

# ANALISIS PENERAPAN KURIKULUM 2013 DI

## SMP N 5 SINGARAJA

Abstrak

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Tujuan penelitian ini adalah: (1) menganalisis persepsi guru bahasa Inggris terhadap kurikulum bahasa Inggris 2013 dan implementasinya, (2) mengidentifikasi masalah guru dari aspek implementasi kurikulum bahasa Inggris 2013 pada aspek (a) RPP, (b) kegiatan belajar mengajar, (c) proses penilaian, dan (3) mengidentifikasi masalah guru dalam melaksanakan proses belajar mengajar. Penelitian ini merupakan penelitian kuantitatif deskriptif. Subjek penelitian ini adalah guru bahasa Inggris siswa kelas tujuh. Pengumpulan data dilakukan dengan menggunakan kuesioner dan didukung dengan wawancara. Data tentang persepsi guru terhadap kurikulum 2013 dianalisis pada aspek (a) penyusunan RPP, (b) proses pembelajaran dan (c) penilaian. Masalah yang dihadapi para guru juga dianalisis. Hasil penelitian ini menunjukkan bahwa persepsi guru terhadap penerapan Kurikulum Bahasa Inggris 2013 termasuk dalam kategori tinggi: persepsi tentang penyusunan RPP tinggi (80%) yang menunjukkan bahwa guru bahasa Inggris sudah kompeten dan maksimal dalam membuat RPP yang baik sesuai dengan Kurikulum 2013. Persepsi tentang proses belajar mengajar juga tinggi (75%). Semua proses belajar mengajar terdiri dari tiga tahap yaitu pendahuluan, kegiatan utama dan penutup. Setiap sesi mewakili beberapa sub-tema. Persepsi tentang proses penilaian juga tinggi (80%). Penerapan penilaian otentik dapat dipersepsikan dengan baik sehingga guru bahasa Inggris cukup kompeten dalam merencanakan, merancang, dan melaksanakan penilaian otentik. Masalah yang dihadapi adalah manajemen waktu yang merupakan masalah terbesar guru bahasa Inggris dalam melaksanakan penilaian otentik.

Kata Kunci: Kurikulum 2013, persepsi guru, perencanaan RPP, kegiatan belajar mengajar dan penilaian.

AN ANALYSIS OF THE IMPLEMENTATION OF CURRICULLUM 2013 IN  
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Abstract

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The aims of this research were: (1) to analyze the English teachers' perception on 2013 English Curriculum and its implementation, (2) to identify the teacher problem from the aspect of the implementation of 2013 English curriculum in the aspects of (a) lesson plan, (b) teaching learning activities, (c) assessment process, and (3) to identify the teachers' problem in implementing the teaching learning process. This research was a descriptive quantitative research. The subjects were the English teachers of the seventh grade students. The data were collected mainly by using questionnaires and supported with interviews. The data on teachers' perception towards the 2013 the Curriculum were analyzed on the aspects of (a) preparation of lesson plan, (b) teaching learning process and (c) assessment. The problems faced by the teachers were also analyzed. The result of this research showed that, the teachers' perception toward the implementation of 2013 English Curriculum was in high category: the perception on the preparation of lesson plans was high (80 %) which indicates that the English teachers have been competent and maximized in making good lesson plans in accordance with Curriculum 2013. The perception on the teaching learning process was also high (75 %). All the teaching learning processes consist of three phases of teaching such as introduction, main activity and closure. Each session represents some sub-themes. The perception about assessment process was also high (80 %). The implementation of the authentic assessment can be perceived so well that the English teachers were competent enough in planning, designing, and implementing the authentic assessment. The problem faced was time management which was the biggest problem for the English teachers in implementing the authentic assessments.

Key Word: Curriculum 2013, teacher perceptions , planning lesson plan , teaching learning- activities and assessment .