

## The Implementation Curriculum 2013 (K-13) of Teacher's Ability to Developing Learning Tools in Teaching and Learning Process

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### ABSTRACT

Curriculum 2013 (K-13) it is expected that all schools and teachers have been able to implement the curriculum both in terms of preparation for learning tools as well as in the learning process. However, the reality is far from expectations as the ability of teachers in the preparation of the learning tools is still lacking. Detected through learning tools compiled from teachers who are following the professional teacher education online, the results were far from expectations posing a big question mark for researchers. For this reason, the researchers tried to explore the issue through a qualitative descriptive approach. Although in this study quantitative data also exist, it was just as supportive data to strengthen the argument and conclusion. Sources of data in this study are a sports physical education and health (PJOK) amounted 100 people teachers training program held in Banjarbaru, South Kalimantan through Online Learning Systems Indonesia (SPADA). From these studies it was found that K-13 training has not met the need of all teachers reflected in learning tools is not understood comprehensively by the teacher's participant training program. Further, in some training, there are instructors who didn't come from the field of PJOK, but from other fields of study. This fact is of course very worrying as if it remains, the goal to training teachers professionalism in their fields will never be reached, especially in developing learning tools in teaching and learning process PJOK. Therefore, it is necessary to reorder the instructors in accordance with expertise in the field of study as well as evaluating the effectiveness of the training program K-13.

**Keywords:** Curriculum 2013 (K-13), Teacher's Ability, Developing Learning Tool, Teaching and Learning Process



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## INTRODUCTION

In the 2013 national education system law, has been set up on the curriculum. The curriculum gives direction to the educational process, and is a preparation for learning that is designed and implemented individually or in groups, both at school and outside of school (Annan-Diab & Molinari, 2017). The implementation of curriculum 2013 (K-13) in schools is guided by the 2013 curriculum document issued by the ministry of education and culture of Indonesia which consists of planning, implementing, and supervising education in order to realize the quality of national education (K-13 Guided Book, 2012). The goal is to ensure the quality of national education according to the Law of the Republic of Indonesia aimed at educating the nation and shape the character and dignified civilization. Since the enactment of the K-13 in the year 2013/2014, teacher be expected more focused and more prepared to teach. The readiness is shown by the learning device that must be made. Although apparently teachers are burdened with the administration as the readiness of a teacher, learning device is very important for teachers in preparing the learning process. With the learning device that has been prepared properly enabled learning can take place properly. Learning devices are tools or equipment to carry out the process that allows teachers and learners perform the learning activities. Learning tool created as one of support for learning to work well (Harris & Hofer, 2011).

Learning plan stated in Ministry of Education and Culture Regulation No. 22 of 2016 on Standards for Primary and Secondary Education Process. The device consists of a syllabus of learning, the Learning Plan (RPP), Instructional Materials, Media Education, Worksheet Students (LKPD), and Evaluation/Assessment. Learning device is made to be able to accommodate a student-centered learning system (Student-Center), meaning that it was students who are active in learning steps according to the draft made by the teacher. In designing the study, teachers of supposedly able to use technology as a teacher professional teacher should be able to master competencies, in addition to the professional teachers must also have a moral quality, cultured, dignified, whose duties with full responsibility, justice, conscience, disciplined, obedient to the rules and discipline (Belinova et al., 2017). In view of the progressive, characteristic changes in society must be accompanied by changes in the culture of the teacher in the learning process. Rapid change requires teachers should prepare themselves to being run over by age, and can occur even exceed the capacity of student's teachers, if teachers do not have extensive knowledge.

As a teacher who professional a teacher should be able to master competencies, in addition to the teacher professional also should have the moral quality, cultured, dignified, whose duties with full responsibility, justice, conscience, discipline, abiding by the rules, and discipline (Belinova et al., 2017). In this 21st century learning media and resources there are everywhere, books can be replaced technology, however, the presence of permanent teachers is irreplaceable. The ability of teachers to educate in this digital era 4.0 strengthened on pedagogy on teachers themselves. The teacher's role more as a facilitator who is able to take advantage of digital technology well to design them to be creative to make learners active and high-level thinking. Therefore, inevitably, it is the teacher's role must be strengthened. Teachers are required able to utilize technology in instructional material and learning media. This time learning to use multimedia and e-learning is no stranger, however, for teachers in areas far from

the reach of the Internet have become a matter of course, and also related to the mindset difference where among teachers who were in the city, especially with teachers who come from developed countries. It is associated with dimension and cultural references (Borko, 2004).

Teachers are very instrumental in developing 21st century skills. Besides, teachers should also be able to adapt to the curriculum, and is capable of imagination to produce high creativity in learning (Drake & Reid, 2018). The characteristics of teachers in the 21st century include: First, Teachers as well as the facilitator should also be a motivator and inspiration for students. Teacher as facilitator, meaning not make the teacher as a knowledge center (teacher-centered), because knowledge can be accessed through a variety of learning media and resources. The positions of learners in 4.0 era become the center of student as well as the demands of the curriculum 2013. In this case the teacher should be able to position itself as a study partner for learners and collaborate to facilitate learning process. Second, teachers must have the ability to read high interest and critical thinking. This is to anticipate the development of quick learners' knowledge through digital technology. If not, then there will be a loss of authority of the teacher who of course have an impact on the learning process itself and the progress of the nation. Third, the ability to write and communicate. In the 21st century a teacher in addition must have a high interest must also be able to write as medium to convey messages. Teachers are required capable of expressing ideas through writing idea of thinking as the enrichment of learning delivered to students in improving the quality of learning. Fourth, teachers are also required to be creative and innovative. Learning e-learning system is a necessity or requirement for a teacher in order to maintain the authority of the teacher in front of his students. ICT-based teaching competencies for teachers of the 21st century is an absolute. Fifth, 21st century teachers are required to have the ability to do a cultural transformation. This transformation process termed self-change, from being considered old-fashioned replaced by novelty (Hakim, 2017).

The task of the teacher in the context of Indonesia is not only to teach, but also to educate, direct, guide, train, assess and evaluate. This is in accordance with Government Regulation No. 74 of 2008. The Teachers emphasizes that professional teachers are obliged to plan, implement quality learning process, assess and evaluate learning. Learning tools is a weapon for a teacher indicating a sign of readiness to give directions for teachers in teaching. Lesson preparation contained in learning tools for teaching and learning such as lesson plans, instructional materials, worksheet students, and evaluation rubric/assessment. The learning tools can be seen through the readiness of a teacher which has been stated clearly in the ministerial decree No. 22 of 2016. However, regulations are not always in line with the reality on the ground as the teachers seem reluctant in preparing the learning tools for teaching and learning (Tafonao et al., 2020).

Since the publication of curriculum 2013, it several times experienced improvement and change, but in terms of processes and products for the physical education, sports, and health (PJOK) curriculum, the implementation has not met the standards (Setiadi et al., 2019). Since the enactment of the curriculum in 2013, the implementation of the curriculum has been uneven across the school. Teachers should have been very understanding about the content of the curriculum, but in fact the teachers still have difficulty understanding basic competencies and core competencies translated into lesson plan and learning tools as proved by (MBoleng et

al., 2018) that teachers of physical education, sport, and health (PJOK) are not yet ready to make a learning tools based K-13.

After eight years running, the expectations of researchers originally have thought that the ability of teachers to prepare learning tools and translate core competence and basic competences in the affective, cognitive, and psychomotor already proficient. But the fact that almost 95% of the learning tools made by the participants do not meet expectations indicating that the teachers do not understand about the preparation of the learning tools in teaching and learning process. As such, the writers conducted this research in order to determine field problems hampering the ability of the preparation of learning tools based K-13 for teachers of physical education, sport, and health/PJOK (Ahmad, 2014).

## **METHODS**

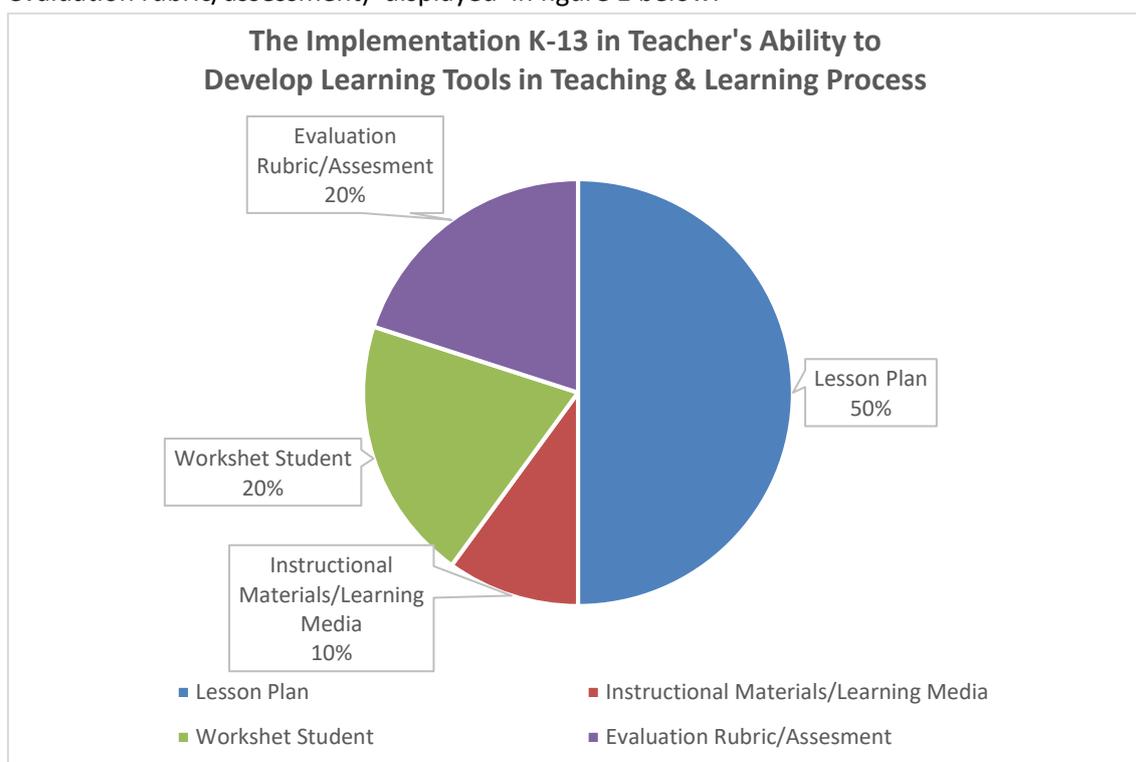
The research method used is case study research, one of the studies that focuses on examining the background, interactions and conditions of a particular community. The form of this case study is actually more suitable to be used to examine an event, activity, or program in a particular group of individuals. The advantage of this type of research is that it can be used to examine objects in the form of groups. As long as the group has the same goal. This study uses descriptive qualitative approach in the form of documents, interviews, and questionnaires. Although encountered data is quantitative, it was just as supportive data to reinforce and complement the arguments in drawing conclusions (Arifin, 2020). Subject research is a teacher of physical education, sport, and health (PJOK) in South Kalimantan who are following professional teacher education, numbered 100 person. As for the focus in the study is the ability of physical education teachers in developing learning tools-based K-13, as well as the problems faced by the teachers in implementing learning tools into preparation teaching and learning process. The study was conducted in professional education center teachers in physical education, sports, and health (PJOK), in Banjarbaru, throughout the month of June to December 2019.

Data retrieval is divided into two parts. First, the initial data as a backrest base is a learning tools in the form lesson plans, instructional materials, worksheet students, and evaluation rubric/assessment, which has been created by teachers who were studying the teaching profession, at the time online lectures. The data is used as a base to explore the problems faced by teachers in preparing a learning tool. Second, the data obtained through interviews conducted during face to face lectures/workshops. Some basic questions posed, and then to dig deeper into the questions were developed by the researchers. The main question posed, among others: 1). Is your school already use K-13 effectively; 2). Would you've have been training K-13 especially in preparation learning tools; 3). Is the material presented has been understood by you in detail; 4). Does the instructor's person K-13 comes from the same field; 5). Books or reference what you use as a resource to develop learning tools? (Ambiyar & Dewi, 2019).

## RESULTS AND DISCUSSION

### Results

Findings from the study documents composition of learning tools such as lesson plan preparation, instructional materials, worksheet students, and evaluation rubric/assessment made by teachers of physical education, sports, and health (PJOK), amounting to 100 teachers are still lacking. Preliminary data compiled learning tools capabilities are taken during workshops lectures professional teacher education in Banjarbaru, South Kalimantan through Online Learning Systems Indonesia (SPADA). The study's findings about the ability to create a learning tools per-item composition (lesson plans, instructional materials, worksheet students, and evaluation rubric/assessment) displayed in figure 1 below:



*Figure 1. The Preparation Capabilities Teachers at Workshop Professional Teacher Education to Develop Learning Tools in Teaching and Learning Process*

Once the data found that the ability of teachers to make the learning tools is lacking, then subsequently traced the cause. Search cause of the ability of teachers is still lacking is done when teachers physical education, sports, and health (PJOK) workshop participants. The summary of the principal results of the interview are described in the following table 1:

*Table 1. Causes of Lack Teacher's Ability to Implementing K-13*

No.	Statement Components	Percentage (%) Answers
1	Statement using K-13 as professional teachers	70%
2	A statement that he has never attended a K-13 training	75%
3	Understanding of training learning media and instructional materials is poorly understood	40%
4	Resource persons/instructors from other fields	60%
5	Use of textbooks than learning media/e-learning	80%

From the data in table 1, it can be argued that the lack of ability of teachers in preparing a learning tool caused by among other things: dissemination and training K13 has not been evenly distributed throughout the area. Proven 70-75% of teachers said that they had never received training K-13. This is especially true on the teachers who are in the area. As noted A2, one of the teachers, "I have never received a briefing K-13, and we still comfort use the school curriculum or so-called Education Unit Level Curriculum (Kurniaman & Noviana, 2017).

From interviews, it was stated by the teachers who had attended the workshop training, most said that they did not understand the instructional material and develop learning tools in detail. Regulations underlying minister decree No. 16 of 2007 is not also presented in detail. The instructional material in the form of lesson plan is received in the form of copy and paste, without a detailed explanation of how to use lesson plan in K-13. Even raised by some teachers who have been trained, the training curriculum delivered by speakers who are not of the fields of study physical education, sports, and health (PJOK), but from other areas of study. As stated by H 35, "we received training K-13, but his sources instead of physical education, sports, and health (PJOK) but from other fields, so when we asked, they were not able to give a clear answer, and we were only given examples of copy and paste without explanation means". Such information also strengthened by F 29, "how we can understand the implementing new curriculum, especially that part of Core Competence (KI) and the Basic Competency (KD), if that explains not of the field of physical education, sport, and health (PJOK), but on the field of study other. And we need a detailed explanation of how to comprehend KI and KD, KD nature especially skills". if that explains not of the field of physical education, sport, and health (PJOK), but from other fields of study (Rafiudin et al., 2021).

Other findings are, teachers in conducting the learning process are only based on textbooks, the contents of which tend to the sports branch without paying attention to the contents of the curriculum and class levels according to curriculum material. A15 stated, "I teach based on textbooks purchased by schools". When the researcher asked again, did the textbook match the demands of the contents of the 2013 curriculum? A15 and others answered, "I don't know, for us the important thing is there is an example, because so far we don't understand how to implement the K-13, especially to develop instructional materials and learning tools-based K-13 ". In addition, in teaching teachers tend to teach sports material as obtained in college, as stated by 54 B, an elementary school teacher, "what we teach is in accordance with what we have received during last lecture. What has been stated by 54 B is clearly not in accordance with the contents of the current curriculum. The teachers stated that they could only understand about

K-13 after receiving the material lectures during the professional teachers' workshop. As one teacher put it, "We just understood ma'am, we used to teach without involving learning tools that became a guide. We always feel we lack material to teach, because what we teach is only the lessons we have received during college, without seeing the curriculum message (Khawari et al., 2018)."

### *Discussion*

The success of a curriculum is applied for socialization and intense training. Before conducting socialization of course prepared human resource tools, namely instructors or speakers who have the ability and the field that will be delivered. If socialization is not conveyed properly then the result will not be as expected. This is evident from the research that proves that the ability of teachers to prepare learning tools at teaching and learning is still weak, due because not all teachers get the socialization and guidance regarding the application of K-13 which is a typical in university when trying to innovate. As a result, teachers have not been able to draw up plans well. Learning tools created as one of support for learning to work well. Learning will be effective if teachers are able to design learning well. A good teacher is a teacher who can prepare lesson plans well (Mansur & Utama, 2021).

Curriculum changes will not give any meaning if it is not accompanied by a clear policy. The low quality of education in Indonesia certainly can not be answered simply by changing the curriculum. Or even replace the education authorities. Quality education can only be answered by the quality of teachers. Teachers who are qualified professionals who guarantee. Without improvement in the quality of teachers, the quality of education will remain "far from the fire", always be inadequate (Wijaya et al., 2021). As good as any curriculum, if the teacher is not equipped with either about how to implement the curriculum will not be able to walk up.

Facts on the field, that the teachers are stuck with textbooks purchased by the school. Come to think of it of course makes it a teacher, but their impact is reducing the creativity of teachers, because teachers are not glued and just had enough with the materials that are already available. Habit of following the book spay and off the creativity of teachers so that the implementation of Curriculum 2013, which has not happened contextually (Salim & Utama, 2020). Their book these packages must be revisited. Government in this case the Ministry of Education and Culture must evaluate the content of the books, especially handbooks of physical education, sport, and health (PJOK) learning, whether in accordance with the curriculum.

It is very alarming, when the findings of the study, including the teachers glued to the textbooks, and teaching the lessons of physical education, sports, and health (PJOK) based solely on experience when receiving the same lesson when college. Though the content of the curriculum is not the same as the college curriculum, indeed, core competence (KI) and basic competences (KD) are in between the different levels. For the dominant primary school level with the basic motion, for the junior high school level towards a specific motion, while the middle class has entered the upper level motion analysis to sports. If teachers teach using textbooks and references only having experience in college without learning curriculum well, then the result of the primary school level to the intermediate level will be stuck on learning the sport (Pendidikan, 2018).

Professional teachers are educated and well-trained and have experience in the field (Pamuk, 2012). There are nine competencies that must be mastered by teachers physical education, sports, and health (PJOK) care to facilitate learner. The field is philosophical aspects, pedagogic, history, anatomy, kinesiology, physiology, psychology, sociology, and development of motion study. This was stated in the ministerial decree No. 16 of 2007, concerning academic standards and qualification of teachers. The competence of the basis is for translating the curriculum into learning tools. Learning physical education, sports, and health (PJOK) care are dominant learning via motion. But in learning to be able to accommodate the affective, cognitive, psychomotor aspects in addition to that is characteristic of physical education lessons. The most alarming of these findings is their socialization curriculum instructors come from other fields. How can teachers be able to absorb the curriculum well, if the instructor does not come from the field of physical education, sports, and health (PJOK). This is contrary to the professional principles contained in Law No. 14/2005 on Teachers and Lecturers, the work or activities carried out by someone and become a source of income that life requires skill, expertise or skills that meet certain quality standards or norms as well as the need professional education (Nurdyansyah & Fahyuni, 2016). This explanation shows that the profession requires expertise in the field of education if wishing to be in compliant with the demand of community in the era of 4.0 especially implementing K-13 in teacher's physical education, sports, and health (PJOK) care to facilitate learner thorough ability to develop learning tools based K-13 (Sudarisman et al., 2015).

## **CONCLUSION**

Curriculum 2013, which has been going for approximately eight years, have not been properly socialized. It appears that the desire to change the curriculum is not accompanied with the appropriate human resources to be able to disseminate to all teachers and education personnel. Their instructors out of the same field, is certainly very worrying, because it is contrary to the principles of professionalism. The ability of a teacher in developing learning tools is very important, because these tools gave way to a good learning process at teaching and learning. Their required textbooks for schools, on the other hand is pretty good if it is used only as reference material, but if the book into a main handle then it will turn off their creativity in designing learning. Quality education can only be answered by the quality of teachers. If the quality of teachers is not corrected, then no matter how great the curriculum does not guarantee the quality of education. It is suggested, to answer the challenges of our time industrial era 4.0, teachers must be given a lot of skills training related to learning and mastery of ICT. If not, then the teacher will be left out of from the ability of the students who are now very technologically savvy. It was also suggested that there is research that examines the ability of teachers to develop learning media based K-13.

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