

The Role of Curriculum in The Student' Geography Learning Outcome in SMA Sekadau Hulu, West Kalimantan Barat

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Abstract: Curriculum 2013 addresses the scientific approach to learning since it matches a scientific process. This study aimed to compare the Curriculum 2013 and KTSP. This study was classified as a descriptive quantitative study conducted by doing observations and tests. This study was conducted in two schools, SMAN 1 Sekadau Hulu that implements Curriculum 2013, and SMA PGRI 05 Sekadau Hulu that implements KTSP. The result of the study showed that SMA PGRI 05 Sekadau Hulu possessed higher percentage on the students who passed the standard excellently; however, it also possesses higher percentage on the students who failed to pass the standard. 26% of the students of SMA PGRI 05 Sekadau Hulu failed to pass the standard, while in SMAN 1 Sekadau Hulu, only 9% of the students who failed to pass the standard. This study concluded that Curriculum 2013 could increase the student' learning outcome in Geography subject of Class 10.

1 INTRODUCTION

The curriculum takes the vital role in the world of education. It assists teacher managing the class, planning the learning activities and achieving the goal of the education. The purpose of Curriculum is to improve the education quality in the national scale to create a high-quality human resource (Sukmadinata, 1988). Curriculum 2013 is the newest Curriculum in Indonesia and is implemented since 2013/2014 academic year. Curriculum 2013 addresses the scientific approach to learning since it matches a scientific process.

The implementation of scientific approach aims to make the students recognize and understand various materials anywhere at any time, they do not rely on the teachers' one-way information (Majid,2014). Through scientific approach, the learning process becomes more meaningful for children. They can directly understand and practice the materials within the classroom by the stages of learning in the scientific approach.

2 RESEARCH METHODOLOGY

This study was classified as a descriptive quantitative study conducted by doing observations and tests.

The subjects of this study were two different schools to find out the effect of curriculum on the geography learning outcome: (a) SMAN 1 Sekadau Hulu that implements Curriculum 2013, and (b) PGRI 05 Sekadau Hulu that implements KTSP. The sample of this study was the Class 10 of SMAN 1 Sekadau Hulu and Class 10 of SMA PGRI 05 Sekadau Hulu. The criteria of minimum mastery standard shall be included within the Student Term Report as the reference to respond the students' learning outcome. (Depdiknas,2008). The learning activities were determined by the geography teachers of the school. The function of determining learning activities is to make the school/teacher/students have a clear standard in determining the mastery. Further, its purpose is to make the boundary of each subject for parallel class similar (Depdiknas,2013). Table 1.1 is the Minimum Mastery Standards based on the two schools.

Table 1: The provision of minimum mastery standard.

< 75	D	Fail
75 - 79	C	Fair
80 - 89	B	Good
90 - 100	A	Excellent

Source: SMA PGRI 05 Sekadau Hulu and SMAN 1 Sekadau Hulu

3 RESULTS

The results of the study found in SMAN 1 which implements Curriculum 2013 and SMA PGRI 05 Sekadau Hulu which implements KTSP (Kurikulum Tingkat Satuan Pendidikan) are displayed in figure 1 and figure 2.

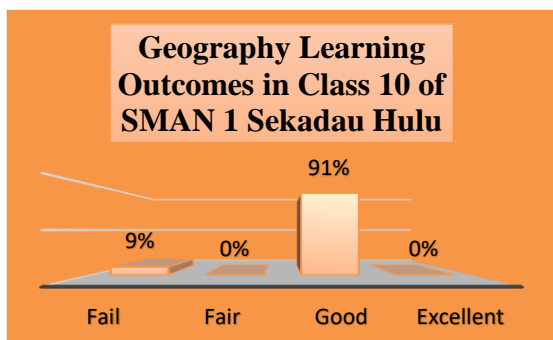


Figure 1: Students' learning outcome in SMAN 1 Sekadau Hulu.

This study found that in SMAN 1 Sekadau Hulu, 9% of the students failed to pass the standard, 0% passed the standard fairly, 91% passed the standard well, and 0% of the students passed the standard excellently.

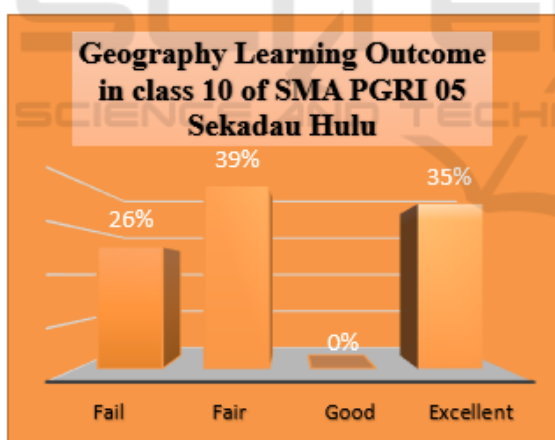


Figure 2: Geography learning outcome.

While in SMA PGRI 05 Sekadau Hulu, 26% of the students failed to pass the standard, 39% passed the standard fairly, 0% passed the standard well, and 35% of the students passed the standard excellently.

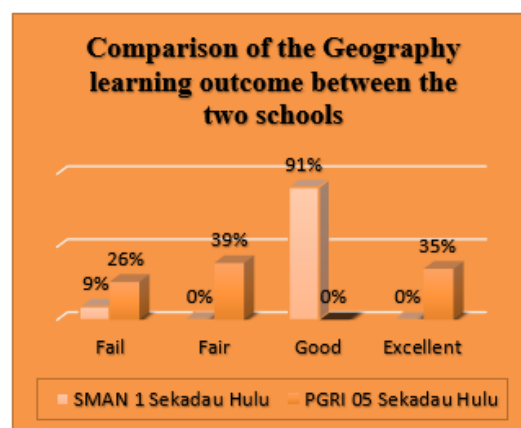


Figure 3: Comparison of the geography learning outcome between two schools.

The figure above is the result of the comparison between the two schools. SMA PGRI 05 Sekadau Hulu possess higher percentage of the students who failed to pass the standard than SMAN 1 Sekadau Hulu by 17% difference. SMA PGRI 05 Sekadau Hulu also possess higher percentage of the students who passed the standard fairly than SMAN 1 Sekadau Hulu by 39% difference. While SMAN 1 Sekadau Hulu possess higher percentage of the students who passed the standard well than SMA PGRI 05 Sekadau Hulu by 91% difference. The last result of this study showed that SMA PGRI 05 Sekadau Hulu possess higher percentage of the students who passed the standard excellently than SMAN 1 Sekadau Hulu by 35% difference.

To sum up, although the SMA PGRI 05 Sekadau Hulu possess the highest percentage on the students who passed the standard excellently by 35%, it also possessed the highest percentage on the students who did not pass the standard by 26%. In other words, compared to the KTSP, Curriculum 2013 with scientific approach can increase the students' learning outcome in Geography subject.

4 CONCLUSIONS

SMA PGRI 05 Sekadau Hulu possesses higher percentage on the students who failed to pass the standard (26%), It also possesses higher percentage on the students who passed the standard fairly and, on the students, who passed the standard excellently than SMAN 1 Sekadau Hulu. Whereas SMAN 1 Sekadau Hulu possesses higher percentage of the students who passed the standard well by 91%. Although SMA PGRI 05 Sekadau Hulu possess better result on the students who passed the standard excellently, it also possesses worse result on the students who failed to pass the standard than SMAN 1 Sekadau Hulu. In other words, compared to the

KTSP, Curriculum 2013 with scientific brings better result on the students' learning outcome in Geography subject.

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