The Implementation of Curriculum: A Case Study

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Abstract: The aim of this research is to examine the implementation of eight national education standards at SMA Negeri 2 Surakarta. This research is a qualitative method by using primer and secondary data. The analyzing of data is using triangulation technique. Based on the assessment of indicators, the implementation of eight national education standards resulted the percentage of the success in implementation which is 82.26% including standard content is 91.67%, standard process is 85%, standard of graduate competence is 87.5%, standard of educators and educational personnel is 79.17%, standard of facilities and infrastructure is 91.67%, management standard is 78.47%, financing standard is 79.86%, the standard of assessment in education is 77.08%. The summary of the research is implementation standard as the best standard which has many contents as follows: graduate competence, process and facilities, and infrastructure. Meanwhile, the implementation of the lowest standards is financing, educators and educational personnel, Management and assessment of education.

1 INTRODUCTION

The success of education development in education instance that influenced of the component establishment as the supporter of education. One of the education development components is the curriculum. Purwadi (2003:25) describes of the curriculum definition into six parts, as follows: (1) Curriculum as an idea; (2) the formal curriculum in the form of documents that serve as guidelines and guidance in implementing the curriculum itself; (3) Curriculum that according to the perceptions of teachers; (4) Operational curriculum are implemented or operated by the teacher in the classroom; (5) Curriculum is the curriculum experience that must be experienced by learners; and (6) Curriculum is obtained from the application of the curriculum itself.

The curriculum is used and developed in the educational unit according to the needs and challenges that exist in the current. Teachers' beliefs about learners, curriculum, and numerous other factors directly influence and/or mediate classroom practice (Arredondo & Rucinski, 1998: 288). The curriculum which is the basis of every educational experience (Ingley, 2016: 270). A curriculum should be developed along with the development of science, art, technology, and demand of competence to be achieved as the educational objectives so that the construction of the civilization of human resources in

Indonesia can be completed in accordance with the educational ideals of Indonesia in the future.

Indonesian curriculum as one of the important component in education has experienced several different curriculums. They are 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004 (competency-based curriculum), curriculum 2006 and curriculum 2013.

At this time, the curriculum 2013 has been applied to the unit education level. The implementation of curriculum 2013 is inseparable from the eight national education standards that must be achieved. The standard becomes the reference in conducting management of education in the education unit level.

The reference used in the education management is Government Regulation of Indonesian republic No. 19 of 2005 about national education standards (The Ministry of National Education, 2003). In article 4 of the regulation states that national education standard is the tool to guarantee the quality of educational services. Standard contents include educational standards, processes, workforce, facilities and infrastructure, management, evaluation, financing, and the competence of graduates.

SMA Negeri 2 Surakarta is one of the schools implementing Curriculum 2013 since academic year 2013/2014. Based on the observations conducted by the researchers, SMAN 2 Surakarta conducted management of education in accordance with the

directives of the Central Government based on the curriculum 2013. At the beginning of the implementation of Curriculum 2013, there was an issue related to fulfillment in eight national education standards. It was because of a lack of understanding about the rules of the conduct of school education in the standards. Based on the problem faced, the stakeholders continue to make the improvement at SMA Negeri 2 Surakarta. Through this process, the researchers are interested in conducting research to find out the extent to which the implementation of eight national education standards at SMAN 2 Surakarta.

2 LITERATURE REVIEW

2.1 Curriculum 2013

Moss & Harvie (2015: 260) that point out in classical definitions of curriculum that are the only meanings used by school leaders itself, teachers and policy makers. Meanwhile, Bussmaker, Trokanas dan Franjo (2017: 3) said that the knowledge required on the curriculum is vast and it is not practical for teachers to retain as the curricula which are also evolving. Curriculum 2013 is a competency-based curriculum to design or to anticipate the needs of the 21st-century competencies. The curriculum 2013 aim is to produce people in Indonesia who are productive, creative, and effective through a strengthening of the attitudes, skills, and knowledge that integrated (Mulyasa, 2014: 65).

According to Permendikbud No. 70 of 2013, curriculum 2013 includes basic of the framework in a cornerstone of philosophical, theoretical foundation, and juridical foundation. The philosophical foundation of curriculum development in determining the quality of learners, sources and curriculum content of the curriculum, the learning process, learners, assessment of learning outcomes, relationships and community learners with the surrounding natural environment.

Juridical Foundation curriculum 2013 is the constitution of the Republic of Indonesia in 1945, Act No. 20 of 2003, Act No. 17, Government Regulation number 19 in 2005 about National Education Standards as amended by government regulation Number 32 2013 about changes to the Government Regulation number 19 in 2005 about national education standards and the presidential instruction No. 1 of 2010.

2.2 National Education Standards

Implementation of curriculum 2013 is based on SNP which stands for Standar Nasional Pendidikan. It is designed to achieve learning objectives effectively and efficiently. Drucker (2011:44) suggests that effectiveness is the foundation of success, is concerned with doing and then Robbins & Coulter (2009) assert that effectively is often described as doing the right things, that is, doing those work activities that will help the organization reach its goal, meanwhile efficiency refers to getting the most output from the least amount of inputs, it's doing often doing things right.

Linked with the implementation of eight national education standards, schools should use the resources properly to achieve the goal of education in the national education standards. SNP includes eight standards. The standards are the competence of graduates, content, process, educators and educational personnel, infrastructure, management, financing and assessment of education

2.2.1 Standard competence of graduates

The guidelines of standard competence of graduates in Regulation of Government with number 19 of 2005 Paragraph 1 is used as the assessment in the determination of the graduation of students from the educational unit. Paragraph 2 of the standard competence of graduates who referred to in paragraph 1 include the competence for all subjects. Standard of graduates competence based on the Government Regulation number 19 of 2005 is the criteria concerning the qualification of graduates that includes attitudes, knowledge, and skills.

2.2.2 Standard Contents

The guidelines of standard contents in article 5 the Government Regulation number 19 of 2005 paragraph 1 covers the scope of material and level of competence to achieve competence of graduates on the level and type of education. Content standards as referred to in paragraph 1 contain the basic framework and the structure of the learning curriculum, curriculum unit level of education and the education calendar (Poerwati & Amri, 2013:279).

2.2.3 Standard Process

Standard process guidelines in article 5 the Government Regulation number 19 of 2005 paragraph 1 clarifies that learning process is conducted in interactive, inspiring, fun, challenging, and motivating. It provides enough room for initiative, creativity, and independence depending on interest, talent, and development of learners (Sanjaya, 2006). The curriculum is a process of education. Laxman (2013:53) describes as the hallmark of a progressive curriculum: the learner is the starting point, the center and the end

2.2.4 Standard of educators and Educational Personnel

Guidelines for standard of educators and educational Personnel in Government Regulation number 19 of 2005 article 28 paragraph 1 states that the educator must have an academic qualification and competence as an agent of learning, healthy in physical and spiritual as well as have the ability to realize the goal of national education (Poerwati & Amri, 2013:279).

2.2.5 Standard facilities and infrastructure

Standard facilities and infrastructure are the criteria of learning space, libraries, places of worship, laboratory, play and learning resources which support the learning process (Mulyasa, 2014:28). Guidelines for standard facilities and infrastructure on Government Regulation number 19 of 2005 article 42 paragraph 1 Includes each unit of compulsory education has meaning and function. It includes furniture, equipment, education, media education, textbooks, and other learning resources.

Then, paragraph 2 says that the infrastructure such as area, classrooms, education, space unit leadership educators, administrative spaces, a library, a laboratory, a workshop, a production unit, canteen, power installations and services, sport venues, and other places are required to support the learning process that is sustainable.

2.2.6 Standard Management

Standard guidelines for management in the Government Regulation number 19 of 2005 article 49 paragraph 1 includes that the implementation of school-based management demonstrated by independence, partnership, participation, openness, and accountability. Standard management is divided into three parts by the standard education monitoring, standard of management by local government and government management standard (Poerwati & Amri, 2013:280).

2.2.7 Standard Financing

The standard of education is financing criteria regarding the components and the magnitude of the operational costs of education in a year (Mulyasa, 2014:31). Standard guidelines for financing in the Government Regulation number 19 of 2005 Article 62 paragraph 1 consist of the investment, operating costs and the cost of the personal. Standard financing is used to meet the needs of budgeting and consuming in the activities of learning.

2.2.8 Standard of Educational Assessment

Appraiser education primary and secondary education level consist of the assessment of learning result by educators, assessment of learning results by education and assessment of learning outcomes by the Government (Poerwati & Amri, 2013:280). The guidelines of the educational assessment standardized level of primary and secondary education in Government Regulation number 19 of 2005 article 63 paragraph 1 that consists of: a) learning outcomes assessment of learners, b) study assessment by a unit of education and c) study assessment by Government.

3 METHODS

This research method is a qualitative by using case-studies. Case Study is the qualitative strategy in which the researchers explores a program in depth, event, activity, process, or one or more individuals.

Case studies focus on collecting information about a specific object, event or activity, then the behind a case study is that in order to obtain the clear picture of a problem one must examine the real-life situation from various angles and perspective using multiple methods of data collection (Sekaran & Bougie, 2013: 103). Qualitative data analysis stage includes data reduction, data display, and drawing conclusions (Miles and Huberman, 1994).

The research of using primary data is obtained by having interviews with vice principal, students, and teachers and by collecting secondary data from documents. The analyzing data is using triangulation techniques of the sources. The location of this research is SMA Negeri 2 Surakarta. This research was carried out in February 2016. Analysis of data is nonstatic because the shape of the descriptive data is

obtained. Researchers describe the data obtained from the informants and the documents of the school itself.

4 RESULTS AND DISCUSSION

4.1 Standard Contents

The implementation of standard contents that view of some indicators of the result of the implementation itself. Table 1 shows the average of the result of standard contents is 91.67%. The average obtained from the standard implementation result percentage content through a standard indicator of the content that is appropriate and relevant curriculum which already amounting is 83.33% and the school provides the learner in personal development needs is 100%.

Table 1: The result of the success in implementation of standard content

Components	Percentage
The curriculum is in compliance and relevant	83.33
Schools on providing the personal development of learners' needs	100.00
The average of the success in standard implementation content	91.67

Based on the percentage of the success can be noted that the implementation of the standard content is already good, it just needs to be improved so that the result can continue to rise up. One of the needs to be improved is curriculum development. According to Madus & Kellaghan (2012) assert that the curriculum is a total business school to achieve the desired the success of the school and the community.

4.2 Standard Process

The implementation result of the process in the standard by viewing some of the indicators. Table 2 shows the result's average of the standard process is 85%. The average obtained from the standard implementation process percentage of the result through the standard process of indicators including the syllabus is already applicable to the standard up to 100%, the design of the lesson plan (RPP) is designed

to achieve the effective learning and tailored to the needs of learners is 87.50%, learning resources can be obtained easily and used appropriately is 87.50%, the study was carried out by using methods that are interactive, inspiring, fun, creative, challenging, and motivating the learners is 75%, supervision and evaluation of the learning process is carried out periodically and sustainable is 75%.

Table 2: The result of the success in implementation of standard process

Components	Percentage
The syllabus is already applicable to the standard	100
Lesson plan (RPP) was designed to achieve effective learning and tailored to the needs of learners	87.50
Learning resources can be obtained easily and used appropriately	87.50
Learning is implemented by using a method that is interactive, inspiring, fun, creative, challenging and motivating learners	75.00
Supervision and evaluation of the learning process is carried out periodically and sustainable	75.00
The average of the success in implementation standard process	85.00

It needs to be improved in lesson plan design of the implementation which is in accordance with characteristics of learners. The standard process is very influenced by seven standards (Sanjaya, 2006) which are reinforced the results of the research, meanwhile, Dominggus & Papilaya (2014) assert that the process of learning with regarding learners that connected to mentors and facilitators that associated with improved quality of education efforts.

4.3 Standard Competence of Graduates

The result of the implementation in graduates' standard competence is seen from several success indicators. Table 3 shows that the average standard of

competence and show the standard competency's average in graduates is 87.50%. The average is obtained from the standard implementation percentage of result the competence of graduates through a standard indicator in competency graduates. These indicators the learners can achieve academic targets expected is 91.67% and learners can develop their full potential as members of society is 83.33%.

Table 3: The result of the success in implementation of graduate competency standard

Components	Percentage
Students can achieve the academic targets are expected	91.67
Learners can develop their full potential as members of society	83.33
The average of the success in implementation standard competence of graduates	87.50

Needing for a sustainable development of the school to obtain a quality graduate and as expected. Qualified graduates who will produce a good environment. The purpose of the environment has become an integral part of the procurement in sustainable development (Preuss, 2007; Walker and Brammer, 2009). SMAN 2 Surakarta students also showed increased knowledge through learning in school.

4.4 Standard of educators and Educational Personnel

The result of the implementation of a standard of educators and educational personnel are viewed from several success indicators. Table 4 shows the average of the result of educators and educational personnel standard is 79.17%. The average is obtained from the standard implementation success percentage of educators and educational personnel through an indicator that is the fulfillment of a number of produce educators and educators already adequately is 87.5%, the qualifications of educators and educational personnel are already adequately is 75% and the competence of educators and educational personnel already adequately is 75%.

Table 4: The result of the success in implementation of standard educators and educational personnel

Components	Percentage
A number of produce educators and educational personnel are already adequate	87.50
The qualifications of educators and educational personnel are already adequate	75.00
The competence of educators and educational personnel are already adequate	75.00
The average of the success in implementation standard of educators and educational personnel	79.17

The number of public and private teachers in the whole of Indonesia who has a diploma degree as much as 1,710,299 or 62.32%, the number of teachers who are certified nationwide by as much as 1,168,405 or 45.27% whereas 1,575,974 or 57.43% has not been certified (Indardjo,2014). While the result of UKG in Central Java in 2015 of 59.10 above an average of 55 Government-defined (Kemdikbud.go.id).

These have been indicated that the educators in Central Java are already quite good, including in the city of Surakarta. Then, the research is described on which is mentioned by Rosdiana (2013) that the competence of teachers and teaching commitments take effect simultaneously against of the learning effectiveness is 4.87%. The most important points is the professional teacher. The challenges that come with any collaboration among professionals of disparate fields (Miller, 2010; Hardesty, 1995).

4.5 Standard facilities and infrastructure

The result of standard facilities on implementation and infrastructure are viewed some of the indicators of the success itself. Table 5 shows the average success of standard facilities and infrastructure is 83.33%. The average percentage of success is obtained from implementation standard facilities and infrastructure through an indicator that is already sufficient by schools means is 91.67% and the school in good condition that well maintained is 75%.

Table 5: The result of the success in implementation of standard facilities and infrastructure

Components	Percentage
school facilities are already adequate	91.67
Schools in good condition and well maintained	75.00
The average of the success in implementation standards facilities and infrastructure	83.33

The facilities and infrastructure at SMA Negeri 2 Surakarta belong to either. SMA Negeri 2 Surakarta has 33 classrooms, 6 space laboratories and also as a library with good condition. Educational facilities and infrastructure development are improved by the students' learning outcomes, for which the school is obligated to maintain and developed quality and quantity of facilities and infrastructure of the school itself.

4.6 Standard Management

The result of the implementation of standard management that views some success indicators. Table 6 shows the average standard of managing success is 78.47%. The average is obtained from the standard management of implementation percentage of success through the indicators' success, namely school performance management based on teamwork and a strong partnership with a clear vision and mission are known by all parties is 87%, the school's work plan outlines are clear goals for the program increased and sustainable improvements to the socialized well is 75%, the school's development plan/work plan schools affect the improvement of the learning results that up to 83.33%, the collection and use of reliable and valid data is gotten is 75%, the grant of support and professional development opportunities for educators and educational power is 75%, and the community took part in school's activities is 75%.

Table 6: The result of the success in implementation of standard management

Components	Percentage
Performance management school based on teamwork and a strong partnership with a clear vision and mission and are known by all parties	87.50
School's work plan outlines clear goals for continuous improvement and enhancement program that socialized well	75.00
School's development on plan/work or Schools affect the improvement of the learning results	83.30
Collection and use of reliable and valid data	75.00
The granting of support and professional development opportunities for educators and educational personnel	75.00
The community took part in school activities	75.00
The average of success in standard implementation management	78.47

The headmaster of SMAN 2 Surakarta as a major policy makers in the school that should be able to improve the school management, based on the research of Diana (2009) explains that leadership of the principal effect directly against the working in environment is 35%, leadership of the headmaster that conditioned directly by influence the motivation of teachers' working is 17.5%. Thus, the leadership of the headmaster is very instrumental in achieving effective and efficient management.

4.7 Standard Financing

The result of implementation in standard financing is seen from some success indicators. Table 7 shows the average standard of success financing is 79.86%. The average percentage of success is obtained from the

implementation of financing through standard indicators of success. These indicators of the school financial planning standard are 81.25%, the efforts of schools to get additional support from other financing is 83.33%, the school guarantees equality of access is 75%.

Table 7: The result of the success in implementation of standard financing

Components	Percentage
School financial planning standard	81.25%
The school's efforts to get additional support from another financing	83.33%
The school guarantees equality of access	75.00%
The average of the success in implementation standard Financing	79.86%

School financing is should be managed well, it is the same with the results of the research of Fuller & Clarke (Triwiyanto, 2013) that says that the cost of education per student, a comparison of the number of students and teachers, textbooks and other educational facilities effects to student achievement in developing countries. Then corroborated by the research of Fattah (2002) is concluded the influential education costs significantly to the quality of the processes and outcomes of learning.

4.8 Standard of Educational Assessment

Educational assessment of the success in standards implementation is seen from some success indicators. Table 8 shows the average standard of education assessment of success is 77.08%. The average percentage of success is obtained from the implementation of the standard of education through assessment indicators. These indicators are the scoring system was devised to assess the learners well in academics and non-academics is 81.25%, assessment of the impact on the learning process is 75% and the parents of the learners involved in the learning process of their children is 75%.

Table 8: The result of the success in implementation of standard educational assessment

Components	Percentage
The scoring system was devised to assess the learners well in academics and non-academics	81.25
Assessment of the impact on the learning process	75.00
Parents of students involved in their children's learning process	75.00
The average of the success in implementation standard educational assessment	77.08

Cameron & Gronlund (Macmath, Wallace & Chi, 2009:454) Recognizing that assessment is an important means for affecting instruction, not simply reporting student progress, is pivotal to advancing student success and understand. The educational assessment must be done well to gain qualified of the graduates.

4.9 The Implementation of Eight National Education Standards

Successful implementation of eight national education standards can be seen from the evaluation of the implementation in education. Figure 1 illustrates the percentage of the result of implementation in eight national education standards at SMA Negeri 2 Surakarta. The result of standard contents is 91.67%, process standards is 85%, the standards of graduates competence is 87.5%, standard educator and educational personnel is 79.17%, standards facilities and infrastructure is 83.33%, standard management is 78.47%, standard financing is 79.86%, and standard educational assessment is 77.08%.
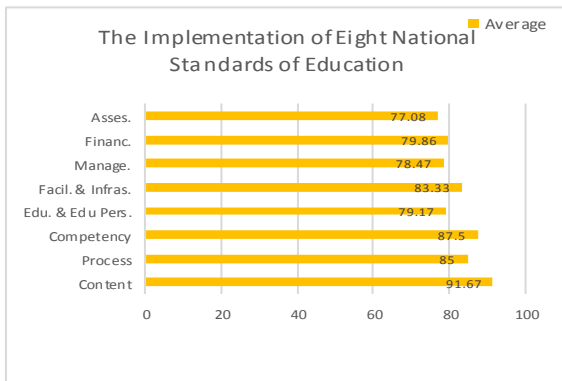
Figure 1: The Implementation of Eight National Education Standards

Then Figure 2 depicts the success percentage score school self-evaluation.
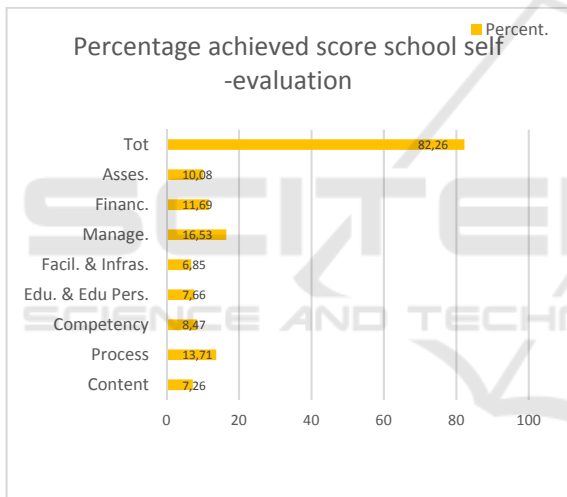

Figure 2: Percentage of achieved score in self-evaluation

Based on the results of school's evaluation, obtained the percentage of the result by giving the score that school self-evaluation is 82.26%, the percentage of other standard contents is 7.26%, process standards is 13.71%, standards of graduates the competence is 8.47%, educators and educational personnel standards is 7.66%, standards facilities and infrastructure is 6.85%, standard management is 16.53%, standard financing is 11.69% and standards educational assessment is 10.08%.

5 CONCLUSIONS

The success of national education standards at SMA Negeri 2 Surakarta can be pointed out that the implementation of standards is best shown in the contents of the implementation standard is 91.67%, standards of graduates competence is 87.5%, standard process is 85%, standard facilities and infrastructure is 83.33%, standard implementation that still low are financing standards is 79%, educators and educational personnel standards is 79.17%, standard management is 78.47% and standards educational assessment is 77.08%. The success of the score obtained standard contents is 7.26%, standard graduates competence is 8.47%, standard process is 13.71%, standard facilities and infrastructure is 6.85%, standard financing is 11.69%, standard of educators and educational personnel is 7.66%, standard management is 16.53% and standard of educational assessment is 10.08%. From these data can be shown that the implementation of the National education standard has not been fullest and needs to be improved. This can improve school performance in implementing the SNP by producing good graduates. Increased implementation of curriculum 2013 there should be a strong integration between principals, teachers, students and the community as well as increase the motivation to develop an identity that is good for school (Cassidy, 2000). A perception exists, however, that a larger percentage of middle schools have implemented integrated curricula than have other types of schools Arredondo & Rucinski (1998:287). Build technological literacy, which technologies best support student learning. (Mackey and Jacobson, 2005; Donaldson, 2000). As well as build skills of pedagogy of teachers, one of the most important problems is the pedagogy of teachers (Sult and Mills, 2006; Artman, 2010; Gandhi, 2005).

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