AN ANALYSIS OF THE IMPLEMENTATION OF CURRICULLUM 2013 IN SMP N 5 SINGARAJA

THESIS

BY

MADE NARIATI

NIM. 1629081024

ENGLISH EDUCATION DEPARTEMEN

POST GRADUATE PROGRAM

GANESHA UNIVERSITY OF EDUCATION

2020

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA

AN ANALYSIS OF THE IMPLEMENTATION OF CURRICULLUM 2013 IN SMP N 5 SINGARAJA

THESIS

Diajukan Kepada

Universitas Pendidikan Ganesha

Untuk Memenuhi Salah satu Persyaratan dalam Menyelesaikan Program Pasca Sarjana
Pendidikan Bahasa Inggris

Oleh

Made Nariati

NIM. 1629081024

JURUSAN PENDIDIKAN BAHASA INGGRIS

PROGRAM PASCA SARJANA

UNIVERSITAS PENDIDIKAN GANESHA

2020

This thesis by Made Nariati has been successfully defended in front of the Board of Examiners and accepted as partial fulfillment of the requirement the degree of Master in Education in English Education, Post Graduate Study Program Ganesha University of Education.

Singaraja, 18 August 2020

Supervisor I,

(Prof. Dr. Ni Nyoman Padmadewi, M.A.)
NIP 196202021988032001

Supervisor II,

(Prof. Dra. Luh Putu Artini, M.A., Ph.D.)
NIP 196407141988102001

Master Thesis in Education: Language Education Study

Program Approved on: August 20th, 2020

by Board of Examiners

_____, Chairman (Prof. Dr. Ni Nyoman Padmadewi, M.A.)
NIP 196202021988032001

_____, Member (Prof. Dra. Luh Putu Artini, M.A., Ph.D.)
NIP 196407141988102001

_____, Member (Drs. I Wayan Suarnajaya, M.A.,Ph.D.)
NIP 195612311985111001

_____, Member (Dr. Ni Luh Putu Sri Adnyani, S. Pd.,M.Hum.)
NIP 196407141988102001

Acknowledge by
Director of Post-Graduate
Program Ganesha
University of Education

Prof. Dr. I Gusti Putu Suharta, M.Si.

NIP 196212151988031002

STATEMENT LETTER

I hereby honesty states that this Post Graduate Thesis in Education that is written as partial requirement for the degree of Master in Education is my own work. All the information contained in this thesis which is derived from other works had been given a credit by citing the name of source authors correctly according to the academic norms, rules and ethics.

If it is discovered in the future that a portion of the whole thesis is not my original work or that there is a case of plagiarism, I will accept the consequence of my academic title withdrawal and other sanctions as postulated by Indonesia national law

Singaraja, Agustus 2020

Statemet by

Made Nariati

ACKNOWLEDGEMENT

Fist of all, I wish to express my gratitude to the almighty God's Ida Sanghyang Widhi Wasa for his blessing so that this thesis can be completed finally.

I wish to thanks to the following lecture for help in connecting with the final project. I could no thanks them enough for their dedication, consistency and commitment.

1. My principle supervisor Prof. Dr.Ni Nyoman Padmadewi, M..A. and my second supervisor Prof. Dra. Luh Putu Artini, M.A., Ph.D. whose patient expertise, encouragement, and gentle guidance have kept me focused on the task at hand. I could not thank them enough for their dedication, consistently and commitment

2. For all lecture in Post Graduate Program, especially in English Education Department , for all the knowledges and meaningful advice during the past two years.

3. The headmaster and the English teacher of SMP Negeri 5 Singaraja for giving me the permission and hospitality to conduct and completing the data of my research.

4. My father and my mother for the advice and support given to me .

5. My beloved little family who support me during the process of writing this final project.

However, I realize that this thesis is far from perfect. There for , any use full critics and suggestion from the readers are greatly appreciated.

Singaraja, Agustus 2020

The writer

TABLE OF CONTENT

CHAPTER I 1

1.1 Background of the Study 1

1.2 Identification of the Problem 4

1.3 Research Questions 5

1.4 Purpose of the Study 5

1.5 Scope of the Study 6

1.6 Significance of the Study 6

CHAPTER II 8

2.1 Theoretical Framework 8

2.1.1 Curriculum 8

a. The Definition of Curriculum 8

b. The Functions of Curriculum 8

2.1.2 The Previous Curriculum (School Based Curriculum 2006) 11

a. The Definition of the 2006 School Based Curriculum 11

b. The Weaknesses found in the 2006 School Based Curriculum 11

2.1.3 The 2013 Curriculum 12

a. The definition of Curriculum 2013 13

b. The Characteristics of the 2013 Curriculum 14

b. The Excellences of the Curriculum 2013 14

d. The Implementation of Curriculum 2013 16

e. Assessment in Curriculum 2013.....16

2.2 Empirical Review.....21

CHAPTER III.....24

3.1 Research Design.....24

3.2. Setting of the Study.....24

3.2.1 Place of the Research.....24

3.2.2 Time of the Study.....24

.3 Source of Data.....25

3.4 Technique of Data Collection and Research Instrument.....25

3.4.1 Questioner.....26

3.4.2 Interview.....26

3.4.3 Documentation.....27

3.4.4 Observation.....27

3.6 Data Trustworthiness.....29

CHAPTER IV.....30

4.1 Findings.....30

4.1.1 The Teachers' Understanding on the Implementation of Curriculum 2013.....30

4.1.2. The problem faced by the teachers in application of Curricullum 2013..57

4.1.3 The Teachers' Efforts to Solve the Problems.....63

4.2 Discussions.....66

4.2.1 Teachers' Understanding on the Curriculum 2013.....66

4.2.2 Teachers' Problem in the Impmenentaion of the 2013 Curriculum.....68

4.2.3 Teachers' Effort to Solve the Problems in implementing the 2013 Curriculum 69

CHAPTER V.....72

5.1 Conclusion.....72

5.2 Suggestion.....72

References.....74

LIST OF FIGURE

Figure 3.1 Interctive Data Analysis Process 26

LIST OF TABLES

Table 4.1 Teachers Perception on Curriculum 2013 especially in the plan section: 28
Table 4.2 Teachers' understanding about the student's character in their class..... 30
Table 4.3 The teachers' understanding about the component of lesson plan based on curriculum 2013 31
Table 4.4 the teachers' understanding about 21st century leaning based on Curriculum 2013 32
Table 4.5 The teachers' understanding about the learning process on applying scientific approach 34
Table 4.6. The teachers' understanding about the learning process which stimulates critical thinking on The 2013 Curriculum..... 35
Table 4.7. The teachers' understanding about the learning process which leads to applicative skill on The 2013 Curriculum 37
Table 4.8. The teachers' understanding about learning process which leads to the students curiosity on The 2013 Curriculum. 38
Table 4.9. The teachers' understanding about learning process which leads to students to be more active in giving opinion on The 2013 Curriculum 39
Table 4.10. The teachers' understanding about the learning process that makes students want to do an observation. 40
Table 4.11. The teachers' understanding about the learning process that makes students able to study 41
Table 4.12. The teachers understanding about the learning process that makes students do the association. 42
Table 4.13. The teachers' understanding about the learning process that makes students confirmation 43
Table 4.14. The teachers' understanding about the learning process that emphasizes students to experience or process. 44
Table 4.15 The teachers' understanding in doing the learning process that support students activity. 45
Table 4.16 The teachers' understanding in utilizing information technology in school in the learning process..... 46
Table 4.17 The teachers' applying the literacy movement in learning English 47
Table 4. 18 The teachers' understanding about inserting character in education..... 48
Table 4.19. The teachers' understanding about using authentic assessment. 49

Table 4.20 The teachers' understanding about assessment using tools, questioner, observation, notes and reflection 50
Table 4.21 The teachers' understanding in carrying out enrichment program or concealing service 51
Table 4. 22 The teachers' understanding in how to carrying out the improvement of the learning process according to the education assessment standard..... 52
Table 4. 23. The teachers' understanding about choosing material based on students characteristic. 53
Table 4.24. The teachers' understanding about preparing lesson plan based on curricullum 2013 rules..... 54
Table 4.25 The teachers' understanding in application of learning based onscientific learning. 55
Table 4.26 The teachers' understanding in application of variety of learning methods 56
Table 4. 27 The teachers' understanding about assessment system based on three aspects, namely attududes, skill, and knowledge 57
Table 4.28 The teachers' respons about the effectiveness of training to increasing their understanding in application of The 2013 Curriculum 59
Table 4.29. The discussionrelated with MGMP members can provide olutions to the teachers' problem in understanding curricullum 2013. 60