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An Analysis of Curriculum Implementation on High Schools in Yogyakarta

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Abstract. This study aims to find out how the implementation of the curriculum at three schools in Yogyakarta. The selection of these three schools is based on the use of different curriculum in each school. The analysis was done by distributing questionnaire analysis of eight national education standards (NES). The purpose of this questionnaire is to find out how the curriculum implemented in the schools. In addition, to find out whether or not the implementation was done in accordance with the expectations of the curriculum. The questionnaire distributed in the form of indicators on each NES. These indicators include, Content Standards, Process Standards, Graduates Competency Standards, Teacher and Education Staff Standards, Facility and Infrastructure Standards, Management Standards, Financing Standards and Assessment Standards. Results of the observation indicate that there is a discrepancy between the expectations and the reality of the three schools observed.

INTRODUCTION

Curriculum is often one of the main concerns in the educational field [1]. Curriculum as an education system in Indonesia has changed year by year. The change is believed to be one of the government's efforts in improving the education system in Indonesia. It means that curriculum the temporal space in which we live; to the confines within which things may happen; to the container, as opposed to the contents. Education plays an important role in promoting the life of nation and state. By the good education it is indirectly will form an orderly way of life.

Ministry of National Education stated that, "National education has functions to develop the ability and form the character and civilization of dignified nation in order to educate the nations' life, aims for the development of learners' potential to be faithful people and cautious to One and Only God, have a noble characters, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen [2].

To make it happen, the government has set guidelines for the implementation of curriculum in Indonesia into the national education standards. National Education Standards have a function as a basis in the planning, implementation and supervision of education in order to realize a quality national education, and aims to ensure the quality of national education in order to educate the life of nation and shape the characters as well as the civilizations of a dignified nation.

National education standards are means to ensure the quality of education services [3]. Education standards include the standards of content, process, personnel, facilities and infrastructure, management, evaluation, financing, and graduate competencies. With the existence of the national standards, the direction of improving the quality of education in Indonesia is clearer. If each unit of education has reached or exceeded the national education standards, it will be expected that the quality of education will be achieved.

The existence of the national education standards became a reference in the implementation of the curriculum in Indonesia hence the entire implementation of education in a school level leads to the fulfillment of eight aspects in the national education standards. It is possible that the curriculum implementation analysis in Indonesia is carried out in accordance with these standards. Thus, the purpose of this study is intended to find out how the implementation of curriculum in several schools in Yogyakarta is based on the fulfillment of the eight national education standards.

MATERIAL AND METHOD

The research design used is qualitative research in which the data obtained is analyzed descriptively. The research was conducted in several high schools/Islamic high schools in Yogyakarta with various school criteria that had applied Education Unit Level Curriculum and Curriculum 2013 in the school year of 2016/2017.

Data collection was done by using non-test method in the form of questionnaire. Respondents of the questionnaire were the principals, vice principals in part of curriculum, vice principals in part of facilities and infrastructure, vice principals in part of student affairs, teachership, finance staff, and administrations.

The instrument used in this study was the questionnaire of eight National Education Standards consisting of Content Standards, Process Standards, Graduates Competency Standards, Teacher and Education Staff Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards and Assessment Standards. The questionnaire instrument that distributed was derived from National Education Standards Board (NESB). The instrument indicators used shown in Table 1.

TABLE1. Indicators of Instrument Eight National Education Standards

National Education Standards (NES)	Indicators
Content Standards	<ul style="list-style-type: none"> • Learning is based on a curriculum • Curriculum development by the school • Preparation of subject syllabus • Self-development program in the form of extracurricular activities and counseling guidance • Teaching hours/week • Structured assignments and unstructured independent activities • Minimum completeness criteria of subject
Process Standards	<ul style="list-style-type: none"> • Lesson plan that is outlined from the syllabus • Preparation of a lesson plan • Implementation of learning refers to the lesson plan • Monitoring of learning process by the principal • Aspect that is supervised by the principal • Submission of supervision results by the principal • Follow-up implementation of supervision results • Instructional media • Use of IT in the learning process • The presence or absence of remedial teaching
Graduate Competency Standards	<ul style="list-style-type: none"> • Average of students who completed • Learning experience through the habituation program of seeks more information from various learning sources • Learning experience that utilizes the environment • Learning experience expresses own self through art and cultural activities • Learning experience through student activities that foster and develop confidence and responsibility • Learning experience through activities that can foster competitive and sportive attitudes in an effort to get the best results • Learning experience through activities that can familiarize the understanding of religious teachings and practices • Learning experience through habituation to appreciate differences of opinion and empathize with others • Learning experience through activities to produce creative work • Learning experience to acquire skill in listening, reading, writing, and speaking in

	<ul style="list-style-type: none"> Indonesian and local languages • Learning experience to develop science and technology
Teacher and Education Personnel Standards	<ul style="list-style-type: none"> • Teacher's academic qualifications • Learning by subject teacher is in accordance with educational background • Teacher attendance rate • Academic qualifications of principal, administrative staff, library head and laboratory head • Conformity of task field with educational background of library head and laboratory head/assistant
Facility and Infrastructure Standards	<ul style="list-style-type: none"> • Total area of school land in relation to the minimum area requirements corresponds to the ratio of students number • Feasibility of building floor area related to the ratio of number of students • The presence or absence of sanitation inside and outside of buildings related to clean water, sewerage disposal, waste bins and rain water canal • Feasibility of room related to air ventilation and lighting • The presence or absence of electrical installations • Completeness of infrastructure • Suitability of textbooks in accordance with regulations of the MoNE • Uses of laboratory space of Physics, Chemistry and Biology as well as supporting facilities as needed
Management Standards	<ul style="list-style-type: none"> • Management of curriculum and learning development activities • Supervision program that is socialized to educators and education personnel • Evaluation activities on school work program every year/according to requirement • Teacher and education personnel performance evaluation activity program
Financing Standards	<ul style="list-style-type: none"> • Development costs for educators and education personnel based on the School Activities Estimates Plan • Expenditures of learning activities implementation costs • Costs of procurement of consumables tools for learning activities
Assessment Standards	<ul style="list-style-type: none"> • Information of assessment criteria design on syllabus to students at the beginning of the semester • Conformity of assessment techniques on syllabus with achievement indicators of basic competency • Conformity of instrument and assessment guidance with the assessment form and techniques • Assessment of learning outcomes • Various assessment that is used: traditional (written test), alternative assessment • Kind of written test used: essay or multiple choice • The bloom taxonomy level used in the written test • Conformity of instrument and assessment guidance with the assessment form and techniques • Assessment techniques that are used • Processing or analysis of assessment results to determine the progress and learning difficulties • Return of the works of students along with educational feedback/comments • Midterm test, final semester test, and grade promotion test • Rate of National Exam graduation

Then, the results of the questionnaire were quantized to calculate the gap between the curriculum that runs in the school and the ideal curriculum. Based on the results of research and observation for the three schools in Yogyakarta i.e. School A, School B, and School C, the results shown in Table 2.

TABLE 2. Observation results from several schools in Yogyakarta

Institution		Number of Indicators	Ideal Score	Implementation of NES	GAP	Total GAP
School A	Standard 1	8	24	18	2.817	2.347
	Standard 2	10	30	24	2.817	
	Standard 3	12	36	27	4.225	
	Standard 4	11	33	25	3.756	
	Standard 5	11	33	33	0	
	Standard 6	4	12	11	0.469	
	Standard 7	3	9	8	0.469	
	Standard 8	12	36	27	4.225	
School B	Standard 1	8	24	19	2.347	1.819
	Standard 2	10	30	26	1.878	
	Standard 3	12	36	30	2.817	
	Standard 4	11	33	28	2.347	
	Standard 5	11	33	29	1.878	
	Standard 6	4	12	11	0.469	
	Standard 7	3	9	7	0.939	
	Standard 8	12	36	32	1.878	
School C	Standard 1	8	24	15	4.225	2.347
	Standard 2	10	30	22	3.756	
	Standard 3	12	36	32	1.878	
	Standard 4	11	33	30	1.408	
	Standard 5	11	33	32	0.469	
	Standard 6	4	12	9	1.408	
	Standard 7	3	9	8	0.469	
	Standard 8	12	36	25	5.164	

The criteria of each standard is

Standard 1 = Content Standards

Standard 2 = Process Standards

Standard 3 = Graduates Competency Standards

Standard 4 = Teacher and Education Staff Standards

Standard 5 = Standard of Facility and Infrastructure

Standard 6 = Management Standard

Standard 7 = Financing Standard

Standard 8 = Assessment Standards

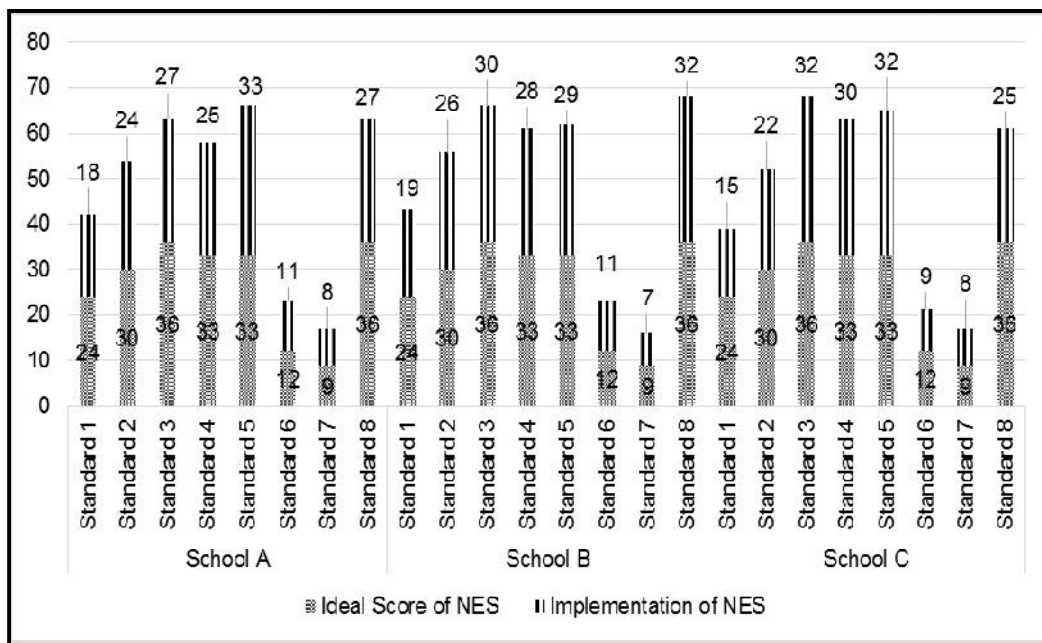


FIGURE 1. Comparison between ideal score of NES and implementations' score

RESULT AND DISCUSSION

This study aimed to find out how the implementation of school curriculum in Yogyakarta as a pioneer school of the new curriculum. This research was conducted at three high schools in Yogyakarta. Criteria for the selected schools in this study were a pioneer school of Curriculum 2013. These schools were in the transition period of the Education Unity Level Curriculum into the Curriculum 2013 so that the learning process was done in part class XI still used the old curriculum, while the new curriculum was applied to the class X.

This study was conducted by using a questionnaire completed by the principals, vice principals in part of curriculum, vice principals in part of the school facilities and infrastructure, vice principals in part of student affairs, teachership, finance staff, and administration. The questionnaire was based on the quality reference used for the achievement or fulfillment of the quality of education in the educational unit that was the National Education Standards (NES). NES as stipulated in the Government Regulation Number 19 The year 2005 regarding National Education Standards, that is minimum criteria on the educational system in all jurisdiction of the Unitary State of Republic of Indonesia. The NES (contents standard) contains the policy instruments used to implement the vision, or framework, of the subject matter disciplines on the education system, including users, parents and the general public [4].

Based on the results of research that had been conducted in several high schools in Yogyakarta (Table 2) shows that implementation of the curriculum based on NES has a gap of 2.347 for school A; 1.819 for school B and 2.347 for school C. This difference is due to several indicators in the NES that have not been fulfilled.

School A and school C have more significant gap than school B. Indicator fulfillment of each standard obtained different scores in which on average the schools have implemented a good content standard so that the gap obtained in the first standard is low. Fulfillment of the content standards in each school has been achieved which includes the preparation of subjects syllabus, the existence of self-development programs in the form of extracurricular activities and counseling activities, the burden of teaching/week that teachers must run, structured assignment and unstructured independent activities and the minimum completeness criteria of subjects that had been set.

Based on some of the standards explained, it shown that the largest gap is shown in the eighth standard that is the assessment standards in some schools. Based on the observation results, it shows that most teachers in these schools rarely provide information to students about the goals to be achieved during the learning process. Students only receive the subject matter without knowing the essence of the matter they learn in daily life. This is not in

accordance with the curriculum expectations that the teacher should convey the goals to be achieved in studying a particular material on the learning process.

In addition to assessment standards, process standards have a similar gap for each school. These standards relate to the learning process within the school. Basically, teachers at schools do not make innovations in the learning process. Conventional learning systems are often encountered in the learning process. Educational literature, theory, and reform trends have long been promoted for teachers to have a central role in curricular design [5]. That trends affect the implementation of the curriculum. Lesson plan described from the syllabus is generally just a copy of the lesson plan previously made. This makes the lesson plan is only as a complement to the curriculum structure that is only a formality in nature. Marsh argues that the curriculum is a series of interrelated plans and experiences and completed by students under the guidance of schools. It can be concluded that the "plan" is associated with the planned curriculum and "experience" as an unplanned event in the classroom [1].

Teachers play a role in the curriculum development process. This is based because the curriculum development process can be done micro by designing objectives, formulating materials, setting learning methods, and designing evaluation [6]. Curriculum 2013 adopt scientific literacy by National Science Education Standards (NSES). It defines scientific literacy as the ability to [7]:

- Ask, find, or define answers to questions that come from everyday experience;
- Explain, explain and predict phenomena occurring in nature;
- Read and understand articles in popular media and engage in social conversations about the validity of conclusions;
- Identify the scientific problem used in creating a hypothesis;
- Evaluate scientific information based on the source and method; and
- Pose and evaluate logical arguments based on evidence and conclude correctly.

Besides that, technology in the learning process allows teachers to make appropriate curriculum changes as needed. Some technologies can be used in the classroom to allow for an adjustment to students' real life into learning, while others remind students of mistakes in their thinking [8].

Based on the results of the observation indicate that the improvement of curriculum implementation in Indonesia has been running as it should be although there are some technical things that can not be avoided. Raharjo stated that with the existence of such national standards, the direction of quality of education improvement in Indonesia is clearer. If each educational unit has achieved or exceeded the national education standards, the quality of the educational unit can be state high [9].

CONCLUSION

Based on the results of the analysis, implementation of curriculum conducted in the three schools is not in accordance with the expectations of the curriculum. It found a gap on the fulfillment of national education standards and the implementation of curriculum in several high schools in Yogyakarta.

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