

An Analysis of the Readiness and Implementation of 2013 Curriculum in The West Part of Seram District, Maluku Province, Indonesia

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ABSTRACT

The changes of curriculum by government always generate pros and cons endlessly. Similarly, the implementation of 2013 Curriculum, which has been established by the government, makes most of the school educators throughout Indonesia including West Seram district try hard to implement the curriculum. Given that there are a lot schools in the West part of Seram District which are located in remote areas, it is necessary to analyze the readiness of the implementation of the 2013 curriculum in the west part of Seram district, Maluku province, Indonesia to determine the readiness of the students, teachers, and even schools in the implementation of 2013 curriculum. This is a descriptive research which focused on the readiness and implementation of the 2013 curriculum in elementary schools (*SD/MI*), junior high schools (*SMP/MTs*), and senior high schools (*SMA/MA*) at the west part of Seram district of Maluku province. The data were collected using a questionnaire containing seven indicators. The results of this research show that the students and the teachers in West part of Seram district regency are ready to implement the 2013 curriculum. Even, there have been some schools that have implemented the curriculum. However, there are still some inhibiting factors in the implementation of 2013 Curriculum in West part of Seram district namely the lack of handbooks for teachers and students, the mental readiness of teachers and students which are not yet optimally prepared, and the dissemination that has not reached all schools.

KEYWORDS

2013 Curriculum (K-13), readiness level, implementation level

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Introduction

The curriculum is like a compass in guiding the ship to sail the world of education. Like a compass, curriculum plays an important role in organizing, directing, and guiding the learning activities. Hubball & Burt

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(2004), states that the reformation of curriculum is a complex, diverse, and repetitious process, in which ideas are made into policies, transformed into behavior, and expressed as social actions. Related with the reformation and importance of the curriculum, education practitioners in Indonesia are continuously looking for ways to improve the quality of education, one of which is 2013 curriculum which is expected to give contribution for the realization of the qualified and potential learners. This is in line with the bases of the 2013 curriculum which is developed from two philosophical theories, namely reconstructivism and Gestalt theories (Farisi, 2013).

In the beginning, the idea of 2013 curriculum received many attentions and responses from a number of groups, which basically feel the turmoil of the renewal movement in the field of education. It can be illustrated that the 2013 curriculum is a competency-based curriculum design, in which the its development remains focused on achieving the competences formulated from the standard competences (*SKL*). The implementation of 2013 curriculum starts from a number of views including: 1) the challenges of the future; 2) competence of the future; 3) negative phenomena; and 4) the perception of the public, in which the four views cover several dominant aspects namely; the convergence of science and technology, quality, investment and transformation in the education sector and the ability to think clearly and critically, the ability to consider the moral aspect of a problem, plagiarism and and social unrest, and less characters (Kemendikbud, 2012; Kemendikbud, 2013).

The reality shows that there is a gap between the expectation and the output produced, in this case the students, who had so far focused on the cognition but less on the moral character. it can be seen from the students' behavior who often have a fight with the other students from the other school, consume narcotics and cheat during national exams. It indicates a lack of morality of the students. On the other hand, learning materials are not yet optimally carried out in accordance with the expected competencies. The presence of 2013 curriculum is expected to bring a change in addressing the gap that has been happening in the education world. There are four major changes in 2013 curriculum compared with the previous curricula, including: 1) a change in the concept of the curriculum that includes a balance between *hard skills* and *soft skills* starting from the standard Competence, standard Content, standard process, and standard assessment; 2) the books used are activity base and thematic integrated; 3) the learning process; and 4) assessment process. It is expected to bring about change to achieve the good quality of education (Kemendikbud, 2012).

According to Sariono (2013), the most important factor in the implementation of the 2013 curriculum is the readiness of the implementers of the curriculum themselves. No matter how good the curriculum used, it depends on the readiness of teachers to implement them (Febriya & Nuryono, 2014). Therefore, teachers are required to be professional in preparing the learning materials, learning models, learning strategy, the use of learning tools, capable of using models, strategies, and innovative learning methods, and have a teaching style that can evoke a pleasant and meaningful learning environment. In order 2013 curriculum to succeed, it must start from the readiness and optimal implementation. The implementation is related to a training program for teachers in accordance with the model of the implementation of 2013 curriculum, the provision of handbooks



for teachers and students, the improvement of the teachers' competence, the strengthening of the school management capacity, developing educational culture based on local content, and the mentoring the teachers in disseminating the curriculum to be implemented.

Teachers' competence is the most important component in the implementation of the 2013 curriculum. Ummah (2013) argued that the competence is a set of knowledge, skills, and behaviors that teachers should have, internalize, control and realize in carrying out their professional duties shown from their work. Kepmendiknas Number 045/U/2002 about the core curriculum of higher education states that competence as a set of intelligent and responsible action to perform certain jobs or duties. Thus, teachers' competence can be defined as the whole knowledge, skills and attitudes that are depicted in intelligent and responsible action in performing the duties as the learning agents.

Related to the teachers' competence in Maluku, the real data show that it is quite alarming. The qualification of teachers' rank in Maluku Province is in 32 from 33 provinces in Indonesia. Based on the data from the Department of Education and Sports in the west Seram district Maluku, the results of *Ujian Kompetensi Guru (UKG)* or test of teachers' competence and *Ujian kompetensi awal (UKA)* or initial competence test in 2013 showed that their passing grade was below 40%. Based on these data, this will greatly impact the implementation of the curriculum in 2013, in that the teacher with low level of competence will have difficulties in delivering the learning materials and cannot innovate in using models, approaches, strategies, and learning methods well.

Based on the elaboration above, this research is important to analyze the readiness and the implementation of the 2013 curriculum in West Seram district in Maluku. And the measuring instruments include several aspects, namely, 1) socialization of the curriculum by the Education Office of the district; 2) mental readiness of the students and teachers related to the pedagogical readiness; 3) training for main teachers in the implementation of the curriculum and giving explanations for peers; 4) assessing the teachers' competence; and 5) monitoring and assisting the implementation of the curriculum.

Materials and Methods

This is a descriptive research focusing on the readiness and implementation of the 2013 curriculum in 2013 elementary, junior high, and senior high schools (SD/MI, SMP/MTS, and SMA/MA) in West Seram District of Maluku Province. The samples of this research included teachers, school principals, and supervisors in 50 schools in 11 districts consisting of 20 elementary school teachers, 10 junior high school teachers, 10 senior high school teachers, and 10 supervisors who were randomly chosen. The data were collected using questionnaire about the readiness and implementation of the 2013 curriculum in 2013 focusing on 7 indicators, namely 1) the introduction of 2013 Curriculum, 2) the readiness of the teachers, 3) Readiness of the students, 4) any trainings teachers already attended, 5) the Readiness of the school, 6) Monitoring and assisting in the implementation of the 2013 curriculum, and 7) the views of teachers and students about the 2013 curriculum.

It can be described that the West part of Seram district has a lot of schools at all levels spreading in 11 sub districts. Here are presented a number of schools in the SBB District.

Table 1. The Number of Schools in SBB District

No.	School Levels	Number of Schools
1	Elementary schools	69
2	Junior high schools	71
3	Senior high/vocational schools	37
	Total	176

Source: BPS Maluku, 2013

The samples were randomly chosen for teachers and school principals of the elementary schools, Junior High schools, and senior high school in the 11 sub-districts. The samples used were subsequently identified through a questionnaire. The other data collection techniques were done by observation and structured interviews. The collected data were then analyzed descriptively by 1) describing about the readiness and implementation of the 2013 curriculum in West part of Seram regency using tables, charts, and descriptions describing the variables which were measured; 2) Analyze the Likert scale questionnaire results which covered (a) descriptive analysis, (b) Analysis of frequencies (percentages), by describing the number of choices based on categories studied.

Results and Discussion

The Levels of Readiness of the Implementation of 2013

In order that a program can be implemented well, it requires the maximum and well-planned preparation. McDermott (2011) suggests that the curriculum is a series of steps that have been determined and organized to adjust the *output* at a specific objectives. In relation to the levels of readiness of the implementation of 2013 curriculum in West part of Seram regency, the collected data included several aspects through a questionnaire given to the respondents with the indicators: 1) introduction to the 2013 curriculum; 2) the readiness of teachers; 3) the readiness of students; 4) training; and 5) school readiness. These are presented in Table 2 as follows.

Regarding the level of readiness in the implementation of the 2013 curriculum (Table 2 and Figure 1), it was revealed that 48 respondents or 96% already know that the 2013 Curriculum will be implemented. Therefore, the Department of Education and Sports needs to disseminate the 2013 curriculum to provide more understanding about the curriculum. Moreover, the results of this research revealed that 33 respondents (66%) have completed the dissemination of the 2013 curriculum. The understanding of the 2013 curriculum delivered by peers for teachers based on the selection was as many as 28 respondents or 56%.

The results showed that the introduction of the 2013 curriculum in schools was already almost maximum (Figure 1). Gershon (2012) stated that the main point of the curriculum is the understanding of the theory and implementation that is logical. Thus, the dissemination is one of the logical action that must be done in an attempt to implement the curriculum.

**Table 2.** The levels of readiness of the implementation of 2013 Curriculum

No.	Aspects of Measurement	Indicator	alternative options					
			S	(%)	B	(%)	TM	(%)
1	The introduction of 2013 Curriculum	▪ Knowing that the 2013 Curriculum (MDK) will be implemented	48	96%	1	2%	1	2%
		▪ Dissemination of 2013 Curriculum (SK)	33	66%	15	30%	2	4%
		▪ Understanding by peers (PTS)	28	56%	21	42%	1	2%
		▪ Mental Readiness (KM)	40	80%	9	18%	1	2%
		▪ The way teachers teach (CMG)	48	96%	0	0%	2	4%
2	Teacher readiness	▪ Ready to have more Workload (MBK)	42	84%	6	12%	2	4%
		▪ Using Innovative Model (MMI)	45	90%	0	0%	5	10%
		▪ Professional Competence (KP)	45	90%	3	6%	2	4%
		▪ Personality Competence (KK)	50	100%	0	0%	0	0%
3	Readiness Students	▪ Mental of the Students (MS)	42	84%	7	14%	1	2%
4	Training	▪ Attending Training (MP)	27	54%	21	42%	2	4%
		▪ As a core teacher (SGI)	33	66%	16	32%	1	2%
		▪ Response from the school Principal (RKS)	49	98%	0	0%	1	2%
5	School readiness	▪ The readiness of the Schools although there are Inhibiting Factors (FP)	44	88%	6	12%	0	0%
		▪ The schools have already met Standards (SMS)	30	60%	19	38%	1	2%

Description: S = Already, B = Not yet, TM = Not Choose

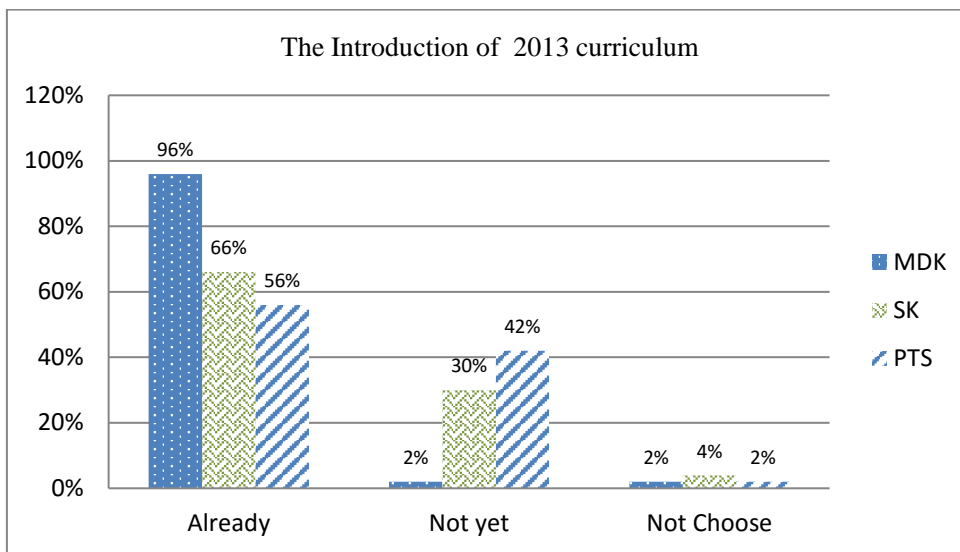


Figure 1. Knowing the 2013 Curriculum

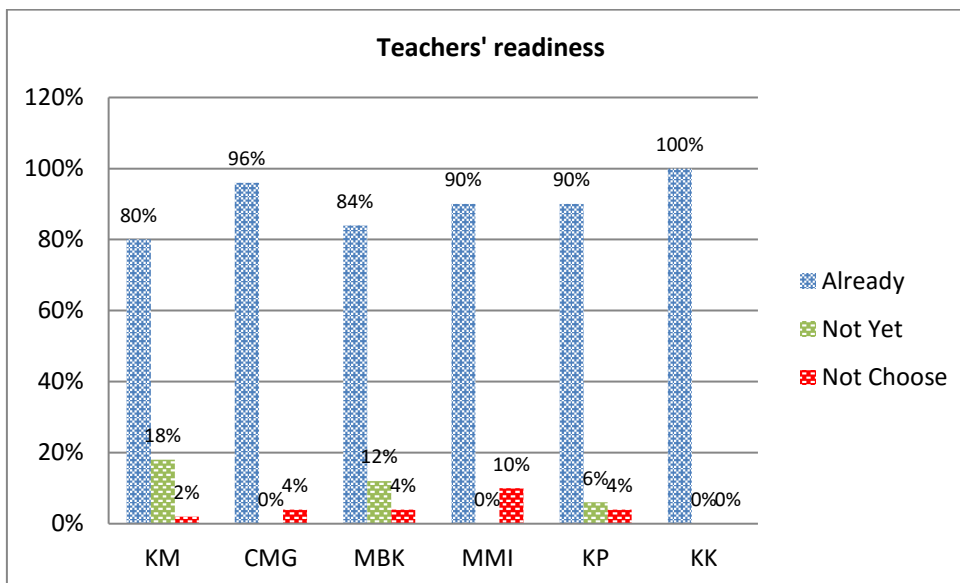


Figure 2. The Readiness of Teachers in the implementation of 2013 Curriculum

Related to the readiness of the teachers (Table 2 and Figure 2), the results of the research showed that the mental readiness of teachers as many as 45 respondents (90%) are ready to implement the 2013 curriculum. The fundamental changes that need to be considered is the teachers' way of teaching that needs to be improved. It showed that 40 respondents (80%) are ready to increase their way of delivering learning materials. Related to the readiness of the teachers, 25 respondents (50%) are ready to add to their workload in implementing the 2013 curriculum by 84%. In addition, for the innovative learning model, it is revealed that 90% or 45 respondents are ready to use the appropriate learning models in



conveying the learning materials. in relation to the readiness of the teachers' competence, it is revealed that 45 respondents (90%) are ready to improve their professional competence, and 100% or 50 respondents reveal that they are ready to improve their personal competence can basically form the students' character.

In the aspect of the teachers' readiness, it is also seen that most of the teachers in SBB district are ready to implement the 2013 curriculum. This is in accordance with the opinion of Sahiruddin (2013) stating that the implementation of the 2013 curriculum seems to be very promising if the Indonesian government makes every effort through policy and budgeting to actually resolve many problems such as lack of motivation, and cultural obstacles for teachers who adopt the new role as a facilitator. Furthermore Miswad *et al.* (2013), stated that the ways that can be taken to meet the teachers' workload is by dividing study groups in several classes, teaching in non-formal education institutions, carrying out the tasks as the class guardian and administrators.

Related to the readiness of the students, in this case the mental and the ability to absorb the learning materials (Table 2 and Figure 3), it is identified that 42 respondents (84%) are prepared with the implementation of the 2013 curriculum. Hendry and Winfield (2013), states that experience or memory experienced by students is a network of relationships or ethics that defy logic as conflict. Therefore, the students' readiness in the implementation of 2013 curriculum is also an essential factor in realizing the goal of the implementation of 2013 curriculum, especially for the students.

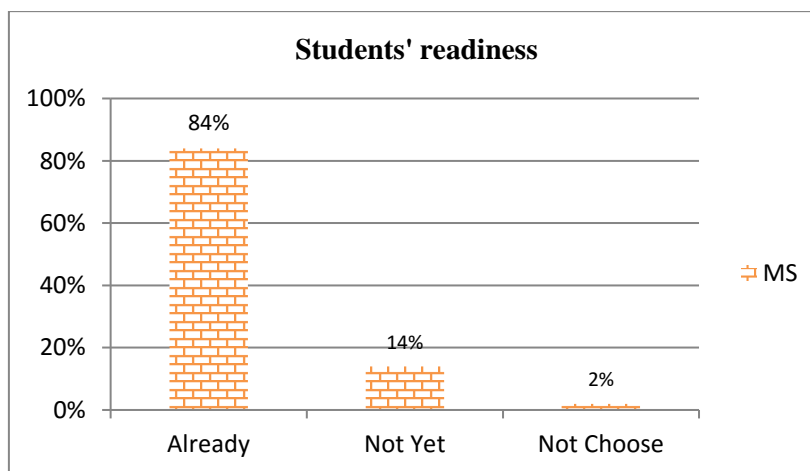


Figure 3. Readiness of the students in the implementation of 2013 Curriculum

In order that the implementation of the curriculum succeed, several breakthroughs are needed, one of which is the training of teachers. Based on Table 2 and Figure 4, it is revealed that 27 respondents (54%) responded that they have completed the training, and 33 respondents (66%) know that their peers joined the training as the core teacher in assisting for the success of the implementation of the 2013 curriculum. The urgency of the training of 2013 curriculum for teachers is to change their mindset in preparing for learning, implementing the learning, and evaluating the learning outcomes in accordance with the learning approach and evaluation in the 2013 curriculum (Kemenag, 2013).

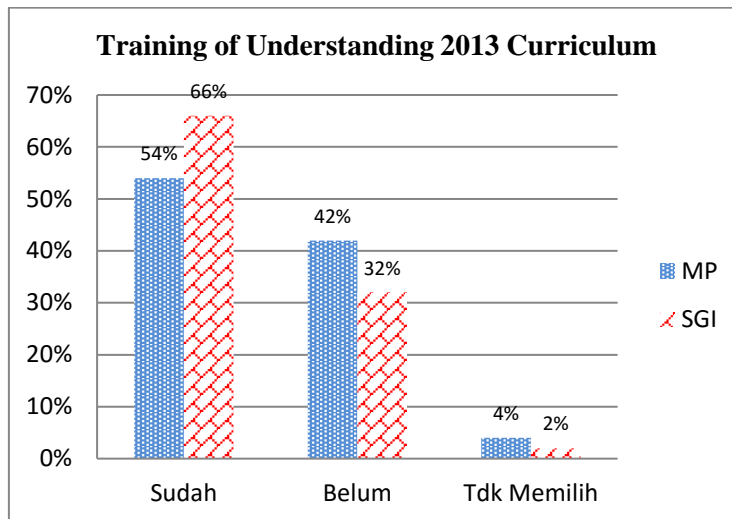


Figure 4. Training of Understanding 2013 Curriculum

On the other hand, the fundamental factors which determine the implementation of 2013 curriculum is how the readiness of schools that will implement the 2013 curriculum. Based on Table 2 and Figure 5, it is revealed that as many as 49 respondents (98%) of school principals responded positively. Related to the factors inhibiting the implementation of 2013 curriculum, schools still continue implementing the 2013 curriculum, and it was proved that 44 respondents (88%) of schools still continue implementing the 2013 curriculum. In general, it was shown that 60% or 30 respondents chose that their schools already met the standards in the implementation of the 2013 curriculum. Sholikhah and Masduki (2014) stated that the problems that arise in the implementation of 2013 Curriculum in schools were the mismatches between the core competencies (*KI/kompetensi inti*) and the basic competence (*KD/Kompetensi dasar*) in the teacher's guidebook, the content of the student's handbook was not in order, and lack of examples of the problems available in the teacher guidebook.

In terms of readiness of the implementation of 2013 curriculum in SBB district, based on the five aspects of measurement, it can be said that the SBB district has had a fairly high degree of readiness. It can be seen from the average percentage of measurements of the five aspects which was more than 60%. This indicates the readiness of the implementation of the 2013 curriculum both by teachers and by students in the SBB district has been adequate, namely from the aspects of the introduction of the curriculum, teacher and student readiness, training, and school readiness. Especially for the aspect of the school readiness, it has already met the standard, but there are some inhibiting factors such as the lack of the availability of books and some other factors, because according to Sumei et al. (2014), the availability of the infrastructure such as books and training greatly has effect on the success of the implementation of the 2013 curriculum.

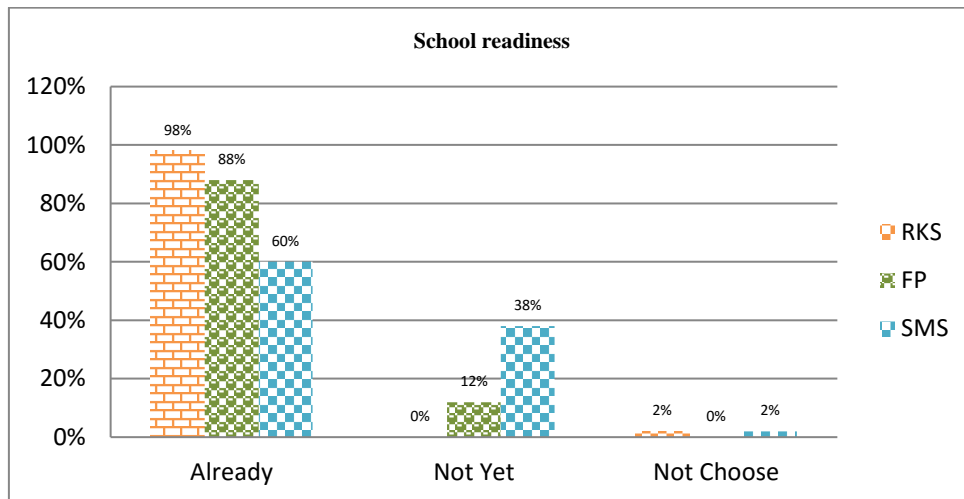


Figure 5. The readiness of the school in the implementation of 2013 curriculum

Implementation of 2013 Curriculum

The 2013 curriculum is absolutely implemented in schools in every province in Indonesia, therefore, various attempts have been made by the Education Office in each district/city to implement the curriculum. Various preparations have also been done with the expectations that the 2013 curriculum can reach all schools in Indonesia. In relation to that, based on the results of the observations and interviews with several respondents, it can be said that the 2013 curriculum has been implemented in several schools in the west part of Seram district. Based on this information, the researchers used questionnaires to assess to what extent the 2013 curriculum has been implemented. Tabel 3 shows how the 2013 curriculum in is implemented in the west part of Seram district.

Table 3 and Figure 6 show that seven respondents (14%) of schools have already implemented the 2013 curriculum, while 43 respondents (86%) stated that their schools have not implemented the 2013 curriculum in 2013. For the assistance provision, 26 respondents (52%) stated that they always got the assistance and understanding of 2013 curriculum. Related to the evaluation and monitoring, seven respondents (14%) revealed that evaluation and monitoring activities were always carried out. According to Hasibuan & Widyaswara (2013) explained that the changes of curriculum actually aims to enhance the learning process in order to achieve maximum results, so that the implementation should also be gradually carried out through the adjustment process.

Table 3. The implementation of 2013 Curriculum in the west part of Seram district

No.	aspects of Measurement	Indicator	alternative options					
			S	(%)	B	(%)	TM	(%)
1	Implementation of Curriculum 2013	<ul style="list-style-type: none"> ▪ Implementation of 2013 Curriculum in Schools (PS) 	7	14%	43	86%	0	0%
		<ul style="list-style-type: none"> ▪ Providing assistance and Understanding For Teachers (PPG) 	26	52%	22	44%	2	4%
		<ul style="list-style-type: none"> ▪ Evaluating and Monitoring (MEM) 	7	14%	41	82%	2	4%
2	Against the view of Curriculum 2013	Indicator	Y	(%)	T	(%)	TM	(%)
		<ul style="list-style-type: none"> ▪ Availability of teacher and student Handbook (KBP) will provide the ability evenly nationally 	45	90%	4	8%	1	2%
		<ul style="list-style-type: none"> ▪ 2013 Curriculum can form students' characters (KS) 	49	98%	0	0%	1	2%

Description: S = Already, B = No, TM = Not Choose

Y = Yes, T = No, TM = Not Choose

Associated with the view that the 2013 curriculum can form students' characters, 49 respondents (98%) agreed, while 1 respondent (2%) did not make a choice. The other view is that with the implementation of the 2013 curriculum, the teachers' handbook has been provided evenly and used nationally. In relation to that, 45 respondents (90%) believe that with the teachers' handbook, there will be uniformity for teachers in delivering the learning materials. Moreover, related to the student's character, it was revealed that 49 respondents (98%) hold the view that the implementation of the 2013 curriculum will produce or graduate students who have good moral and good character. This is in line with Supangat (2013), stating that 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 contributive to the society, nation, state, and the world civilization.

It can be described that the level of the readiness of the 2013 curriculum in SBB district has already been optimally prepared. The preparation or the readiness is aimed at preparing the teachers and students, so that they make no mistakes in implementing it. Thus, the expected quality of education is achieved, and it can create a professional teacher. This is in line with the opinion of Darling-Hammond & Bransford in Mursid (2013), stating that professional teachers need to understand and master at least three basic knowledge of teaching which include: (1) mastering of content knowledge, (2) pedagogical mastering



of knowledge), (3) mastering paedagogical content knowledge. The three basic knowledge of teaching aforementioned is *knowledge-base of teaching* that a teacher should have.

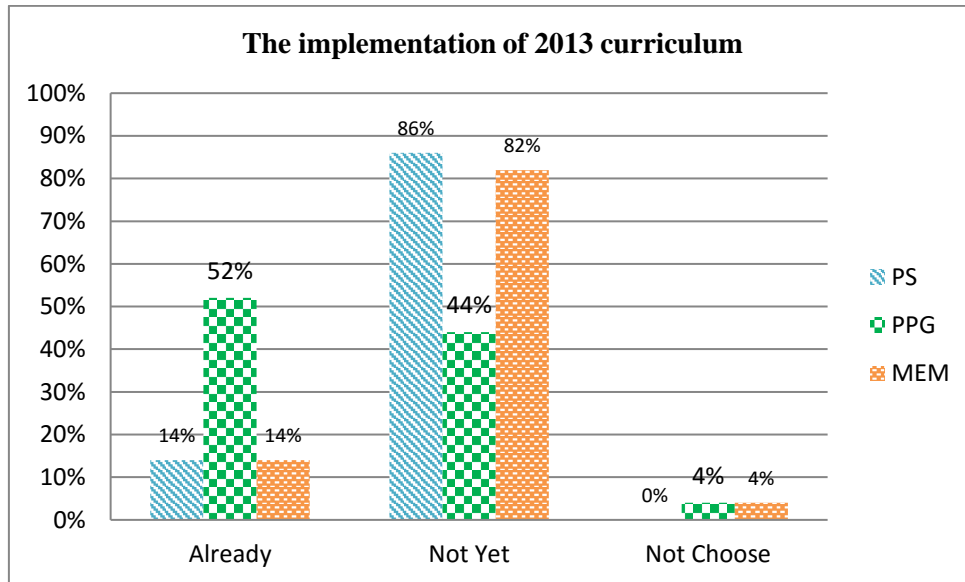


Figure 6. Implementation of 2013 Curriculum in SBB District

Factors Inhibiting the Implementation of 2013 Curriculum

The data of the research from the interviews with the school educators in the SBB district revealed that the implementation of the 2013 curriculum in the West part of Seram district, there are still many schools that have not implemented the curriculum. From the questionnaires distributed to the respondents, only 7 respondents (14%) said that their schools had already implemented the 2013 curriculum, while 43 respondents (64%) have not implemented the 2013 curriculum. Related to this, the results of the identification show that there are many obstacles in the implementation of the 2013 curriculum that the respondents expressed, some of which are:

1. The lack of the handbooks for teachers and students related to the 2013 curriculum.
2. They have not yet understood because the lack of dissemination.
3. Teachers are not maximally ready in implementing the 2013 curriculum
4. In the process of the preparation for implementation.

Here is presented a graph associated with the presentation of the factors inhibiting the implementation of the curriculum in 2013 based on the identification of the respondents as follows:

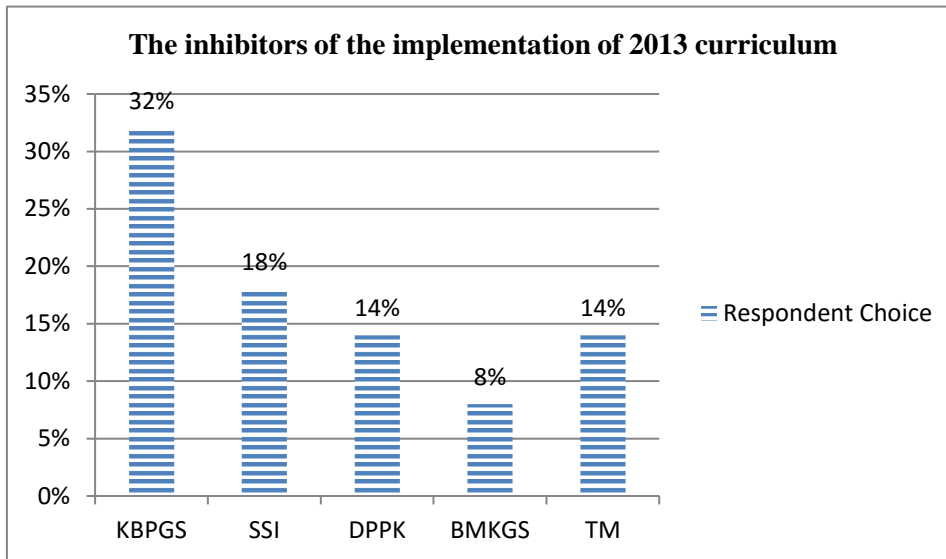


Figure 7. the inhibiting factors of 2013 curriculum in SBB district

Description: KBPGS = Availability of handbooks for Teachers and Students, SSI = absence of dissemination, EPF = Preparation of Implementation, BMKGS = Teachers and Students are not yet ready, TM = not knowing the inhibitors

From the several points aforementioned above, the main inhibiting factors are the unavailability of the handbooks for teachers and students. This becomes a barrier that the 2013 curriculum has not been implemented. To overcome these obstacles, the Education Office of SBB district, LPMP, and the other related parties continue trying and making a breakthrough in order that the 2013 curriculum can be implemented in all schools in the 11 sub-districts in the west part of seram district. Muflihah (2013) suggests that one of the efforts to improve the quality of learning through the implementation of the curriculum is to equip the facilities and infrastructure in accordance with the standard that has been determined. Actually, in the 2013 curriculum, teachers are no longer burdened with the syllabus in that the syllabus has already been provided nationally, so that the teachers only need to focus on preparing the lesson plan (Gultom, 2014; Hasibuan & Widyaiswara, 2013).

Conclusion

In general, the West part of Seram district (SBB), related to the implementation of 2013 curriculum, is ready to implement the curriculum. This is evidenced by the preparation including: the dissemination in providing an understanding of the 2013 curriculum, training for teachers, preparing the students mentality, and the other preparation. The schools in SBB district are ready to implement the 2013 curriculum, even there have been some schools implementing the 2013 curriculum. Related to the levels of the readiness and the implementation of the 2013 curriculum, there are some inhibiting factors including: the lack of the handbooks for teachers and students, the mental readiness of teachers and students which are not optimally ready, disseminations



have not reached all schools, and the other inhibiting factors of the implementation of the 2013 curriculum in SBB district.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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