

# **ANALYSIS OF THE IMPLEMENTATION OF THE 2013 CURRICULUM REVIEW OF TEACHER PERFORMANCE AND PROFESSIONALISM AT JUNIOR HIGH SCHOOL 3 BASIDONDO**

**Kadek Maya Komala Sari**  
Madako University  
Correspondence Email: [corpseolis123@gmail.com](mailto:corpseolis123@gmail.com)

## **ABSTRACT**

This study aims to: Knowing the performance of teachers in SMP Negeri 3 Basidondo. This type of research is a qualitative research, in collecting data using observation, interview and documentation techniques. The data analysis technique used is data reduction, data presentation and conclusion drawing and verification. Analysis of the implementation of the 2013 curriculum in terms of teacher performance at SMP Negeri 3 Basidondo with indicators of the ability to plan and prepare for teaching, mastery of the material to be taught to students, mastery of teaching strategy methods, assignment of assignments to students, ability to manage classes, and ability to conduct assessments and evaluation. Of the six indicators, five of them can be implemented well and one indicator that has not been implemented properly is the indicator of the ability to conduct assessments and evaluations. If viewed from the statements of the informants through observations, interviews, and documentation conducted by researchers need to be improved.

*Keywords: Curriculum, Professionalism, Performance*

## **ABSTRAK**

Penelitian ini bertujuan untuk: Mengetahui Kinerja Guru di SMP Negeri 3 Basidondo. Jenis penelitian ini merupakan penelitian kualitatif, dalam mengumpulkan data menggunakan teknik observasi, wawancara dan dokumentasi. teknik analisis data yang digunakan adalah reduksi data, penyajian data dan penarikan kesimpulan dan verifikasi. Analisis penerapan kurikulum 2013 ditinjau dari kinerja guru di SMP Negeri 3 Basidondo dengan indikator kemampuan membuat perencanaan dan persiapan mengajar, penguasaan materi yang akan diajarkan kepada peserta didik, penguasaan metode strategi mengajar, pemberian tugas kepada peserta didik, kemampuan mengelolah kelas, dan kemampuan melakukan penilaian dan evaluasi. Dari keenam indikator lima diantaranya dapat terlaksana dengan baik dan satu indikator yang belum terlaksana dengan baik yaitu indikator kemampuan melakukan penilaian dan evaluasi. Jika ditinjau dari adanya pernyataan dari informan melalui observasi, wawancara, dan dokumentasi yang dilakukan peneliti perlu ditingkatkan.

*Keywords: Kurikulum, Profesionalisme, Performan*

---

## **INTRODUCTION**

In the field of education, the government continues to make changes, one of the changes made is to make changes to the curriculum. The educational component plays an important role in achieving the goals in learning activities. The teacher is the first determining factor in the success of learning. The teacher is a profession that is responsible as an educator, mentor, and leader for students.

The curriculum is a set of plans and arrangements relating to the objectives, content, teaching materials, and methods used as guidelines in the implementation of learning activities in order to achieve educational goals. (Law No.20 of 2003 article 1 paragraph 19).Hasibuan, (2017) says that performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity and time. while Kartini (2019) the performance of a teacher will appear in daily work situations and conditions. Performance can be seen in the aspect of activities carrying out the quality of the task.

Based on initial observations in schools, in this case to address the implementation of the 2013 curriculum in terms of teacher performance, it is the implementation of the curriculum which is one of the elements of education that has a role in improving the quality of student education. However, in the preparation and implementation of the curriculum, various problems arise that greatly affect the optimal educational goals to be achieved. This is very interesting to be used as material for analysis, regarding the implementation of the 2013 Curriculum in terms of performance at the school will produce outputs that are in accordance with the current and future demands of society.

## **LITERATURE REVIEW**

Analysis is a thinking activity to decompose a whole into small components so that it can recognize the signs of the components, the relationship of each component, and the function of each component in an integrated whole. The curriculum is actually presented so that it becomes the main tool so that education is carried out in harmony with the ideals of the nation. According to Nasution (Amin, 2013:263) argues that "Curriculum is a plan drawn up to expedite the teaching and learning process under the guidance and responsibility of schools or educational institutions and their teaching staff.

So that in its application the curriculum requires solid cooperation between the relevant components, namely the government, educational institutions and the community. The 2013 curriculum is a refinement of the 2006 Education Unit Level Curriculum. The curriculum is a set of plans and arrangements, regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. Law No. 20 of 2003 article 1 paragraph (19). The curriculum can also be said to be a refinement of the competency-based curriculum that enhances the competency standards of graduates by being developed according to the current demands of Indonesia and the future as needed. Chotimah (Safitri, 2019: 8) said "Teachers are people who facilitate the process of transferring knowledge from learning resources to students. Teacher is a designation for positions, positions, and professions for someone who devotes himself to the field of education through educative interactions in a patterned, formal and systematic manner. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education. In this case, the teacher not only teaches formal education, but also other education and can be a role model for his students. Teacher duties refer to the above understanding of an educator or teacher having the duties and responsibilities to teach, educate, train students to become quality individuals, both intellectually and morally. Some of the main tasks of the teacher are teaching students,

educating students, training students, guiding and directing, providing encouragement to students. (Safitri, 2019:8)

### **Teacher Performance**

According to Rachmawati and Daryanto (Dayanti, 2017:24), there are 6 performance indicators for teachers, including:

1. Ability to plan and prepare for teaching.
2. Mastery of the material to be taught to students
3. Mastery of teaching strategy methods
4. Giving assignments to students
5. Ability to manage class
6. Ability to conduct assessment and evaluation

## **METHOD**

This type of research uses a qualitative research approach. Qualitative research is research that intends to understand the phenomenon of what is understood by research subjects, for example behavior, perception, action, holistically and by way of description in the form of words and language, in a special natural context and by utilizing various methods. scientific. This research was conducted at SMP Negeri 3 Basidondo, when the research was carried out from June to August 2021. Researchers used several data collection techniques, including: Observation, Interview and Documentation

## **RESULTS AND DISCUSSION**

### **1. Ability to make lesson plans and preparation for teaching**

The form of teacher performance evaluation is adjusted to the situation and conditions as well as the existence of supporting media to determine the evaluation of students so that in this case the role of the linkage of the school as the person in charge in facilitating the teaching and learning process in schools. This is supported by the existence of lesson plans, syllabus, printed books, Promissory notes, Protas and Journals.

Dolong (2016) says planning is a systematic process in making decisions about actions to be taken in the future. Based on the curriculum that has been set within the scope of the school concerned, the form of teacher performance evaluation is adjusted to the situation and conditions as well as the existence of supporting media to determine student evaluations so that in this case the role of the school as the person in charge of facilitating the teaching and learning process in schools. Teaching is a complex human endeavor because of the many values and human factors involved in it. In carrying out the main task, the teacher is not only oriented to providing a learning planning tool system, but the implementation process, especially the most important thing is the daily interaction of teachers and students both in giving assignments and learning materials. Zein (2016) said the ability to make teaching preparations is the first step that must be possessed by teachers, and as the estuary of all theoretical knowledge, basic skills and in-depth understanding of learning objects and learning situations.

### **Mastery of the material taught to students**

The suitability of the curriculum with the needs of students in learning activities at SMP Negeri 3 Basidondo is met, R1 said "the curriculum is made to carry out learning to see the development of student needs". Furthermore, the learning resources used in teaching are available, R2 said "there are two learning resources used, namely: *learning resources designed for learning purposes and learning resources that are already available, just use them*". Furthermore, regarding the learning process carried out by the teacher in the classroom according to the 2013 curriculum, R3 said "teachers at SMP 3 Basidondo have taught according to the demands of the curriculum and completed the learning tools".

Mastery of the material taught to students can be carried out well, this can be seen from the teacher not only emphasizing the ability to prepare lesson plans but also need to understand the factors behind the inhibiting factors in the existence of students, especially taking an educative approach and the teacher's ability to regulate the classroom management system. Apart from the learning resources used, the educative approach needs to be an emphasis on teachers with learning tools that have been arranged in a systematic way, but in practice they must be able to understand the growth rate of students who depend on the teacher's mastery of the material taught to students, especially when carrying out the teacher's learning process. prepare material to be taught to students based on material mapping. This is supported by the existence of printed books and worksheets.

Tuerah (2015) said Mastery of teaching materials for teachers is a very decisive thing, especially in the learning process that involves subject teachers. It should be noted carefully that the existence of a curriculum to measure the extent to which the level of success is not only for students as subjects who are fostered but also measures how active the teacher is in developing performance. In addition to the learning resources used, the educative approach needs to be emphasized by the teacher even with learning tools that have been arranged systematically, but in practice they must be able to understand the level of student growth.

### **Mastery of teaching methods and strategies**

The teacher mastered the teaching strategy method to develop the 2013 curriculum learning process, R1 said "the learning strategy method was developed based on the needs and characteristics of students that apply in school". the approach and method used by the teacher has a positive impact on students, R2 said "the approach taken is a scientific approach as an approach in the 2013 curriculum to increase the willingness and ability to ask students in class". Furthermore, to overcome the difficulties of teachers who do not master the teaching strategy method, R3 said "to evaluate directly by providing guidance to the teacher based on the abilities and materials mastered by the teacher".

Mastery of teaching strategy methods has been implemented well. This can be seen from the method applied not just a form of training or a mere formal need so that effective performance is able to foster new innovations for students and experience in responding to developmental challenges in the world of education. Evaluation does not only occur around student development in the learning process but it is very important to note that support from the school for assessing the level of teacher performance needs to be an agreed agenda for evaluating the ability of the teacher. There are many kinds of learning methods, including question and answer methods, group methods, discussion methods, problem solving methods and many more. Each learning material cannot use the same learning method, Therefore, before teaching the teacher must choose a method that is appropriate to the material. Priadi (2018) Mastery learning is a learning process that is carried out in a systematic and structured manner, aiming to adapt learning to groups of students (classic), helping to overcome the differences that exist in students and this is useful for making learning speed (level of progress).

### **Giving assignments to students**

The task given by the teacher at the end of the lesson to students is carried out to find out the extent to which the learning objectives are achieved, R1 says "*the teacher gives the task of evaluating the learning material being taught to test students' abilities*", R2 also said "evaluate the learning material being taught, conclude the material being taught", *provide test questions as an evaluation to test students' abilities*. The teacher overcomes obstacles in giving assignments to students, (R3) says "the obstacle that often occurs is the existence of teachers who have less experience so that they have difficulty in realizing an effective learning process".

The assignment of assignments to students has been carried out well. This is supported by the list of student grades and attendance lists. The role of the teacher is not only as a teacher, but also as an educator and mentor as well as supervising the development of students through an approach that is built through good communication with parents. The level of difference in students must be a reference for teachers to understand their existence so that in an effort to improve teacher learning, teachers are

not monotonous in providing evaluations to meet the demands of the existing curriculum. Then the tasks given are according to the material being taught with different levels of questions in order to measure the ability of these students. Iriyani (2017). Saying the assignment is the presentation of learning materials where the teacher gives certain tasks so that students carry out learning activities, then must be responsible for the tasks given by the teacher to deepen the lesson material,

### **Ability to manage class**

The teacher's ability to manage the class is in the good category, R1 says "conducting supervision in the classroom to find out the teacher's progress in the learning process", R2 also says "the approach taken in classroom management is the freedom approach, teaching approach, class management approach, and group process approach. ". Furthermore, measuring the teacher's performance ability in managing the class, (R3) said "through structured evaluation and unstructured assessment forms". Regarding the ability to manage the class when the teacher delivers the material in front of the class, the teacher tries to approach each student. It is known that not only in terms of the approach taken by the teacher but more than that the teacher also needs to undergo a form of evaluation that involves the role of the school.

Classroom management can be carried out properly, this can be seen from the approach taken by the teacher, it is necessary to undergo a form of evaluation that involves the role of the school. In this case the principal's policy making in carrying out supervisory actions to measure the extent to which teachers can carry out their functions optimally. Pamela, (2019) says Classroom management is a teacher's skill to create and maintain optimal learning conditions and restore them if there are disturbances in the teaching and learning process. In the teaching and learning process, it is very important to pay attention to things that support the creation of an efficient teaching and learning atmosphere, especially in spatial planning and classroom management carried out at the school. Teachers must have innovation and creativity in creating comfortable learning both individually and in the learning process together or in groups. This requires teachers to be able to understand each student's needs externally or environmental factors that support.

### **Ability to conduct assessment and evaluation**

Overcoming the difficulties of teachers in providing assessments and evaluations, R1 said "to supervise teachers who have difficulty in conducting assessments and evaluations to be given guidance". The same thing was said by R2 "to overcome difficulties when conducting an assessment including, using time as effectively as possible so that the evaluation can be carried out properly, trying to overcome the situation with the varying abilities of each student". To overcome teachers who experience problems when conducting assessments and evaluations, R3 said "the school can facilitate these teachers with training programmed by the education office". The cooperative relationship to advance the school is well established in order to achieve common goals, the role of the leader must be extra in paying attention to the level of teacher ability in developing learning. This is supported by the existence of a list of grades, attendance lists, student absorption and attitude processing.

The ability to carry out assessments and evaluations has not been carried out properly, this can be seen from the student's scores which are still below the standard and need to be improved and improved. The principal has full responsibility in the teacher evaluation process and manages all needs related to teaching and learning as a form of responsibility to the supervisor in the form of a formatted assessment which will show the teacher's ability to conduct efficient assessments. Assessment is the activity of managing information obtained through measurement through analysis and considering the performance of students on relevant tasks. Subali (2014) said that evaluation is the process of determining a program, namely whether a program is perfectly planned, well implemented, perfectly achieved and has a very broad impact. The cooperative relationship in advancing the school is well established in order to achieve common goals, the role of the leader must be extra in paying attention to the level of teacher ability in developing learning. The principal has full responsibility in the teacher

evaluation process and manages all needs related to teaching and learning as a form of accountability to the supervisor in the form of a formatted assessment.

Previous research aims to obtain material for comparison and reference. In addition, to avoid the assumption of similarity with this researcher, Ratnasari (2016) found that the implementation of mathematics learning in the 2013 curriculum which consisted of planning, implementation, process assessment and learning outcomes was classified as good. Constraints experienced by mathematics teachers in implementing the 2013 curriculum include difficulty in changing the mindset of teachers and students, uneven student abilities, time, and complicated assessments. This is due to the lack of mental readiness of teachers and students in facing the new 2013 curriculum. Widiastuti (2017). Finding that the teacher's understanding of the scientific approach that is known in general is that the teacher has a good understanding of the scientific approach. Implementation of the scientific approach in the 2013 curriculum which consists of aspects; RPP is made before learning is carried out, there are already listed learning steps based on a scientific approach and are in accordance with the format of the 2013 curriculum RPP. In the implementation of the scientific approach, the teacher tries to carry out learning as planned in the RPP. But there are also those that are widely developed again. Learning activities consist of 3 main activities, namely preliminary activities, core activities and closing activities. The evaluation carried out by the teacher in implementing the 2013 scientific curriculum uses an assessment of knowledge, attitudes and skills that are adjusted to KI, KD, and indicators. Khairunnisa (2018). Finding that the performance of biology subject teachers in the 2013 curriculum lesson planning is good. The performance of biology subject teachers in the implementation of 2013 curriculum learning is good. The performance of biology subject teachers in the 2013 curriculum assessment has been good. The inhibiting factors experienced by biology subject teachers applying the 2013 curriculum are the making of lesson plans, the activeness of students. The similarity of this research with the three studies above is that they both examine the analysis that has a positive impact on teacher performance. Meanwhile, the difference between the research that the author will do with the three studies above is that the author examines the analysis of the implementation of the 2013 curriculum in terms of teacher performance at SMP Negeri 3 Basidondo. The inhibiting factors experienced by teachers of biology subjects applying the 2013 curriculum are the making of lesson plans, the activeness of students. The similarity of this research with the three studies above is that they both examine the analysis that has a positive impact on teacher performance. Meanwhile, the difference between the research that the author will do with the three studies above is that the author examines the analysis of the implementation of the 2013 curriculum in terms of teacher performance at SMP Negeri 3 Basidondo. The inhibiting factors experienced by biology subject teachers applying the 2013 curriculum are the making of lesson plans, the activeness of students. The similarity of this research with the three studies above is that they both examine the analysis that has a positive impact on teacher performance. Meanwhile, the difference between the research that the author will do with the three studies above is that the author examines the analysis of the implementation of the 2013 curriculum in terms of teacher performance at SMP Negeri 3 Basidondo.

## **CLOSING**

### **Conclusion**

Based on the results of the research that the analysis of the implementation of the 2013 curriculum in terms of performance at SMP Negeri 3 Basidondo with indicators of the ability to plan and prepare for learning and teaching, mastery of the material to be taught to students, mastery of teaching strategy methods, assignment of assignments to students, ability to manage classes, and the ability to conduct assessment and evaluation of the six indicators, five indicators can be implemented well and one indicator that has not been implemented properly is the indicator of the ability to conduct assessment

and evaluation. If viewed from the statements of informants through observations, interviews and documentation conducted by researchers but need to be improved.

Student graduations are increasing from year to year as well as the implementation of the 2013 curriculum system that is in accordance with procedures, which motivates teachers to implement the 2013 curriculum and continue to improve the quality of learning. The principal of SMP Negeri 3 Basidondo as the biggest motivator to motivate teachers in implementing the 2013 curriculum and plays an important role in advancing performance and professionalism through training for the teachers he guides.

### **Suggestion**

(1) In the teaching and learning process in the classroom the teacher must always interact with students, especially with students who are less motivated and less active in learning activities that cause students to have low competency scores, because good communication can melt a tense atmosphere. Students are more open to teachers when facing difficulties in the teaching and learning process and teachers should also be able to ask students about the material being taught. (2). Students who rarely attend are expected to be more active in school and for those who are late for assignments to be more disciplined in time so that their scores meet the standard of completeness.

### **REFERENCE**

- Iriyani, J (2017) The Role of Structured Assignment Methods on Physics Learning Outcomes for Class X SMA Negeri 10 Makassar Students. *Journal of Physical Education*, 5(2), 175-185.
- Kartini, D., & Kristiawan, M (2019). The Effect of Professional Allowances and Work Motivation on Teacher Performance. *Manage: Journal of Educational Management*, 6(1), 25-33.
- Khairunnisa (2018). Analysis of Biology Subject Teacher Performance in 2013 Curriculum Implementation In Madrasah Aliyah Negeri Pangkep. UIN Alaudin Makassar. Makassar
- Komaruddin, H. (2019). Tutorial and explanation of WEB-based e-office application using the RAD Method. Bandung: Creative archipelago industry
- Muhadjir., Ridjali (2018). Qualitative Data Analysis. Banjarmasin. UIN Antasari Banjarmasin.
- Muhson, A. (2004). Improving Teacher Professionalism: A Hope. *Journal of Economics and Education*, 1(2).
- Pamela, IS, Chan, F., Fauzia, V., Susanti, EP, Frimals, A., & Rahmat, O. (2019). Teacher skills in managing the class. *Edustream: Journal of Basic Education*, 3(2), 23-30.
- Priadi A., Sarkawi, D., & Oktaviani, A. (2018). Learning mastery strategy in class VIII students of SMP Islam Al Muhajirin Bekasi.
- Ratnasari (2016). Analysis of 2013 curriculum implementation in mathematics. Surakarta. Muhammadiyah Surakarta university.
- Rachmawati T, & Daryanto (2013) Performance and Teacher Profession Assessment and Credit Scores. Yogyakarta: Gava media
- Tuerah, RM (2015). Mastery of learning materials, management and commitment to carrying out tasks correlated with the performance of elementary school teachers in the city of Tomohon. *JINOTEP(Journal of innovation and learning technology*, 1(2), 137-154.
- Widiastuti, R (2017). Teacher Readiness in Implementing the 2013 Curriculum at SD Negeri 1 Girimarto. muhammadiyah Surakarta university

Zein, M. (2016). The teacher's role in the development of learning. *Inspirational journal of education*, 5(2), 274-285.

Law Number 20 Year (2003). *National Education System*. Jakarta: Ministry of the Republic of Indonesia.

Law Number 12 Year (2012). *Higher education*. Jakarta: President of the Republic of Indonesia