia. Corona virus 2 (Sars Cov 2) severe acute respiratory syndrome. Since the first positive case of Covid-19 was discovered on Monday, March 2, 2020, President Joko Widodo immediately announced. Various government policies have been taken to prevent the spread of the Corona virus or Covid-19 chain. Various policies have been taken, including recommendations for social distancing, physical distancing, wearing masks, recommendations for washing hands with soap, and a healthy lifestyle. In addition, several regions have taken policies to dismiss students from the kindergarten to university levels to prevent the spread of the Corona virus or Covid-19 chain. The Ministry of Education and Culture (Kemendikbud) issued a circular letter No. 2 of 2020 regarding the prevention of Covid-19 within the Ministry of Education and Culture and Circular Letter No. 3 of 2020 concerning Prevention of Covid-19 in Education units. The government's appeal is in accordance with the health protocol regarding procedures for preventing the spread of the Covid-19 virus, all school activities must be abolished and children learn from home and all teachers must work from home. With the implementation of Work From Home (WFH), all parties must comply with the given rules. With this appeal, teachers should continue to monitor and provide activities to students through online learning. Through online learning does not require teachers and students to meet each other face to face.

Online learning is a learning process that is carried out by utilizing various virtual applications, the concept of the online learning process is almost the same as the conventional learning process, only it is poured in digital format via the internet network. Online learning can use digital technology such as whatsapp, google classroom, study house, zoom, video, telephone, chat and others.

At RK 7 Pematangsiantar Elementary School, online learning is one of the best solutions that can be used during the distance learning process during the pandemic. This is because online learning can allows students to take part in learning activities anywhere and anytime, so that in the implementation process students can condition themselves as comfortably as possible to learn without formal rules. In addition, there are various kinds of benefits from the implementation of online learning including: 1) being able to create effective and efficient communication between teachers and parents of students, 2) the process of interaction and communication can be carried out by students without an intermediary teacher, 3) facilitating the process of interaction between teachers and students. teachers, students, and parents, 4) become one of the suitable means to carry out exams or quizzes, 5) make it easier for teachers in the process of providing learning materials, 6) teachers can easily arrange questions, without being constrained by time and place.

However, in the process of implementing online learning, especially in elementary schools, teachers, students, and parents still experience many obstacles, both technical obstacles and obstacles in the implementation process. Examples of these obstacles are (1) limited internet quota, (2) unstable network, (3) small storage capacity on mobile phones, so they cannot use excessive applications (4) student study time coincides with parents working, (5) some students are late in sending assignments (6) students tend to be lazy when studying at home, and prefer to play, (7) the role of parents is more prominent than the role of the teacher, (8) the teacher is difficult to know who is doing the students' assignments while being.

Based on the explanation above, the researcher will conduct research to reveal how the distance learning process with the 2013 curriculum has been carried out at the RK 7 Pematangsiantar Elementary School because during the Covid-19 pandemic, learning cannot be done face-to-face, therefore schools use distance learning. so that the learning process continues to run and in accordance with the circular of the Ministry of Education and Culture learning through online. Schools have also implemented distance learning because

in addition to reducing the spread of the virus, learning must continue to be carried out so that students can still get subject matter during the pandemic. SD RK 7 Pematangsiantar uses distance learning. Teachers use applications to support the distance learning process. Based on this background, the researcher will conduct a study with the title "Implementation of the 2013 Curriculum in online learning at SD RK 7 Pematangsiantar".

In accordance with the background that has been stated previously, the formulation of the problem in this study, "How is the implementation of the 2013 Curriculum in online learning at SD RK 7 Pematangsiantar"

The purpose of the research is to get a formulation of the results of a research through the process of searching, finding, developing, and testing a knowledge. Testing the validity of existing knowledge. So in accordance with the formulation of the problem, the purpose of this study is: "To find out the actual implementation of the curriculum 2013 in online learning at SD RK 7 Pematangsiantar".

## **RESEARCH METHOD**

The research method used is a descriptive research method qualitative. The selection of this method is done because researchers can be more describes how the online learning process uses the 2013 curriculum. This research was carried out in stages according to a predetermined schedule. in order to obtain complete data. The data that has been obtained from the interview and observation process will be presented in the form of a description using words that are easy to understand. In addition, there is also supporting data, namely location plans and photos from observations. Sources of data in descriptive qualitative research are data from homeroom teachers and teachers who are responsible for the curriculum, the rest is additional data such as a series of words and actions. The data in this study are real information or materials that can be used as evidence and research basic materials.

This research procedure is initiated by determining the problem to be discussed, namely the application of the 2013 Curriculum in online learning at SD RK 7 Pematangsiantar. Data were collected through a questionnaire.

In the analysis This questionnaire data uses a Likert scale. Where the Likert scale is a scale that aims to measure attitudes, opinions on an object under study. The criteria used in this study are Yes and No. The questionnaire consists of 9 questions.

Then when the data is obtained, an analysis will be carried out with reliability, In quantitative, reliability is the degree of accuracy, the precision or accuracy shown by observation and interview instruments.

## **RESULTS AND DISCUSSION**

### **A. RESULTS**

The purpose of this study is: "To find out the actual implementation of the 2013 Curriculum in online learning at SD RK 7 Pematang siantar".

The implementation of the 2013 curriculum is focused on students so that the teacher only acts as a facilitator. In the learning process students strive to be able to reconstruct their own knowledge. In the 2013 curriculum, the learning process requires active and contextual learning. However, due to the corona virus outbreak, all movement and space are very limited which requires teachers to be more creative in delivering material so that children do not feel bored and bored during online learning.

Results of the Observation Questionnaire of Elementary School Teachers RK 7 Cinta Rakyat Pematangsiantar

No	Description	Yes	No
1	Learning at SD RK 7 Cinta Rakyat Pematangsiantar, have you used 2013 curriculum?	13 people	-
2	Do you understand the purpose of learning k13?	12 people	1 person
3	Do you understand the integrated thematic approach?	12 people	1 person
4	Is k13 a good and fun learning system compared to the 2006 KTSP?	13 people	-
5	Is the application of K13 effective in shaping the character of students?	8 people	5 people
6	Do teachers always use different methods in implementing k13 learning?	13 people	-
7	What are the different ways of assessing K13 and KTSP 2006?	13 people	-
8	Do teachers have certain methods to attract students' interest in learning?	13 people	-

9	Does the teacher always make lesson plans?	11 people	2 people
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## **B. DISCUSSION**

Based on the results of observations and interviews that researchers have done, it can be seen that teachers are ready to implement the 2013 curriculum and have been provided with training provided by the government and the school so that they are able to use the 2013 curriculum so that learning can run smoothly. In implementing the curriculum as a reference for the good running of the learning process, schools see that the curriculum is not just a list of subjects because subjects are only a source of learning material to achieve competence.

The curriculum is based on graduate competency standards set for one education unit, level of education, and educational program. In accordance with the government's policy regarding 12-Year Compulsory Education, the Graduate Competency Standards which are the basis for curriculum development are the abilities that students must possess after participating in the 12-year education process.

The curriculum is based on a competency-based curriculum model. The competency-based curriculum model is characterized by the development of competencies in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packaged in various subjects.

The curriculum is based on the principle that every attitude, skill, and knowledge formulated in the curriculum in the form of Basic Competencies can be learned and mastered by every student (mastery learning) in accordance with the rules of a competency-based curriculum.

The curriculum is developed by providing opportunities for students to develop differences in abilities and interests.

The curriculum is centered on the potential, development, needs, and interests of students and their environment. The curriculum is developed based on the principle that students are in a central position and are active in learning.

The curriculum must be responsive to the development of science, culture, technology, and the arts.

The curriculum must be relevant to the needs of life.

The curriculum must be directed to the process of developing, cultivating and empowering learners that lasts a lifetime.

In general, teachers are of the opinion that the implementation of the 2013 curriculum of teachers as facilitators and students as supports makes students more developed and independent. The learning process that is applied based on K-13 is very fun, especially for students. Because in K-13, students are trained to be able to find their own explanation of the material that will be delivered by the teacher. Then students can also experience directly the things that will be studied because in explaining the material, the teacher uses concrete objects and everything that is around students. In K-13, the learning process prioritizes practical learning both individually and in groups, so that students can foster a higher sense of cooperation and curiosity. Meanwhile, teachers are required to be more active and creative in carrying out teaching based on K-13. Teachers must know the types of learning models and teachers must also be able to choose learning

models according to the learning materials to be delivered. In the 2013 Curriculum, students use theme books. For example, in one available image, various learning materials can be displayed.

In this online learning, teachers continue to use the 2013 curriculum by making videos, because of the visual power that the children see. So that when children watch what they see, it comes to their memory, besides making videos, there is also animation making, so that students quickly understand.

However, online learning, especially in giving lessons to first graders, there are several obstacles faced including having difficulty determining the learning methods and models to be used, especially for first grade students who still have to be guided in learning, children's writing cannot be controlled. , although the visual power and creativity of children develop quickly, when pouring it into writing students are not good because they cannot go directly to teach children how to write properly and correctly. In addition, the material contained in the book is also very little, so it is difficult to find additional material, the lack of effectiveness of study hours, therefore the delivery of subjects or sub-themes of the lesson uses an emergency curriculum. Students are required to read more because students must try to understand the whole lesson, otherwise students will be left behind with other students. This is because in K-13, one lesson must be completed in one day and will not be repeated the next day.”

In this emergency curriculum, teachers have different policies when they are face-to-face and online for the ongoing learning process. So I as a class teacher see how far and what things I need to teach students, so I only teach certain points from sub-themes to children. My way to deal with it, in the online learning process is that I do or make learning videos, google meet, depending on the model and what material will be delivered. So I keep making sub-themes, it's just that the time is not like face-to-face learning and the children can follow along with good. Learning online cannot be guaranteed to run optimally because the cellphone may be brought by the working parents so that the student is left behind in class and if the student has problems like that I still give dispensation so that he can study the next day. And until now the 2013 Curriculum is still running and I try to give the best for students”.

## **CONCLUSION**

Learning based on the 2013 Curriculum is more fun, especially for students because learning is more creative and has lots of animation. Teachers also become more creative and active in designing learning, the material contained in the book is very little, however, students must always try to catch up on learning so as not to lag behind other students, assessment based on the 2013 curriculum is very complicated and requires a lot of money.

In the 2013 curriculum, for the elementary school level, the assessment prioritizes spiritual values and attitudes while the value of knowledge is very little done. The value given is in the form of predicate and description values and not numerical values in the previous curriculum, but in online implementation it has changed unlike when face to face, some of the obstacles experienced by teachers in online learning are the ability to organize material consisting of two stages, namely choosing learning materials and compiling learning materials. When learning takes place face-to-face, teachers are used to organizing learning.

The problem faced by students related to learning media during online learning is that there are still many students who have not been able to use online applications to participate in learning. In addition, not all students at SD 7 RK Pematangsiantar have smartphones to participate in learning, they use their parents' cellphones, sometimes their parents go to work so that children are left behind and the learning that takes place is not effective and efficient.

Therefore, the school issued a policy to use an emergency curriculum so that the learning process can still be achieved. To make the implementation of the 2013 curriculum even better, teachers make efforts, namely

by participating in training related to the 2013 curriculum, learning to use IT and making creative learning videos. , the teacher also conducts questions and answers with colleagues to increase understanding of the 2013 curriculum.

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