ENGLISH TEACHERS STRATEGIES IN IMPLEMENTING 2013 CURRICULUM IN PRIVATE SENIOR HIGH SCHOOL

THESIS

The thesis is submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan

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ENGLISH TEACHERS’ STRATEGIES IN IMPLEMENTING 2013 CURRICULUM IN PRIVATE SENIOR HIGH SCHOOL

PRISKA AYU MAHANANI

ABSTRACT

Student-centered learning process is a new approach in 2013 Curriculum that some students are not ready to adapt as well, so teachers’ strategies are important to deal with the problems in implementation 2013 curriculum. This study aimed to find out teachers’ strategies toward the problems in implementation 2013 curriculum. Five English teachers from private senior high school had participated in this study. Semi-structured interviews were conducted to find out teachers’ strategies to deal with the problems in implementation 2013 curriculum. To analyze the findings, a descriptive qualitative method was used. From the interview, the strategies that teachers used were a group discussion and used daily phenomena as assignment theme. The findings showed that 2013 Curriculum was good to be applied because the new curriculum not only had students’-centered approach but also complete requirements and few materials. This new curriculum can be guidance for teachers in the learning process.

Keywords: 2013 Curriculum, strategies.

INTRODUCTION

English teaching in Indonesia is based on the curriculum designed by central government and has been changed for several times. The first in 1975, the teaching style of English was changed into audio lingual-based in which teaching style of English covered all curriculum components such as teaching objectives, materials, and evaluation as stated by Tjokrosujoso & Fachrurazy (1997). Second, in 1984 the curriculum as stated by Nababab (1983) changed to communicative in which language structure was the most dominant content in the English handbook. Third, in 1994 the curriculum was again changed into meaning-based
communicative curriculum. The meaning-based communicative curriculum was very useful because develop the ability to communicate using four skills in English (listening, reading, speaking, and writing) and the textbooks were produced accompanying this curriculum adopted theme-based content and the task-based teaching approach (Jazadi, 2000).

As the time passed the condition of Indonesian government has already changed. Through the condition made teachers and educators create a new curriculum. In 2006, the government has created School Based Curriculum or known as KTSP. Although KTSP seems very useful in teaching learning process, for instance, teachers only explain what she or he got from the handbook and it was made teachers’ job easier. Besides, KTSP also has some weaknesses. One of the weaknesses of KTSP were experienced by teachers who did teaching practicum in one of private senior high school. PPL teachers become the center in the learning process. It is included homework and English skills are depends on teachers’ provision. Teacher-centered seems could not help students grow better and sharpen their knowledge of English. It happened because practicing English was the responsibility of the teachers, whereas students as the receiver only play little role in teaching and learning process.

Regarding the issues above, Indonesian government decided to redesign and reformulate new curriculum. This new curriculum is called 2013 Curriculum and has been implemented in some schools. Because of the shift of KTSP curriculum to 2013 curriculum, informal discussion with English teachers in a private senior high school in Semarang had been conducted. The informal
discussion revealed that the teachers understood in this new curriculum the students should take more active role in the learning processes. However, teachers noticed that the students were not able to fully participate in the learning process. The problems that the teacher’s faces are that the students are not ready to be independent learners, this probably because they were not familiar with the approach in 2013 curriculum.

Due to this new curriculum had a student-centered approach and in the learning process of 2013 curriculum students should develop their skills (Udin Syaefudin, 2008). Regarding the problem above, investigating teachers’ strategies to deal with the problems in implementation 2013 curriculum is very important to make teachers and students more clearly understand to apply 2013 curriculum as well in teaching and learning process.

LITERATURE REVIEW

This chapter will discuss about the notion of curriculum, the shift KTSP curriculum to 2013 Curriculum, perception of 2013 Curriculum, and the implementation of 2013 curriculum.

The Notion of Curriculum

Curriculum is very important in education system. According to Doll (1996), the component of curriculum such as objective, content, and learning experience are three major components of the organization of the curriculum. The three components of curriculum affect learning and teaching experiences include both students and teachers. Therefore, school as a field to deliver education
system must pay attention to the curriculum that is already applied. English teaching in Indonesia also based on curriculum and has been changed for several times.

Recently, the government changed KTSP curriculum to 2013 curriculum. It gives full attention to the government who are responsible for the development of curriculum, students for whom it is developed and teachers who use it in such a way to give their best to the students. As people know learning English is important not only in the past but also at this time, that’s the reason teaching English must be upgraded.

Actually, the purpose of mastering the English language is to sharpen the four skills consists of listening, reading, speaking, and writing. Due to the purpose, in the past during the colonial period, English was the first foreign language obliged to be taught at junior and senior high school. It is also stated by Dardjowidjojo (2000) that English is important language that has a higher position than other languages such as French, Arabic, Chinese.

The Shif from KTSP to 2013 Curriculum.

Curriculum shift has frequently happened in Indonesia. It is happened because to fulfill the global needs. The last curriculum shift was occurred in 2013. The 2013 curriculum replaced the existence of 2006 curriculum (School-Based Curriculum). Curriculum shift and development are driven by the result of Program for International Students Assessment (PISA) in Australia 2009 which positioned Indonesia on the last tenth ranks among 65 members of PISA. The
need of curriculum shift also relate to the fact that there are some weaknesses in 2006 curriculum. Mulyasa (2013:60) argued that there are seven weaknesses of 2006 Curriculum (School-Based Curriculum).

1. The curriculum content and messages were still too condensed. KTSP curriculum had plenty materials. It can be proved from the number of subjects and materials where the scope and the difficulty level were beyond the student’s age growth.

2. The curriculum has not developed the whole students’ competence according to the vision, mission, and the objectives of National Education. In this context students’ competence like to be active in class, show good performance in teaching and learning process.

3. The competencies being developed were more dominated by knowledge aspect. It has not fully developed the students’ character. In this part students only play or action a little bit in class. They tend to be listener and did not want to dig more the knowledge.

4. Needed various competencies related to the development of society such as character education, environment awareness, approach and method of constructivism, the balance of soft skills and hard skill, and entrepreneurship, have not been accommodated in the curriculum.

5. The curriculum was not sensitive towards local, national or international social change.
6. The standard process in teaching and learning process has not depicted the detail order which arouse various connotations leading to teacher-centered activities.

7. The assessment process has not used the competence-based standard of assessment, regular remedial exercise and extra lesson as well.

The shift from KTSP to 2013 curriculum is not merely to change the old with the new, but to deal with some problems which are considered urgent in the educational system. The shift is expected to bring the betterment in education.

**Perception of 2013 Curriculum**

Nowadays, the curriculum that we use is related to the needs of globalization era. In this globalization era, Indonesia has an opportunity to the upcoming ASEAN Free Trade Area (AFTA) which means Indonesia is following the competitive challenges of globalization. Because of AFTA mastering English is very important. Therefore, the government creates K-13 as the reaction to prepare students or young generation ready for globalization related with the study of PISA (Program for International Student Assessment).

Due to the previous curriculum or KTSP only focused too much on covering broad content and cognitive aspect, it’s made Indonesia students had low quality performance in learning process. The difficulties gave an impact to English as second language in Indonesia. According to Wachidah (2013) English Curriculum seems to be reactions or correction of the previous curriculum. The expert mentions that most high-school learners can hardly use English in the real
situation even in simple purposes. To deal with the problem in the previous curriculum, the 2013 English curriculum brings back the true goal of English teaching, that is meaningfulness and communicative function.

The final goal of English teaching is developing communicative competence in the English language. CLT (Communicative Language Teaching) is adopted in 2013 curriculum. Communicative Language Teaching according to Gahin & Mayhill (2000) can develop students’ language ability or motivation because teachers continue to focus on teaching language forms through communicative-based textbook.

**The Implementation of 2013 Curriculum**

2013 curriculum was implemented in one of public schools in Solo. Few years ago teachers used conventional teaching method and when 2013 curriculum had to be implemented, the teachers were shocked. They had to change the methodology in teaching students to meet the expectation of 2013 curriculum. The challenge in this new curriculum is that students are expected to be independent. Independent in this context refers to student-centered where students are required to participate more in learning process. The new curriculum made teachers realize that they should have pedagogy competence which means they must have better teaching skill to produce great students (Richad & Farrel, 2005).

Dealing with the problem the use of new curriculum is give a benefit. Due to 2013 curriculum was to create better students and teachers as facilitator should change their mind which means when they do teaching have to master all the
students’ need. The strategy is needed to overcome the ignorance in implementing new curriculum. Implementation itself involves the actual use of the activities and tasks that are preplanned (Lewis and Hill, 1992, p. 29) maybe it was become the problem for teachers who do not understand well what should be included in 2013 curriculum. If teachers can not adapt with new English curriculum was important it will become serious problem for students. Students actually had to learn English as well because they should dig more related to knowledge about English and they should have many experience in applying English skills (listening, speaking, reading, and writing).

Furthermore, Syaodih (2007, p.7) asserts that curriculum covers all learning, activities, and experiences of the students with the guidance from the school both inside and outside the classroom. Expert statement above suggest the new curriculum should be implemented. Because 2013 curriculum is based on the active learning approach that encourages students to do observing, questioning, associating, experimenting, and networking. Students are encouraged to find out not to be told. It could help teachers to motivate students to participate more in learning process.

THE STUDY

Context of The Study

The study was conducted in a private senior high school in Semarang, Central Java, Indonesia. The reason of why this school was chosen because it was
the first school that had already applied 2013 Curriculum and had a responsibility
to create materials for other schools (schools that used 2013 curriculum).

Participants

The participants of the study were five English teachers in a private senior
high school in Semarang. All teachers have been teaching English for more than
10 years. They have plenty experience of teaching English in both curriculum
(KTSP and 2013 curriculum).

Data Collection

At first, on 16 June 2016 I did a piloting with English teachers in private
senior high school in Semarang. After do piloting, I started to collect the data. I
asked the teachers for their willingness to take a part in this study and arranged
the date for the interview. After that, the interview with 5 English teachers were
done in 2 days, from 16 to 17 June.

The Instrument

This study used a semi-structured interview, which allows greater
flexibility (Patton, 1990). The questions were open-ended so I could get as much
information as needed to find the strategies used by teachers in dealing with the
problems in implementing 2013 curriculum. I could get richer data because a
semi-structured interview is flexible. It provides more chance for me as the
interviewer to raise follow-up questions.
The interview process was recorded and transcribed for data analysis. The interview was conducted in Bahasa Indonesia and the data transcription was written in Bahasa Indonesia. The interview questions are as follows:

1. What are the requirements of 2013 curriculum?
2. What do the teachers think about the requirements?
3. How do teachers meet the requirements?
4. What are the problems in fulfilling the requirements of k13?
5. What are the strategies to deal with the problems?
6. Do teachers see the difficulties from students in learning process comparing with KTSP?
7. How to select the assignment to fulfill the expectation of 2013 curriculum?
8. Do teachers prepare remedial test?
9. Does it help students in improving their grades?
10. What are the strategies used by teachers to deal with dependent students?

11. Indonesian language

1. Apa persyaratan dari kurikulum 2013?
2. Menurut anda seperti apa kurikulum 2013 itu?
3. Bagaimana guru memenuhi persyaratan k 13 tersebut?
4. Adakah kendala dalam memenuhi persyaratan tersebut?
5. Bagaimana guru menangani permasalahan tersebut?
6. Apakah anda melihat ada kesulitan dari siswa dalam belajar dibandingkan ketika memakai KTSP?

7. Bagaimana cara memilih tugas untuk siswa berkaitan dengan k13?

8. Adakah remidi untuk siswa?

9. Apakah remidi tersebut membantu siswa dalam memperbaiki nilai?

10. Strategi apa yang dipakai oleh guru ketika melihat murid yang tidak mandiri sebagaimana diketahui bahwa k13 mengharuskan student-centered?

**Data Analysis**

I started the data analysis procedure by reading all the transcripts collected from the interview sessions. Then, I analyzed the transcripts from each participant to find out the strategies that most teachers used in implementing 2013 curriculum. The display data in a table is included to show participants’ opinions as an appendix.

**FINDINGS AND DISCUSSION**

After listening to the interview session and reading the transcription, the data were then classified into two themes. The first is teacher’s view toward 2013 Curriculum. The second is the strategy to deal with the implementation of the 2013 Curriculum.
a.) Teachers’ view toward 2013 Curriculum.

From the interview with 5 English teachers, they mentioned that the new curriculum is very appropriate to be applied in schools. It can be seen from the first and fourth teachers’ statements.

I think 2013 Curriculum is quite different from KTSP. First, the material in KTSP has more subjects than 2013 Curriculum. Second, in practice, 2013 Curriculum requires students to expect student-centered learning in a way that it involves more in the lesson. In 2013 Curriculum, students must be active, but in KTSP students tend to listen.

From the statement above, the teachers conveyed that 2013 Curriculum had fewer materials than KTSP. It could be a problem for students in their learning process because teachers, who are the experts, deliver heavy material to the students. As a result, they could neither enjoy the learning process nor comprehend the material. At the same time with the condition students become passive learners. It is different with 2013 Curriculum that has few materials. In 2013 Curriculum, the learning process requires students to be independent. In this context, students will receive many opportunities to explore and enrich their knowledge. For example, teachers give narrative topics and students try to explain what they learn or answer questions related to the topic according to their comprehension. Students will participate or become more active in class. Every student has different skills or knowledge, so they will use what they get from outside the class for example from reading e-books, searching on many websites and share it together with their partner. It does not depend on the teacher who gives or delivers materials but it is supposed to be student-centered.
Another reason to support that 2013 curriculum is good to be applied, we can see from the requirement. 2013 Curriculum has complete requirements for teachers. Teachers 1, 2, 3 believe that requirement like lesson plan and learning tools should be added during learning process. This view is supported by teacher 1 and 2’s comment:

As English teacher the requirement in new curriculum is very important. First, the new curriculum should have lesson plan as a guidance for English teachers in learning process. Second, learning tools that school has already prepared like lcd, computer, etc.

According to teacher 1 and teacher 2’s comment, they believe that lesson plan is important for learning process because it serves as a guidance during the learning process. Even though teaching and learning process can be done by having lesson plan, teachers also comment that facilities, should be provided like computer and LCD. It can be seen from teacher 3’s comment regarding with other requirements that should be added in 2013 Curriculum:

In order to pass, students can only fail in two subjects and get minimal B for attitude. Student need to attend at least 90% of the total class. Other requirements are similar to previous curriculum such as lesson plan, syllabus, evaluation for learning process, and assessment.

From the comment above, we can see that the third teacher noted that in 2013 Curriculum students can only fail 2 subjects and have minimal 90 percent for attendance. We can conclude that 2013 curriculum has more complete and well-organized requirements that should be applied in school. Through a complete requirements and good curriculum make students more discipline. The new
curriculum makes easier for teachers to do his or her job like checking attendance, evaluate students, and assess during teaching and learning process.

On the other hand, the problem that teachers see is how to motivate students to be active in class. As we know that 2013 curriculum has the student-centered approach that students have to understand. In this context the first things that teachers should know is the condition in classroom. There are two types of students fast learners and slow learners (dependent learners). For fast learners, it is good to apply 2013 curriculum because they can explore and share their experience in class. It’s different with dependent students, they just silent and cannot follow the rule of the new curriculum. Second, how teacher selects the assignment related to the new curriculum. Teachers need strategies to deal with the problem like I mentioned above. The explanation will be discussed in the next chapter.

b). English teachers’ strategies to deal with dependent learners.

2013 Curriculum is the newest curriculum that has been applied in some schools. The problem that I notices is students seem cannot follow the of students-centered in learning process. First teacher suggest that group discussion could be best way to help them.

For dependent students or slow learners, we help them by giving an assignment / task or group discussion. In group discussion, we put slow learners and fast learners to be one group. It can be motivate slow learners during learning process.
From the first teacher’s statement above, I notice that group discussion could give benefit to slow learners students. Slow learners will receive positive inputs from fast learners during learning processes. In such group discussion, fast learners, take all of part because they have more knowledge and experience in understanding the material itself. The fast learners who understand the rule of 2013 curriculum from the teacher, they will dig more information and apply it in class activity. In group discussion teacher will do monitoring to all students.

Moreover, second teacher also suggested that dependent students must receive a help from others. It can be seen from second teacher’s opinion.

There are some students who can’t expose themselves which means they need a help from fast learners. The fast learners should help the slow learners. In that way social aspect or cooperation will be observed by teacher. This strategy can be applied in certain materials.

The statement above suggests that high achieving students should teach or help low-achieving students. The second teacher said that high achieving students should share their knowledge with others. Teacher will give some materials that require to the student’s need and can be understood by all students. The teacher would also look the dominant students in class because the material can be applied successfully depend on the students.

The second teacher also mentioned that the benefit of group discussion is to nurture social aspect and cooperation in the classroom. Through activity from the material itself can stimulate students to be able to active and make students know how to manage their group. Even though slow learners or students who are
in the low level are difficult to deliver their opinion, they can be stimulated by fast learners not to be passive learners.

Group discussion can be a positive input for dependent students. Through group discussion, slow learners can get inputs and help their doubt in delivering their opinions. It is also argued by Cooper and Associates (1990) group discussion can motivate dependent learners to work well and enhance the creativity of skills and abilities. The solution is creating group discussion to motivate and built their creativity.

Creating group discussion has the same the purpose with the 2013 English Curriculum. The purpose of 2013 English Curriculum is bringing back the goal of teaching English that is meaningful and communicative. Meaningful which means students learn and enrich their knowledge in the English language. Communicative is through English students can develop their ability and can be motivated to use English in many aspects.

c). English teacher’s strategies to deal with assignment selection

Some participants, Teacher 3 and 4 discuss about strategies that they used for students in class. Since this new curriculum adopts the student-centered approach, teachers have strategy in choosing assignment for students. It can be seen from teacher 3’s statement:
We choose assignments that will not frustrate them. Second, we give assignments that match their competency. Further, we give the theme of the assignment will be about every day topics. The theme that relate to what’s happening around us.

From the statement above, teacher 3 said opinion that he would choose assignments that would not frustrate the students. It means teacher gives assignments that easier to do. The easier assignments stimulate students to dig more. They can use either internet or book to get many sources. So, they could not keep silent in class during learning process. In this new curriculum, students have a chance to explore their knowledge and skill. The statement above also supported by teacher 4 who argued, “ I give assignments relate to 2013 Curriculum consist of the reality of daily life. For instance report, we give for example pictures to the student.” From both opinions, I notice that both of them agree to choose an assignment that easier to do.

Through daily life theme, students could more understand what’s material that they would explain and share in class. Through the easier and interesting assignment could attract students’ attention, for example using a song. It is also supported by Teacher 1 statement as follows:

Assignments that capture students’ interest are the ones relate to their world or teenagers’ world. For instance when giving a song as an assignment, do not give an old song. It is better to give students a new song that they know.

The comment shows that song can be a good tool to attract students’ interest. Students could more understand about the topic that teacher gave through song in class. It also avoids the boredom that frequently happens to students.
CONCLUSION

This study aimed to find out English teachers’ strategies to deal with the problems in implementing 2013 Curriculum. I found that teachers used some strategies to keep motivate students to be active related to student-centered approach in 2013 Curriculum. The first teachers used group discussion. The second was focus on how teachers select the assignment. The description about the findings was described as follow.

First, the result of this study indicated that group discussion was the strategy that teachers used to deal with the problem in implementing 2013 curriculum. Group discussion helped students especially dependent learners (slow learners), they could be more fully participate in learning process. When teachers used group discussion in class, it gave positive input for slow learners that they would cooperate with fast learners in learning process. Group discussion could make students sharpen their knowledge or ability and let students to be the center of learning process.

Second, teachers used the daily phenomena or every day topics to create an assignment. Teachers could use song to capture student’s interest. The assignment selection that is related to daily phenomena or real life reduces students’ frustration. Beside that, this study has also shown teachers’ view that 2013 curriculum is good to be applied, since it consist of few materials and
complete requirements such as lesson plan, syllabus, evaluation for learning process, and assessment.

From all the findings presented above, this study has shown that group discussion and the use of daily phenomena as assignment theme were used by English teachers as strategies to deal with the problems in implementation 2013 Curriculum. Lastly, all findings of the study concluded that 2013 curriculum was good to be applied not only students’-centered approach but also had complete requirements and few materials.

I would like to admit that this study has limitation. This study used interview as the instrument of collecting data that only require five participants and the time consuming. Further research can extend the number of the participants and use questionnaire to get richer data.
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References:


Appendix

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| 1.  | Strategi guru Bahasa Inggris berkaitan dengan permasalahan yang muncul pada Kurikulum 2013. | #Teacher 1 “Bagi anak anak yg kurang mandiri atau slow learners kami membantu mereka dengan memberi tugas misal nya fotokopian atau dalam belajar kelompok kita gabung supaya anak-anak yg slow learners terpacu dari anak anak fast learners”.

#Teacher 2 ”Kalau ada anak yang tak mandiri artinya dia tak bisa mengekspos dirinya sendiri tentu harus dibantu yang membantu yaitu anak anak yang cerdasmelalui diskusi dalam grup. Dia harus bisa berbagi, disini aspek sosial atau kerjasama itu dilihat antara satu siswa dengan siswa yang lain dimana yang pinter mencoba membantu yang biasa biasa saja. Itu untuk materi tertentu bisa diterapkan”.

#Teacher 3 “Sebelum awal pembelajaran biasanya kita memberikan persepsiataupenjelasan, disitu kita memberikan pemahaman bagi siswa tentang bagaimana sebetulnya teknisatautatacara (sistem) dari kurikulum 2013 termasuk apa yang harus dilakukan oleh siswa pada saat penyesuaian dengan kurikulum yang baru”.

#Teacher 4 “Bagi anak anak yg kurang mandiri atau slow learners, mereka memang perlu di bantu. Saya menggunakan atau membentuk grup untuk bertukar pikiran. Dengan grup tersebut slow learners dapat mengatasi masalah dalam pembelajaran, dapat memotivasi, dan kreativitas mereka bisa muncul”.

### 2. Opini guru Bahasa Inggris terhadap Kurikulum 2013.

**#Teacher 1** “Menurut saya k13 memang berbeda dari KTSP. Perbedaannya yang pertama di materinya kalau menurut saya materi nya lebih padat dan banyak di KTSP. Di k 13 materi nya lebih sedikit, kemudian untuk proses pelaksanaannya itu jelas berbeda. **K 13 cenderung kita harus mengaktifkan siswa**, contohnyamemberipertanyaanpancainganpadasiswa'danmintauntukmengjelaskankeberkesuaidenganpemahamannya. jadi di k13 proses pembelajarannya berpusat pada siswa. **Siswa cenderung mendengarkan materi yang guru sampaikan**.”

**#Teacher 2** “K 13 itu disini guru hanya sebagai fasilitator dan motivator artinya kita memberi kesempatan pada siswa untuk mengeksplorataumenggalikemampuan mereka dari segi pengetahuan maupun ketrampilan. Jadi lebih banyak eksplorasi pada siswa yang aktif ‘bukan gurunya’.”

**#Teacher 3** “Semua kurikulum itu bagus tak ada yg tak bagus termasuk k13 juga bagus karna banyak sekali perubahan-perubahan yang sebetulnya memang di
kurikulum sebelumnya itu ada beberapa poin yang sebetulnya sudah tertuang, tapi di kurikulum 2013 itu lebih condong untuk menitik beratkan pembelajaranannya itu pada siswa, jadi untuk aktivitas siswa. Saat ini system di sekolah perlu perbaikan dan itu pasti karna yang namanya sistem pasti perlu banyak yang diperbaiki agar sesuai dengan kriteria kurikulum 2013”.

#Teacher 4 “Menurut saya k13 memang berbeda dari KTSP. Perbedaannya yang pertama di materinya kalau menurut saya materi nya lebih padat dan banyak di KTSP. Di k 13 materi nya lebih sedikit, kemudian untuk proses pelaksanaannya itu jelas berbeda. K 13 cenderung kita harus mengaktifkan siswa jadi di k13 proses pembelajarannya berpusat pada siswa. Siswa harus aktif tapi di KTSP kita memberikan teori-teori dan siswa cenderung mendengarkan materi yang guru sampaikan”.

#Teacher 5 “K 13 menurut saya lebih efektif apalagi diterapkan di sekolah dengan siswa siswa yg punya kemampuan menengah ke atas jadi siswa siswa lebih bisa mengembangkan diri dimana keaktifan siswa itu diberikan sebanyak mungkin dan guru sebagai fasilitator ,sehingga mereka bisa mengembangkan bakat dan kreatifitasnya”.  

3. Apa persyaratan dari kurikulum 2013? 

#Teacher 1 “Persyaratan dari kurikulum 2013 adalah adanya administrasi
tentang rencana pelaksanaan pembelajaran atau perangkat pembelajaran. Kalau persyaratan yang lain itu media pembelajaran yang disediakan oleh sekolah.”

#Teacher 2 “Persyaratan dari kurikulum 2013 bagi saya terutama adalah administrasi tentang rencana pelaksanaan pembelajaran atau perangkat pembelajaran itu harus ada. Kalau persyaratan yang lain itu media yang disediakan oleh sekolah contohnya komputer, lcd, dll”

#Teacher 3 “Syarat nya itu siswa harus tuntas nilainya di semua mapel kecuali 2 mapel untuk kenaikan kelas kemudian untuk nilai sikap itu minimal B lalu untuk kehadiran itu minimal 90 persen dari hari efektif itu untuk kurikulum 2013. Kalau syarat yang lain seperti administrasi itu seperti kurikulum sebelumnya, yang namanya kurikulum itu juga harus disertai dengan silabus, rpp, format penilaian juga ada lalu hasil belajar evaluasi itu juga harus ada. itu standart nya”.

#Teacher 4 “Persyaratan
kurikulum 13 itu secara legal sudah ditentukan oleh kementrian jadi sebetulnya kalau ditanya persyaratan sekolah hanya mengikuti peraturan yg sudah diberikan pemerintah. Kalau syarat nya ya kalau mendetail saya tak hafal karna itu banyak sekali, yang jelas itu kalau dari segi fisik sarana prasarana harus menunjang misalnya untuk media pembelajaran dll tapi kalau syarat administrasi banyak sekali. Sementara sudah tertera di Permenkebud ".

#Teacher 5 "Menurut saya di k13 yang paling utama adalah disini siswa sebagai sasarannya dan guru sebagai fasilitator”.

| 4. Bagaimana cara memilih tugas untuk siswa berkaitan dengan kurikulum 2013? | #Teacher 1” Kalau tugas2 yang mungkin lebih menarik siswa ya tentunya tugas yang ada hubungannya dengan dunia mereka atau dunia remaja. Umpamanya dalam hal lagu, jangan diberi contoh lagu lagu yang kuno, berikan lagu yang mereka tahu sekarang ini”. #Teacher 2 “Untuk masalah tugas kita lebih ke individual mungkin tugas secara individu. Misalnya anak diminta untuk
membuat resensi tentang suatu filem atau cerita pendek artinya mereka bisa menceritakan kembali tentang cerita atau bahan narasi. Mereka kita bimbing untuk menggunakan teknologi jadi mereka bisa mencari di youtube untuk video video nya kemudian disertai dengan teks atau bacaannya supaya lebih aktif karna kendalanya kalau secara kelompok paling yang kerja 1-2 orang yang lainnya numpang nama saja. Jadi kalau mengajar di kelas majemuk dengan dominan slow learners saya lebih suka ke individu”.

#Teacher 3 “Kita pilihan tugas yang sekiranya tidak memberatkan siswa, yang kedua adalah kita berikan tugas yang muatannya itu berkaitan dengan kompetensi anak itu dan yang jelas fenomena yang diberikan itu adalah fenomena yang bertemakan apa yang ada di sekitar kita”.

#Teacher 4 “Saya memberi tugas berkaitan dengan k13 itu memang kami kaitan dengan kehidupan realita sehari-hari. Misalkan tentang report, kita beri contoh spt gambar”.

#Teacher 5 “ Pemilihan tugas saya sesuaikan dengan kurikulumnya juga
atau silabus nya. Selain itu juga saya sesuaikan dengan minat anak dari sebuah materi itu saya kembangkan sekitarnya materi itu yang bisa menarik anak untuk suka dengan tugas itu dan bisa melaksanakannya”.