



The Implementation of 2013 Curriculum Learning Models based on English Teachers' Experience at SMP Negeri 4 Gorontalo

Hanafi Sumardin Yabie

Nurlaila Husain

Helena Badu

Universitas Negeri Gorontalo

Pos-el: hanafiyabie85@gmail.com, nurlailahusain@ung.ac.id, helenabadu@ung.ac.id

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Abstract

This is a qualitative descriptive research which aims to know what learning models are being implemented in English learning process at SMP Negeri 4 Gorontalo based on 2013 curriculum. The data collection technique employs interview, in which the participant is the four English teachers at SMP Negeri 4 Gorontalo. The data analysis technique uses the interactive analysis steps from Miles & Huberman, they are data collection, data reduction, data display, and conclusion drawing. The finding shows that there are three learning models implemented in the English learning process, including project-based learning, scientific approach with ICT-based media, and conventional learning model. All those learning model implemented have their own syntaxes and specified objective. Thus, based on the finding, it can be concluded that learning model that is actually implemented more often by the English teachers to strengthen the scientific process based on the Permendikbud Number 22 of 2016 is project-based learning.

Keywords

2013 curriculum revised version, project-based learning, scientific approach, conventional learning model.

Abstrak

Penelitian ini merupakan penelitian deskriptif kualitatif yang bertujuan untuk mengetahui model pembelajaran apa saja yang diterapkan dalam proses pembelajaran bahasa Inggris di SMP Negeri 4 Gorontalo berdasarkan kurikulum 2013. Teknik pengumpulan data menggunakan wawancara, dimana partisipan adalah empat guru bahasa Inggris di SMP Negeri 4 Gorontalo. Teknik analisis data menggunakan langkah-langkah analisis interaktif dari Miles & Huberman yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa terdapat tiga model pembelajaran yang diterapkan dalam proses pembelajaran bahasa Inggris, yaitu project-based learning, pendekatan saintifik dengan media berbasis TIK, dan model pembelajaran konvensional. Semua model pembelajaran yang diterapkan memiliki sintaks dan tujuan masing-masing. Dengan demikian, berdasarkan temuan dapat disimpulkan bahwa model pembelajaran yang sering diterapkan oleh guru bahasa Inggris untuk memperkuat proses saintifik berdasarkan Permendikbud Nomor 22 Tahun 2016 adalah project-based learning.

Kata Kunci

Kurikulum 2013 versi revisi, pembelajaran berbasis proyek, pendekata saintifik, model pembelajaran konvensional.

Preface

The education system in Indonesia is regulated by a curriculum made by the government. The curriculum itself has experienced ten times changes, from the 1947 curriculum known as *rentjana pelajaran 1947*, the 1952 curriculum known as *rentjana pelajaran terurai 1952*, the 1964 curriculum known as *rentjana pendidikan 1964*, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum known as *kurikulum cara belajar siswa aktif (CBSA)*, the 1994 curriculum, the 2004 curriculum known as *kurikulum berbasis kompetensi (KBK)*, the 2006 curriculum known as *kurikulum tingkat satuan pendidikan (KTSP)*, and the 2013 curriculum or *kurikulum 2013* (Wahyuni, 2016: p. 75).

Curriculum changes in the long history of education in Indonesia is a form of effort from the government to achieve national education goals. Musfiqon & Nurdyansyah (2015: p.2) state that curriculum change and development is one of the conscious efforts made by experts and educators to develop education in order to achieve national education goals more effectively and efficiently. This is always adapted to the changes and developments in the applicable curriculum because the curriculum must adapt to the nature of education in order to prepare students to meet the market needs, Musfiqon & Nurdyansyah (2015: p.2). After previously implementing the 2013 curriculum by prioritizing the scientific approach with the phenomenal 5M (observing, questioning,

experimenting, associating, and communicating) learning steps in the learning process, Indonesia has now been implementing the 2013 curriculum revised version with several significant changes, including the learning model implemented in the classroom.

In addition, by the revision of the 2013 curriculum in 2017 reviewed from the process standard in accordance with the Permendibud Number 22 of 2016, the scientific approach can also be strengthened by combining with several applicable learning models, such as inquiry-based learning, discovery-based learning, project based learning, and problem based learning. According to Sufairroh (2016), those learning models are also learning model that is prioritized in the implementation of the 2013 curriculum. Besides, the school already has adequate facilities to support the implementation of the 2013 curriculum, such as a digital corner, internet connections, props, and other supporting learning tools. Also, by the implementation of the 2013 curriculum, all the teachers including the English teachers are prepared to always do self-updating and self-upgrading towards the development and changes of the 2013 curriculum. So in this case, the researcher conducts an investigation to see the implementation of 2013 curriculum revision based on English teachers' experience at SMPN 4 Gorontalo as the school that has been implementing the 2013 curriculum and follow the changes in curriculum revision.

Method

This is a descriptive qualitative study which aims to describe the implemented learning models of 2013 curriculum revision based on English teachers' experience. This study is carried out at SMP Negeri 4 Gorontalo with the participant is all the English teachers, totaling 4 teachers. These teachers are then mentioned as Teacher A, Teacher B, Teacher C, and teacher D. The data in this study is primary data collected through a semi-structured interview with in-depth interview method. Following are some outlines of the questions in the in-depth interview; a) what learning models do you often use in your English class? b) why do you choose that learning model to apply? c) how is the learning process running by using that learning model? As for the data analysis technique uses the interactive analysis by Miles & Huberman with the stages of data collection, data reduction, data display, and conclusion drawing.

Findings and Discussion

Finding

Following is the finding transformed into a table.

Respondent	Learning Model Used	Reason	Syntaxes
Teacher A	Project-based learning	The learning model is simple in the application and can make students easily adjust with the learning style.	a). Providing various questions to stimulate students to think about what project will be conducted relevant to the topic. b). Planning project, where teacher explains/gives rules, set of activities, and prepares tool and material for the project. This is done collaboratively between teacher and students. c). Scheduling, which is in this step the teacher does not set schedule in detail for the project conduction. It is more likely only a provision of due date of the students' project submission/presentation. d). Monitoring, where the teacher takes more efforts because of the students' diversity in background, such as personality, level of cognitive, and needs e). Evaluating experience, where the teacher usually gives them a chance to express their experience during the completion of their project individually or in group and at the end teacher give feedbacks towards students' works.
Teacher B	IT-based learning model combined with scientific approach	The students tend to interest to this kind of learning model. They seem so motivated and active in following the learning process of IT-based conventional	a). Introducing material to students. A phase to talk about the objective of the material and do the apperception so students are able to recall their experience regarding the material to be learned. b). Providing things to be observed by students by displaying it using some devices in front of the class. c). Questioning, where the teacher provides students a chance to ask some things they do not understand towards what they have seen in the previous step.

		learning model due to the utilization of current technologies.	<p>d). Distributing students' smartphones which is collected in advance to support the learning process of what is called experimenting step.</p> <p>e). Quizzing, where this is the main part of the learning process of what is called quiz time by using several applications to support the learning process, including Kahoot and Squeeze.</p> <p>f). Evaluating, where the teacher evaluates the students about the knowledge they get and to give feedback towards the students' experience during the learning process.</p>
Teacher C	Conventional learning model with lecturing method.	The learning model is suitable with my students' condition and class circumstances. Also, the diversity of students' background makes me use a learning model depends on the conformity between the material and situation in the class.	<p>a). Reinforcement and character building to stimulate student to have good motivation in the learning process.</p> <p>b). Explaining material, which is the part where the teacher uses the lecturing method</p> <p>c). Giving assignment, teacher gives students exercises theoretically or practically to take notes for assessment consideration.</p> <p>d). Concluding, where the teacher asks several students to conclude the material at the meeting and the teacher adds some more to make it more comprehensive.</p>
Teacher D		The background of students makes the teacher conforms with what learning model should be used in delivering the material. So this conventional model is considerable suitable.	<p>a). Introduction. This phase is where the teacher does the introduction part of learning, such as checking students' attendance, introducing topic of material, and conveying learning objectives.</p> <p>b). The main part. This phase is where the teacher starts to explain the material and give assignment to students after giving the whole material explanation as well as conduct a small discussion towards the material delivered.</p> <p>c). Conclusion. This session consists of concluding material have been delivered and discussed and giving feedback to students.</p>

Discussion

Project-based Learning

Based on the finding, it is found that not all the teachers implement of what is called hope as discussed in the theoretical review regarding the learning model based on the latest revision of the 2013 curriculum. There is only Teacher A who implements the project-based learning and its learning steps. In this case, researcher finds that Teacher A applies the learning model based on the theoretical instruction. It is proved by looking at how the teacher opens the class by asking set of questions essentially to stimulate them to think of what a relevant real world to be projected in line with the material delivered in the class. At this first step, it can be seen that the teacher has a good sense at following the instructional learning model mandated in the last revision on the 2013 curriculum.

The other steps are also consistently applied in the teacher's English class, such as design project, creating schedule, monitoring project, assessing, and evaluating. Based on the finding, researcher finds that Teacher A and students are collaboratively planning the project including discuss about rules, what the project will be like, necessary activities that can fulfill the formulated questions, as well as tools and materials to support the project completion. Regarding that, if it is reviewed based on Kemendikbud (2014), it is essential to select content standards to be addressed in order to determine the final outcome of the project, the teacher is still on the line with the theoretical discussed in the 2013 curriculum. This can be seen from how the teacher provides the discussion concerning the rules, activities, tools, and material for the project completion which all these are for the selection of the content standards for the outcome of the final project.

Further, the teacher is also creating schedule to make the process of the project completion runs purposely. However, the schedule cannot be detailed as instructed in project-based learning. This is due to the difference of the students' character which cannot follow the whole regulation of what have been agreed. Hence, the teacher only determines the due date the project should be submitted so that students should have finished the project at

the determined time. What the teacher does next is to monitoring the process of the project completion. This is in line with the theoretical discussion of what is called the fourth step of project-based learning. According to Teacher A, this monitoring step takes much efforts because this is about controlling students with different backgrounds, especially character to stay in the line. These differences create two types of students, the achiever and the ignorant. These two types of students have different interesting which ends up to have different abilities in following this learning model. For instance, the achiever students always motivated and fascinated to actively do the project as well as stay in the track in following the teacher instructions, meanwhile the ignorant students passively participate, keep silent, even doing such unnecessary things.

IT-based Learning

Another significant learning model mentioned is IT-based Learning from Teacher B. Indeed, the IT-based learning model is not one of the applicable learning models in accordance with the 2013 curriculum revised version. According to researcher, the term of IT-based learning is mentioned by the Teacher B because this teacher only focuses on supporting media often used in the learning process, in which if concerning about the supporting media, this should be called Information and Communication Technology (ICT-based) learning media. Even if taking a close look, this learning model leads to the regular scientific approach. It is because the learning steps mostly apply the concept of scientific approach. Besides, all learning models are able to utilize the similar supporting media in order to ease teacher in achieving learning objectives. So, it is not reasonable to call this IT-based learning model.

Furthermore, based on the finding of this research, the learning steps of this IT-based learning model is closed to the implementation of scientific approach. It is shown at the first step of the IT-based learning of what is called observing, so does the scientific approach. Another word, these IT-based learning and scientific approach have similarity in the observing step, where teacher provides something related to the material to be observed, such as, pictures, videos, graphs, charts, and etc. This is in accordance with what is formulated by the Kemendikbud (2016), observing is students' activities identify through the sense of sight (reading, listening), smell, listener, taste and touch when observing an object with or without tools. Alternative observing activities include environmental observation, observing pictures, videos, tables and graphs of data, analyzing maps, reading various source of information available on mass media and the internet as well as other sources.

This is also the same for the next remaining steps, such as, questioning and experimenting. In the experimenting step, students are asked to look for various information from various sources by utilizing their smartphones instead of reading books, journals, articles, and so on. According to the researcher, this is the first part of why the Teacher B calls this as IT-based learning model in which this is a scientific approach process by utilizing ICT-based media, where the learning process in this step is carried out by letting the students go traveling to the internet looking for various information. Another part is the Quiz Time which employs digital apps of what are called Kahoot and Squeezes. This digitalized learning media also becomes the concern of the teacher to state this learning model as the IT-based learning model. However, according to Teacher B, a learning that utilizes kind of this digital stuff can make students feel motivated and actively involved in the learning process and hopefully it eases teacher in achieving the learning objectives. Researcher stands for this statement that a learning process should be going fun and enjoyable so that knowledge can stick on students based on their experience. This is in relation with what Förster, M., Weiser, C., & Maur, A., 2018; and Liu, M., Kang, J., Zou, W., Lee, H., Pan, Z., & Corliss, S., 2017, who stated that student factors such as motivation have been shown to have an positive impacts from adaptive learning technologies.

In addition, online quizzes can enable more frequent practice and can be used for particular practice that has shown positive benefits in the learning process (Carpenter, S. K., Cepeda, N. J., Rohrer, D., Kang, S. H., & Pashler, H., 2012; Dunlosky, 2013; Van der Kleij, F. M., Feskens, R. C., & Eggen, T. J., 2015). What is missing from the exact scientific approach is the last two steps of what are called associating and communicating. This learning model of Teacher B is ended with evaluating students' knowledge regarding material they have learnt as well as giving feedback to students learning process. Thus, based on the Teacher B's experience in teaching English, researcher concludes that even though Teacher B does not implement a specific learning model from the four learning models referring to the Permendikbud Number 22 of 2016, the teacher still carries out the 2013 curriculum mandate by implementing the concept scientific approach by utilizing IT-based media in order to achieve the learning objectives.

Conventional Learning Model



The last learning model found is conventional learning model used by Teacher C and Teacher D. This learning model is revealed based on the result of interview to those teachers. This learning model has the implementation steps such as reinforcement and character building at the beginning of the class, material explanation and/or discussion, assignment, and conclusion at the end of the meeting. All of these steps have specific objectives in facilitating the learning process and achieving learning goals. However, this learning model is still not in accordance with what is mandated in the 2013 curriculum revision. In the 2013 curriculum revision, several learning models that can be applied to support students' scientific processes are inquiry-based learning, discovery-based learning, project-based learning, and problem-based learning. Conventional learning model is not included in these learning models because this model is considered as a traditional learning model. However, this learning model applied by these teacher is considered to be a conventional learning model with mixed method since this learning model is not fully teacher-centered, but there are also discussion in groups, small task completion, quizzing, and evaluation. This model is characterized by lecturing accompanied discussion, as well as division of tasks and exercises.

Based on the explanation above, researcher can conclude that even though Teacher C and Teacher D do not apply a learning model that is in accordance with the 2013 curriculum revision, yet they still pay attention to the fundamental things to create a better quality of learning. It is because they think that a learning model should be suitable with the condition in the field, such as students' motivation, classroom atmosphere, and time availability.

Conclusion

Based on the finding, it is revealed that there are three learning models mentioned by the teachers, they are project-based learning, IT-based learning, and conventional learning models. There are two findings mentioned by the teacher in accordance with the 2013 curriculum mandate, the first is IT-based learning which discussed by the researcher by carrying out an analysis and considering the theoretical framework that this is a scientific approach with ICT-based media and the second is project-based learning. Generally, it can be concluded that teachers have not used it fully or not maximally in implementing the 2013 curriculum mandate, especially in the implementation of learning models referring to the Permendikbud Number 22 of 2016.

Furthermore, according to researcher analysis answering the problem statement of "what are the implemented learning models of 2013 curriculum revision based on English teachers' experience?", it is found that learning model that is actually implemented more often by the English teachers to strengthen the scientific process based on the Permendikbud Number 22 of 2016 is project-based learning.

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