

**TEACHING ACTIVITY BY IMPLEMENTING CURRICULUM 2013
AT SMP NEGERI 23 PEKANBARU****Sri Yuliani***Universitas Islam Riau, Pekanbaru, Indonesia*

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Abstract

The purpose of this study is to know the teaching and learning activity in implementing the 2013 curriculum. This research is based on a preliminary study of the implementation of the 2013 curriculum in some junior high schools around Pekanbaru by observing and interviewing English teachers. This research is qualitative. Researcher use observation sheet and interview to know the learning activities in SMP Negeri 23 Pekanbaru. Based on the research findings, first, the stage of teaching and learning process in the classroom, the teacher has not been able to carry out the ideal teaching step; second, professionally, the curriculum implementer has not received training from the government to support the teaching and learning process in the classroom and the last available resources and media Not yet supported. By doing this research, researchers hope that the government does the right training for all English teachers in applying the 2013 curriculum.

Keywords: *Implementation, Curriculum, Training***KEGIATAN MENGAJAR DENGAN MELAKSANAKAN KURIKULUM
2013 DI SMP NEGERI 23 PEKANBARU****Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui kegiatan pengajaran dalam melaksanakan kurikulum 2013. Penelitian ini didasarkan pada studi pendahuluan tentang pengimplementasian kurikulum 2013 di beberapa SMP di sekitar Pekanbaru dengan mengamati dan mewawancarai guru bahasa Inggris. Desain Penelitian ini adalah qualitative. Peneliti menggunakan lembar observasi dan wawancara untuk mengetahui kegiatan pembelajaran di SMP Negeri 23 Pekanbaru. Berdasarkan temuan penelitian, pertama, tahap proses belajar mengajar di kelas, guru belum bisa melaksanakan langkah pengajaran secara ideal, kedua, secara profesional, pelaksana kurikulum belum mendapatkan pelatihan dari pemerintah untuk mendukung proses belajar mengajar di kelas dan yang terakhir ketersediaan sumber daya dan media yang belum didukung. Dengan melakukan penelitian ini, peneliti berharap bahwa pemerintah melakukan pelatihan yang tepat untuk semua guru bahasa Inggris dalam menerapkan kurikulum 2013.

Kata Kunci : *Implementasi, Kurikulum, Pelatihan*

1. INTRODUCTION

The school term has just started about five weeks ago. This year, government finally decided to try out the new designed curriculum, the 2013 curriculum. Thousands of schools, ranging from elementary (SD), junior high (SMP), and senior high (SMA) have participated in this try out. Despite the debate on the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system.

Unlike the previous one, the 2013 curriculum will be IT-based. Ministry of Education and Culture has set up a website to oversee the implementation of the 2013 curriculum. The website provides details of curriculum implementation, including teachers guidance and subject materials.

The curriculum, however, scraps Computer or IT from the compulsory high school subjects. Students are not required to sit in the class for computer subject, rather, they can learn it outside classroom. In return, science subjects (English, Math, Physics, Biology and Chemistry) and religion subject have additional one hour contact time each.

For senior high school students, the 2013 curriculum gives them opportunity to learn another subjects from the other major. For example, a student from natural science major can take some subjects in social science or language/culture major, such as sociology or economy. Students can take whichever subject that they like. With this new feature, the Ministry hopes to abolish the paradigm that the students who get

into natural science stream are smarter and better than the others.

To implement this new curriculum, the government has budgeted over IDR829 billion. This is part of the 20% of national budget for education sector. Most of the budget is intended for infrastructure such as teachers training and books. However, books distributions are so disorganized that a number of schools do not obtain the books yet. In addition, teachers training was done just several days before the school started. It makes teachers' preparation for the new curriculum too rush and ineffective.

Many criticisms were leveled against the Ministry for the 2013 curriculum implementation. As the cost is high, lack of preparation has stirred dissatisfaction in the society. Multiple doubts are directed towards the effectiveness of the curriculum in enhancing students' skills in the face of less-than-ready teachers and infrastructure. Some even voices their concerns over the possibility of the implementation of the 2013 curriculum as a way for the current government to take credit and use it as a tool for political campaign in 2014.

Another problem arose in implementing the new 2013 curriculum was the technology in this case the availability of computers to support the teaching and learning process. One of the goals of 2013 curriculum was to make teachers are familiar with the technology. The teachers in SMP Negeri 23 Pekanbaru said that they spent much time to create authentic media around them

follow the instruction of the new 2013 curriculum.

2. METHOD

This research is qualitative design. The instruments of this research were observation sheet and interview. The purpose of observation sheet was to find out the activities which the teacher did during teaching and learning. One English teacher as the sample of the research, she was handling class VII D.

1. Observation

Observation was to observe and listen in order understand,

looking for answers, looking for evidence of phenomena social (behaviors, events, circumstances, objects and specific symbols) for some time without affecting the observed phenomena, by recording, recording, photographing, the phenomenon, and data discoveries.

The blueprint of the observation sheet adopted from Teacher Assessment (VISTA) Project from Stranmillis University College Belfast and Trinity College Dublin which has been validated and it was reliable with the needs of observation for microteaching.

Lesson Observation

| Area | Strength | Area for Development | Comment |
|--|----------|----------------------|---------|
| Communication (e.g., voice, clarity, body language) | | | |
| Subject Knowledge | | | |
| Engagement with students | | | |
| Monitoring of students | | | |
| Other (Please specify) | | | |

2. Interview

Interview was a dialogue which was conducted by the researcher to obtain information

from the informant. Open ended questions were given to both teacher and students.

3. FINDINGS

The objective of the implementation new curriculum should represent the successfulness of the teachers as key factor in doing it. The problems the teachers face in the

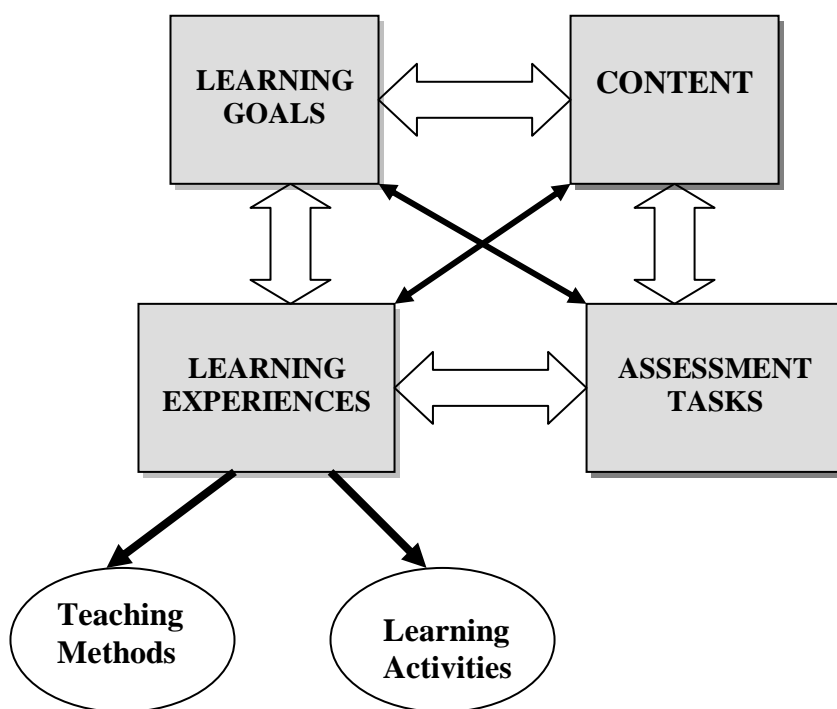
classroom and in school may encounter the solution immediately. As the writer summarized the learning process represented in following diagram based on the observation and interviews at SMP Negeri 23

Pekanbaru can be seen in the following table.

The learning goals, content, learning experiences, and assessment

tasks in the curriculum should be balanced. While learning experiences are gotten from teaching methods and learning activities.

Teaching and Learning Process Diagram



1. Observation Result

The writer observed the activity of teaching and learning in the classroom. The writer came on Wednesday, 30th of October 2013 at 10.00 A.M after got permission from the Headmaster of SMP Negeri 23 Pekanbaru. The Headmaster introduced these two teachers to the writer and then the discussion and small interviewed was held. One of the teachers (Mrs. Daren) allowed me to observe her class. It was class VII D nearby the parking area and then the writer started observing the teaching and learning activity.

The teacher opened the class by saying greeting and introduced the

writer to the students, then, she continued her teaching. The topic was about its My Birthday. The teacher took a calendar and she pronounced the word “calendar” then she asked the students to repeat the word. Then, she explained the year, the name of the months, and name of days.

The activities of teaching were asking and giving response between teacher and students:

Teacher : What day is today?

Students : Today is Wednesday.

Teacher : What date is today?

Students : Today is 30th October 2013

Teacher : What day was yesterday?

Students : Yesterday was Tuesday

Then, she continued her teaching by asking pairs to present the conversation in front of the classroom. At this moment, the teacher took her book and gave evaluation to each student. The assessment was speaking by performing a conversation. The components to be evaluated were respect, brave, and confidence, then knowledge consisted on vocabulary, fluency, pronunciation, diction, and accuracy, the last was action consisted on communicative and team work.

Based on the observation above, the writer observed that the teaching activities in classroom had been tried to be done by following the instruction of the new 2013 curriculum. The teacher seemed that she had tried her best to implement it and she got challenge on it. Hopefully, the teacher gets more support from all parties and she will feel that to implement a new changing curriculum is enjoying.

2. Interview Result

The interview result was done by the writer to some students in class VII D. There were some interview results about teaching activities which involved teacher and students in the classroom. All the interview result was described as follow:

a. Active learning (Working in a small-group/in pairs)

The students and the teacher agreed that the students should be more active than the teacher. In this paper, the teacher used individual and pair-work to encourage their students to be more active. There were two reasons proposed by the teacher for

choosing these activities. First, they observed that the students attempted and seemed to be more willing to contribute equally individually or pair work. Second, working together enhanced the students' confidence to attempt to do their best. In pairs or group work, attempts were made with less hesitation and anxiety because the students thought that they were at the same level. They learned enthusiastically. The students helped each other to learn. The teacher acted as a facilitator, circulating from group to group or pair to pair to observe and provide help whenever the students were stuck. In writer's opinion, actually there are more positive impacts of working in a group rather than the negative ones.

In a group, each student can share their ideas. It is one way to make all of students talk. When some students who did not focus on the material presented by the teacher since the nuance of the class was just monotonous, everybody could actively take part (Student F)

Working in pairs or in a small group allows us to share. Students, who are more knowledge than others share ideas and sometime teach others. (Student G)

My students are enjoying to study in group and pairs. They can share their ideas and their info through group communication....it is also one strategies that I apply in my class (Teacher D)

Based on the interview above showed that there were some supports for working in pairs or in a small group from students as well as the teacher. They agreed that it brought numerous benefits to students' learning experiences.

b. Practice

The teacher has done some practice in her teaching and learning process. Based on the writer's interview that students reacted actively in the class, this practice technique was done well by the students.

The teacher asked me to practice speaking with my friends. I felt nervous but I liked to do it again. (Student B).

When my friend Mira started to ask me questions, I have to respond her questions...in my mind, I had some words to be expressed but (smiling) ...I forgot (students N).

In practice, my students were enthusiast to do it...although, firstly they got trembling but once she/he practiced in front of the class...they required to repeat (Teacher D)

The result of this part of interview, the students were fine if the teacher gave them such kind of practice. Actually, it was challenging for the students to create new sentences

c. Integrating Fun Activities

Fun activities mainly related to the use of electronic media by the

teacher in the classroom. The students expected their teacher to make the most out of the electronic media such as television and CD players as it was requested by 2013 curriculum. The advanced technology was inserted in the classroom atmosphere. The students stated that very few teachers integrated fun activities in the classroom teaching-learning process, such as listening to songs in the Listening course and watching a short English movie. While the students were excited about experiencing these activities in the classroom and hoped that the teacher would use these as often as possible, the teacher did not mention this area at all.

One time, my teacher used video in my class. She showed Bawang Merah bawang Putih story. I still remembered the story although it was spoken in English ...my friends and I were silent and we were happy seeing the video. (Student B)

The majority of the students agreed that integrating fun activities could make the class more enjoyable and relaxing. From the previous student's statement, it is obvious that fun activities could be useful in preparing the students for the difficult part of the learning.

4. CONCLUSION

From the findings above, teachers in SMP Negeri 23 Pekanbaru have done the analysis of the new 2013 curriculum in doing teaching and learning activities in the classroom which still got trial and errors in it. The successfulness of the new curriculum should be supported

by all parties involved, not only teacher, headmaster, administration, students but also parents and government to give more support in part of coaching and guidance to the parties involved in changing the implementation of new curriculum.

The finding from observation and interview revealed that the teacher had tried her best in implementing 2013 curriculum by creating motivated atmosphere, activated students' creativity, and sometime variation activities. These led the summary that the evaluation of teachers' activities had been implemented however more efforts to be developed to reach the goal of the new 2013 curriculum successfully.

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