

## Implementation of Standard of Graduate Competence in The Curriculum 2013 in Elementary Schools

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### Abstract

Government certainty related to curriculum development from KTSP to Curriculum 2013 raises a new challenge for teachers. Implementation Curriculum 2013 in elementary schools still faced significant problems where based on the focus group discussion results with elementary school teachers in the Kuningan area of West Java, it was known that teachers still had difficulty implementing thematic-integrative with connecting the material with other material. Purpose of this study is 1) describes the problems faced by elementary school teachers for the standard of graduate competence in the implementation of the Curriculum 2013 in elementary schools, 2) describes the factors that cause problems standard of graduate competence in the implementation of Curriculum 2013 in elementary schools. The research method used in this study is descriptive qualitative. The research design used descriptive steps of a case study. The research subjects were teachers and students in elementary school at SDN 1 Manis Lor, Jalaksana District, SDN 1 Purwawinangun, Kuningan District and SDN Dukuhdalem, Japara District, Kuningan Regency. Data collection techniques are used using observation, interviews and documentation studies. Data analysis used refers to the analysis of qualitative research data.

**Keywords:** *standard of graduate competence, curriculum 2013, elementary school*

### 1. INTRODUCTION

Quality education is the right of every citizen. One of the efforts to renew and improve the quality of education carried out by the government is through the implementation of the curriculum 2013 which is an improvement of the curriculum KTSP that has been running before. One of the reasons for the Curriculum 2013 is the young generation needs to be prepared in the competencies of attitudes, skills and knowledge (Kustijono & Wiwin, 2014).

We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education (King, 1947).

Government certainty related to curriculum development from KTSP to Curriculum 2013 raises a new challenge for teachers. The concept of Learning in Curriculum 2013 uses thematic integrative, scientific approaches, and also authentic assessments (Ningrum & Sobri, 2015). Thematic-integrative according to (Okoro & Okoro, 2016) is

"Thematic approach is the way of teaching and learning where many areas of the curriculum are connected together and integrated within a theme thematic approach to instruction is a powerful tool for integrating the curriculum and eliminating isolated and reductionist nature of teaching it allows learning to be more natural than then fragmented nature of the school activities". Actually, thematic-integrative learning models have also been introduced to the previous curriculum.

Various way made by the government before the curriculum 2013 have been implemented. One of them is through curriculum 2013 training. Training to implementation of curriculum that has been changes and is updated for teachers is a necessity, because the change and updating of documents such as the Curriculum 2013 requires a comprehensive understanding of curriculum implementing stakeholders, such as teachers, principals, supervisors, and education quality assurance in the field (Sutjipto, 2016). Those things are done by the government of course intended that when the curriculum was implemented in 2013 it does not have the constraints and obstacles that are important for teachers as implementers in the field. Because the key to the success of this curriculum is also influenced by teachers' perceptions of barriers and support the implementation of Curriculum 2013 (Krissandi & Rusmawan, 2015).

Implementation of Curriculum 2013 in elementary schools still faced significant

obstacles where based on the focus group discussion results with elementary school teachers in the Kuningan area of West Java, it was known that teachers still had difficulty implementing thematic-integrative with connecting material with other material. Changes in the four important elements of national education standards in the curriculum 2013 such as standard of graduate competence, content standards, process standards and assessment standards are often cause problems for teachers. Particularly in standard of graduate competence that used in developing others national education standards. Therefore, it is important to conduct research on the implementation of standard of graduate competence in the curriculum 2013 in elementary schools to find out the detailed problems in the implementation of the curriculum 2013, which factors influence the problem of implementation standard of graduate competence in the curriculum 2013 in elementary schools.

## 2. LITERATURE REVIEW

The education process is always dynamic in the implementation. One of the components of learning is important to note is learning. The learning process involves an element of the curriculum. The curriculum is not just a list of subject matter to be transferred to a child, but a plan or scenario provides the widest space for each child to develop existing potential in themselves (BKLM, 2016). In this condition we are assuming that curriculum, given its essential role in the

provision of quality learning for all children and young people, and in articulating and supporting education that is relevant to holistic development, is critical in the realization of Sustainable Development Goal (UNESCO, 2016).

Curriculum 2013 is the development and refinement of the previous curriculum to respond to various internal and external challenges (Kustijono & Wiwin, 2014). The significant matter that changed in Curriculum 2013 is the new approach that should be applied, namely the thematic approach (Retnawati et al., 2017). The aim of learning in the curriculum 2013 includes the development of the fields of attitudes, knowledge, and skills that are elaborated for each education unit (regulation of the minister education and culture No 54 in 2013). In the implementation of the curriculum 2013 students are expected to be able to independently improve and use their knowledge, study, analyze, and personalize the values of character and noble character so that it manifests in daily behaviour (Saputri & Mawardi, 2017). So that the main purpose of the curriculum 2013 is to develop of a balanced domain of attitudes, knowledge and skills in students.

The reason for the development of the KTSP to curriculum 2013 is related to the competencies to be achieved according to minister of education and culture (Kemendikbud, 2014) is: 1) The ability to communicate, 2) the ability to think clearly and critically, 3) Ability to consider the moral aspect of a problem, 4) Ability to become responsible citizens,

5) the ability to try to be understanding and tolerant of different views, 6) the ability to live in the community globalizing, 7) Having a broad interest in life, 8) Having readiness to work, 9) Having intelligence in accordance with their talents / interests and, 10) Having a sense of responsibility towards the environment. Each competency to be achieved in the curriculum in 2013 is the soft skills and hard skills that are useful for students facing challenges in the future.

Device Curriculum 2013 (both before and after the change) includes several documents, which consist of: 1) Standard Competency, 2) Framework for Curriculum, 3) Curriculum Structure, 4) Syllabus, 5) lesson plan, 6) Manual, and 7) Textbooks (Sutjipto, 2016). In further, there are four elements that change in the curriculum 2013, is standard of graduate competence, content standards, process standards and assessment standards. The regulation of Minister of Education and Culture No. 20 in 2016 states that the criteria regarding the qualifications of graduates' abilities include attitudes, knowledge, and skills. Furthermore regulation of Minister of Education and Culture No. 21 in 2016 state about the Content Standard was developed to determine the criteria of scope and level of competency that are in accordance with standard of graduate competence which are formulated in Graduates' Competency Standards, namely attitudes, knowledge, and skills.

According to the regulation of Minister of Education and Culture No. 22 in 2016

state about process standard is a criterion regarding the implementation of learning in educational units to achieve standard of graduate competence. According to the regulation of Minister of Education and Culture No. 23 in 2016 state about the education assessment standard is a criterion regarding the scope, objectives, benefits, principles, mechanisms, procedures, and instruments for evaluating student learning outcomes that are used as a basis in evaluating student learning outcomes in primary and secondary education. So we can assume if standard of graduate competence is that used in developing others national education standards.

### 3. METHODS

The research method that used in this study is descriptive qualitative. The research design used descriptive steps of case study. The research subjects were teachers and students in elementary school at SDN 1 ManisLor, Jalaksana District, SDN 1 Purwawinangun, Kuningan District and SDN Dukuhdalem, Japara District, Kuningan Regency. Data collection techniques are used using observation, interviews and documentation studies.

In this study the data sources and data collection techniques used are as follows:

a. To get data on SKL in the attitude domain in the implementation of the curriculum 2013, the data sources are teachers and students. Data collection techniques used were

interviews and observations. Interviews were conducted with teachers and students randomly selected, while observations were made by observing the process of learning activities in the classroom.

b. To obtain data on SKL on the knowledge domain in the implementation of the curriculum 2013, the data sources are teachers and students. Data collection techniques used were interviews and observations. Interviews were conducted with teachers and students randomly selected, while observations were made by observing the process of learning activities in the classroom.

c. To obtain data on SKL in the domain of skills in the implementation of the curriculum 2013, the data sources are teachers and students. Data collection techniques used were interviews and observations. Interviews were conducted with teachers and students randomly selected, while observations were made by observing the process of learning activities in the classroom.

Data analysis used refers to the analysis of qualitative research data, following the concepts given by Miles, Huberman and Spradley according to the schema presented in figure 1.

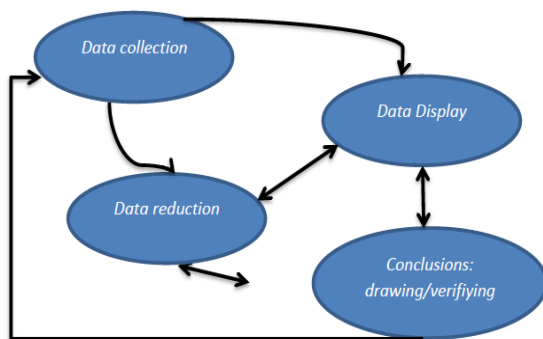


Figure 1. The scheme of data analysis

The schema above illustrates that the activity in the analysis of qualitative data was conducted in an interactive and takes place continuously at every stage of research so as to completion, and the data until saturated.

Testing the credibility of the data in this study was carried out are as follows:

- a. extension of observation. Extension of observations is carried out until the data obtained is considered adequate and credible.
- b. increase perseverance. Increasing perseverance means making observations more deeply, carefully and continuously. The credibility of the testing done by researchers to read all notes carefully research results, so that it can be known faults and shortcomings.
- c. Triangulation is done by triangulating techniques, data sources and time. Triangulation technique is done by asking the same thing with different techniques, namely by interviewing, observing and documenting. Source triangulation, which is done by

asking the same questions to different sources, in this case the teacher and students are randomly selected. Time triangulation means that data collection is done on various occasions.

- d. Peer discussions are conducted by discussing the results of the research that are still temporary in nature with fellow elementary education lecturers who teach curriculum courses.
- e. Analysis of negative cases are cases that do not conform or differ from the results of the study until at a certain momen.
- f. Member check. In this case the member checks carried out by discussing the findings of the study with the data source is a teache.

#### 4. RESULTS

Student graduation criteria formulated in SKL (Standards of Graduate Competence) is a component part of the National Education Standards. Regulation of the Minister of Education and Culture No. 20 in 2016 states that the criteria regarding the qualifications of graduates capabilities that include attitudes, knowledge, and skills. Standards of competence Graduates are used in developing the other seven Education National Standards.

On the Regulation of the Minister of Education and Culture No. 20 in 2016 declared in more detail about the competencies that must be mastered by the learner as follows

a). Attitude dimension

Having behaviors that reflect the attitude of believers, and fear God, character, honest and caring, responsible, true lifelong learners, and physically and mentally healthy in accordance with the development of children in the family, school, community and surrounding natural environment, nation and state.

b). Knowledge Dimension

Having factual, conceptual, procedural, and basic levels of knowledge with regard to science, technology, art, and culture is able to link the above knowledge in the context of self, family, school, society and the surrounding natural environment, nation and state.

c). Skill Dimensions

Have skills to think and act creatively, productively, critically, independently, collaboratively and communicatively through a scientific approach that is relevant to the assignment given.

Graduation standards on the dimensions of attitude in the implementation of the curriculum 2013 in primary schools in can be said is often not achieved this is reinforced by the results of the study subjects Interview with AK, DS, ES, SH, RH MT and EM. The most visible thing is the achievement of the dimensions of attitude in character, honesty, and caring. This is evidenced by the results of the interview in MT on May 11, 2019 as follows: "the students' attitudes are often less well as the rich behave adult unnatural, coarse speech

and dress undisciplined" (MTInterview: May 11, 2019).

The results of the interview above were also conveyed by the subjects EM, SH and RH who experienced similar conditions where students tended not to show personal character but instead showed a rude attitude, not showing manners. This is certainly a challenge in the implementation of the curriculum 2013 which is expected to be able to improve the dimensions of attitudes towards students compared to the previous curriculum. In addition to character problems, caring attitude is also a note for elementary school students in implementing the curriculum 2013.

This is evidenced by the results of interviews on DS subjects who stated as follows "children are accustomed to playing gadgets, they do not care about social relations" (DS Interview, 21 May 2019). The subject DS statement illustrates that the implementation of the presence of technology becomes a problem in achieving the dimensions of attitudes that are in accordance with the desired SKL in the curriculum 2013. This is due to students who have not been able to use technology on a positive side, the technology that is present raises ignorance and making students less concerned about the environment.

In the attitude of faith and fear of God which is more emphasized on how students practice religion according to their trust is also not spared from the problem. Subjects ES, SH, RH stated in the results of the interview as follows:

"But there are problems, if the student must pray together in the school they immediately run home first, sometimes they lying also do not bring equipment for praying (RH Interview, May 20, 2019). The results of this interview were also experienced by subjects ES as well as the SH, the two classroom teachers felt that the question of carrying out worship in accordance with the trust was still a note for students. The three subjects both ES, SH and RH conveyed further that the problem in achieving the dimensions of attitude, especially in the aspect of faith and caution in God Almighty, is dishonesty of students which is difficult for teachers to measure other than the time span in controlling changes in attitudes.

In general, teachers feel difficult in achieving SKL attitude dimension in every aspect conveyed in the period to observe the attitude change either use a rubric or observation in dealing with learners directly and honesty of the students in answering any questions about their daily activities. This has become a statement for teachers that if you want SKL on the dimension of attitude is achieved then a teacher should be emphasized to work 24 hours non-stop, but of course it was difficult. So that most of the subjects complained about the time being too short and the honesty of students in achieving SKL on the dimensions of attitude

The graduation standard on the knowledge dimension in elementary school students also still faces problems as expressed by subjects EM, ES, SH,

RH, NR and AK. SKL on the dimension of knowledge is measured using KKM in its implementation in elementary schools. The aspect of knowledge is especially often a problem for teachers in implementing the curriculum 2013. This can be evidenced by the results of interviews with the subjects EM stating that "virtually no instance cognitive assessment results of students is still low, while there is a command school must pass the KKM, so I try to improve the result with additional assignments (EM Interview: 10 May 2019). The results of this interview illustrate that in achieving SKL the dimensions of knowledge, student are still classified as not yet capable.

KKM as a graduation reference in the SKL dimension of knowledge itself is considered to burden the teacher. This was revealed by subject ES in the results of the interview as follows: "the government suppresses the KKM system which in my opinion is burdensome for teachers (EM Interview, May 20, 2019). Furthermore, subjects EM explained that with the KKM system the teacher felt required to graduate students according to the scores listed in the KKM even though it was not necessarily achievable by students.

The KKM problem was also stated by subjects SH as follows: "teachers are demanded by the government by providing KKM values. This is for me undesirable to students who have good cognitive aspects and benefit students who are cognitively inadequate (SH Interview, May 20, 2019). The statement

of subject SH when asked more was based on the subject's feeling that students who did not graduate were out of place because the curriculum 2013 system had to pass the KKM. The subjects SH also revealed that in order to achieve the KKM some teachers ultimately provided additional hours of learning. This is also done by subjects EM, RH, and ES.

Another problem that is considered to be the cause of not achieving the SKL dimension of knowledge is optimally about the material that will support conceptual and factual knowledge which is considered by the research subjects to be very lacking. This is clearly expressed through the results of interviews with subjects AK as follows: "the theoretical constraints or the material displayed in the curricula are too shallow and few" (AK Interview, May 20, 2019).

Statement subjects AK is also similar to subject AN, DS, IF, MT, EM, NR, ES, SH, and RH, or in other words all subjects provide information similar to the subject AK that the material of the curriculum 2013 was considered too shallow make it difficult for teachers to reach the SKL dimension of knowledge optimally. In further all subjects admit they still use the material as a reference in implementing the curriculum to facilitate their learning in achieve SKL dimensions of knowledge, especially regarding conceptual and factual theory.

So in the general problems faced by the subject of teachers in achieving the SKL dimension of knowledge are related to material that is too shallow, making it

difficult for them to convey knowledge in the form of factual and conceptual to the students. Besides that the problem is a minimum limit of KKM as standard dimensions of knowledge in the implementation is not balanced by a more in-depth analysis for learners. Most of the subjects stated that the concern caused by students being forced to graduate in accordance with KKM was that students were not mature at the next level, especially in the knowledge dimension because basically they were not eligible to graduate but still graduated according to KKM.

The next graduation standard is on the dimensions of skills related to thinking and acting skills. In general, the teacher said that in implementing the SKL on the skills dimension in the curriculum 2013 there were still have some problems. The first obstacle faced is the disproportionate ability of students to become a problem for the subject of the teacher in achieving graduation criteria in the SKL dimension of skill. This was revealed by subjects ES in the interview as follows: "For example, in sub-theme 1 there is something about coloring, drawing neatly, the child A might color it poorly but he better draw it and conversely to the other students (ES Interview, May 20, 2019). This is also expressed by the subjects SH and RH. The subjects SH and RH suggested that often they felt confused which one should be developed in terms of skills if basically the subjects wanted to develop students' abilities optimally rather than forcing students to master other skills



competencies contained in the curriculum 2013 skills material that could not be mastered well by students.

In addition to the problems above the overall subject matter AK, AN, DS, IF, MT, EM, NR, ES, SH, and RH revealed that what makes it more difficult to achieve SKL on the dimensions of skills is the limited facilities and infrastructures. This is clearly expressed by subjects AK in interviews as follows: "There has not been reached an achievement on SKL Skills , this is due to the lack of facilities that I need to teach about skills" (AK Interview, 20 May 2019). This statement is similar to the statements of other subjects. The subject of the teacher cannot do enough in dealing with this condition because when they try to talk about the limitations of facilities and infrastructure in the event that one of the parents does not agree, the media is usually exposed. So the subject of the teacher feels cornered through the news.

## 5. DISCUSSION AND CONCLUSION

Based on the results of the research discussion it can be seen that in the implementation of the curriculum 2013 especially in Standard of Graduate Competence there are still many obstacles. In basically all of these obstacles have been realized by the government when first applied nationally in 2014 the 2013 curriculum created many problems. The most obvious is rush. However, it must be recognized that the idea of the Curriculum 2013 is good. However, no matter how good the ideas must be tested in the field, to what

extent these ideas can be put into practice and where are the weak points. so that improvement is not impossible in a curriculum for the advancement of education. Based on the result of research, it can be concluded:

- a. The problems that involved in Standard of Graduate Competence dimension of attitude are the time span to achieve its, and the honesty of the student's.
- b. The problems that involved in Standard of Graduate Competence dimension of knowledge are the shallowness of subject material, the aspect of conceptual and factual that included in Standard of Graduate Competence dimension knowledge is not been fulfilled yet.
- c. The problems that involved in Standard of Graduate Competence dimension of skill is the availability of facilities and infrastructure to achieve Standard of Graduate Competence in dimension of skill.

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