



Analysis of curriculum implementation in elementary school

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Abstract

Curriculum is a set of systems consisting of planning, process or implementation, and evaluation dimensions. Awareness of the importance of the curriculum as an integral part of education requires education stakeholders, especially teachers, to always innovate and develop good learning. Curriculum issues are closely related to how the process or implementation of the curriculum is carried out in educational units. This research raises the topic of the quality of curriculum implementation in elementary schools. The purpose of this study is to analyze the implementation of the curriculum in elementary schools. This research applied descriptive quantitative. The data collection technique used a questionnaire, which was distributed to elementary school teachers in Indonesia. The number of samples in this study were 290 respondents carried out randomly. Respondents consisted of elementary school teachers from low to high levels throughout Indonesia. The results of this study are that the average implementation of the curriculum that is carried out is still not maximally carried out, both in planning, process and evaluation. This research has implications for fulfilling the quality of curriculum implementation which must be carried out optimally, so that the expected educational goals or curriculum can be achieved. The results of this study are that the average implementation of the curriculum that is carried out is still not maximally carried out, both in planning, process and evaluation.

Keywords: education, curriculum, curriculum implementation, teaching, elementary schools,

INTRODUCTION

Curriculum has an important position in education. The curriculum has a role in organizing, directing, and guiding learning activities (Rumahlatu et al., 2016). The curriculum in schools has a number of functions including (1) explaining the core goals of education, including who will teach what to whom and when; (2) mediators of culture and values; (3) preserving what is considered valuable while at the same time encouraging change for the future of society (Pietarinen & Soini, 2017). Based on these two views, it can be understood that the urgency of the role of the curriculum is not only limited to the continuity of education and learning in schools but also to the life of society at large. So that,

The awareness that the curriculum has an important role in people's lives continues to encourage policy makers to make changes to the curriculum from time to time. However, curriculum reforms often do not succeed in creating transformations in classroom learning (Lee & Ling, 2013). One of the

reasons for the failure of curriculum reform to change learning in the classroom is due to the view that teachers are curriculum implementers and not curriculum makers, so their voices are sometimes ignored (Lee & Ling, 2013).

However, changing this view is certainly not an easy thing. It takes a paradigm shift of thinking from all parties, especially policy makers. As an alternative effort to reduce the gap between what is planned by policy makers and what happens in the classroom, one thing that can be done is to ensure that the curriculum is implemented as well as possible.

One of the most important factors in curriculum implementation is the teacher. Teacher readiness is the most important factor because no matter how well the curriculum is made, if the teacher as someone who implements the curriculum is not ready then the implementation of the curriculum will not be optimal (Rumahlatu et al., 2016). So a study is needed on how teachers apply the

curriculum, including in basic education in Indonesia.

The thing that needs to be realized is that the relationship between the curriculum that is planned, enacted, and experienced or felt by students. Even Lee & Ling (2013) stated that it would be naïve to assume that what is planned, implemented in the classroom by the teacher, and experienced by students will be the same. The same thing was also expressed by Lo & Chen (2016) who stated that based on the results of the study they conducted, there was a complex relationship between the planned, perceived, enforced, and assessed curriculum. In other words, there really needs to be a special study that evaluates how the curriculum is implemented in the field. This is to ensure that what is planned by the government as curriculum designer and developer is in accordance with what is implemented in the field.

In the curriculum development tradition, assessing the process through educational success, can be seen in the quality of the results and the quality of the process cannot be separated from one another. Curriculum implementation is closely related to how to maintain quality and ensure that the curriculum as a plan can run well (Alrayes, 2021; Mulenga, 2020). The difference in the two educational studies is the difference in the quality of the results and the quality of the process. However, to find out more about the processes that occur, requires an in-depth analysis of learning outcomes, not only the final grade, but a thorough evaluation (Liu, 2020; Netshifhefhe et al., 2016).

Based on this background, this study raises the topic of analyzing curriculum implementation in elementary schools (SD). The purpose of this study is to analyze the quality of curriculum implementation in elementary schools, based on the dimensions of planning, process and evaluation. It is hoped that this research will have implications for curriculum implementation policies and strategies, so that curriculum objectives are achieved as expected.

RESEARCH METHODS

The research approach used is descriptive quantitative. research that seeks to describe a

symptom, event, event that occurs in avariable research (Sugiyono, 2010). The stages of this research include data collection, data analysis, data presentation, and conclusions. The data collection technique uses a curriculum implementation questionnaire, which includes aspects of planning, process, and evaluation. The sample was taken randomly which included 290 elementary school teachers throughout Indonesia. The teachers are homeroom teachers from grade 1 to grade 6 and subject teachers. Instrument on Quantitative data uses a Likert Scale consisting of statements that strongly agree, agree, undecided, disagree, and strongly disagree. Point 1 is a statement that strongly disagrees, while point 5 is a statement that strongly agrees. Furthermore, to strengthen the results and discussion, this research is equipped with qualitative data regarding the curriculum process carried out by teachers in the classroom.

RESULTS AND DISCUSSION

The research results regarding the implementation of the elementary school curriculum (SD) consist of three indicators, including indicators of curriculum planning, curriculum implementation, and curriculum evaluation. Curriculum planning indicators include the following questions:

1. Develop teaching modules in accordance with predetermined components, namely general information and core components
2. Identify Learning Outcomes on each subject or sub-topic that will be taught
3. Conduct an analysis of learning outcomes in the phases that will be mapped in learning activities
4. Formulate learning objectives by considering the competencies (attitudes, knowledge & skills) to be achieved and the material to be studied to achieve learning objectives
5. Develop learning materials in accordance with the objectives to be achieved
6. Choose or define appropriate learning strategies and method responding with learning outcomes (CP) to be achieved
7. Choose/define learning materials that are corresponding with learning outcomes (CP) to be achieved

8. Selecting/determining learning materials in accordance with the character of the students to be achieved
9. Determine the various types of learning evaluation corresponding with learning achievement indicators (CP) (Example: tests or non-tests).
10. Determine various learning evaluation tools or instruments corresponding with learning achievement indicators (CP).
11. Develop a Learning Plan (RPP) in accordance with the portion of learning in class
12. Designing Student Worksheets (LKPS)
13. Designing instruments or assessments (both tests and non-tests)

In the indicators of curriculum implementation, it consists of several questions as follows:

1. Using teacher books and student books is not the main source in learning
2. Using self-designed modules or teaching materials
3. Doing learning through observing activities
4. Doing activities by dividing students into groups
5. Do activities by giving assignments
6. Carry out activities by jointly conducting discussions
7. Carry out activities by giving students the opportunity to make presentations in front of the class
8. Carry out activities with the help of learning media (example: power point, video, teaching aids, etc.)
9. In the learning process, learning outcomes are taught in the form of knowledge, attitudes and skills

In the curriculum evaluation indicator, it consists of several questions as follows:

1. Diagnostic assessment is carried out before learning activities are carried out to determine the level of readiness and entering behavior (initial assessment) of students.
2. Conducting assessments (both tests and non-tests) on the process and the end of the activity
3. Using a variety of assessment tools to measure the achievement of indicators and or learning outcomes

4. Use a variety of test scoring tools objective course on learning
5. Using performance appraisal tests (rubrics or portfolios)
6. Assessment is done through tests, observations, and projects.
7. Using an assessment in the Curriculum without Minimum Completeness Criteria (KKM) but still using the cognitive, affective and psychomotor domains
8. Project and performance assessments are used to measure students' achievement of psychomotor learning outcomes
9. Measuring the success of learning every learning achievement is done through assessment

Fig. 1 shows the results of curriculum planning carried out by elementary school teachers. In the sub-indicators for the sub-indicators preparing a Learning Plan (RPP) in accordance with the portion of learning in class and developing learning materials in accordance with the objectives to be achieved is at the highest point, namely 4, with a description agreed or has been carried out in class. Meanwhile, conducting an analysis of learning outcomes in the phases that will be mapped in learning activities and designing Student Worksheets (LKPS) has the lowest point, namely 3, with a doubtful description or has not been fully carried out in class. Temporary

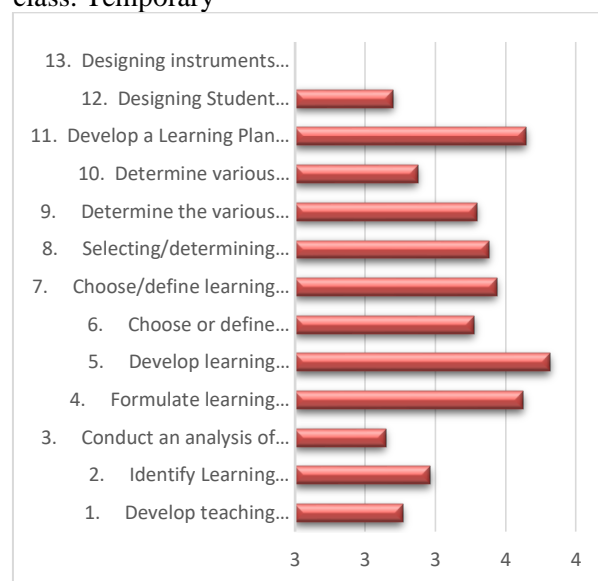


Fig 1
Curriculum Planning

Fig 2 indicates the results of the implementation of the curriculum that has been carried out by the teachers. Sub indicators in the learning process, learning outcomes are taught in

the form of knowledge, attitudes and skills and using teacher's books and student books not as the main source in learning has the highest point on research results, namely 4, which means agree and it has been done in class. Meanwhile, the sub-indicators use modules or teaching materials that have been designed by themselves and carry out activities with the help of learning media (example: power points, videos, teaching aids, etc.) are still hesitant or not used optimally in class.



Fig 2

Curriculum Implementation

Fig. 3 is the result of research from the evaluation or activities carried out by the teacher at the end of the lesson. Sub-indicators Conducting assessments (both tests and non-tests) in the process and at the end of the activity and measuring the learning success of each learning achievement is carried out through an assessment that has the highest point of 4, namely agreeing or having been carried out by the teacher in class. Meanwhile for the sub-indicators using a variety of objective test assessment tools only in learning is at the lowest point, namely 3, is still in doubt or has not been carried out routinely by teachers.

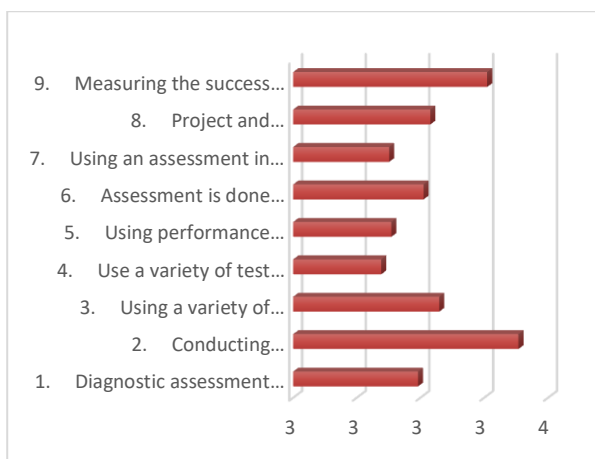


Fig. 3

Curriculum Evaluation

To enhance the data collection, some interviews have done through this research. Some teachers have completed training and socialization on lesson plan, modules and competencies for readiness on curriculum implementation. Yet, teachers were not ready to implement the curriculum by them self. Schools were waiting for further guidance from the local government. Technology literacy competence is a part of need to do the curriculum. Meanwhile, some teachers there, were not familiar with the technology, especially in class instruction or learning. Teachers' understanding of curriculum was received independently through the media. It indicated there were still found multi-interpretation and multi-understanding. The literacy on curriculum were not fully understood by teachers, included curriculum as a plan, process, and evaluation. Curriculum was known as subjects or materials that should be transfer to the students. Nevertheless, those teachers were getting high motivation on learning and understanding curriculum. The changing on curriculum became boundaries on learning curriculum. It meant that, teachers were not prepared to be ready sudden change. Complaints and burdens on curriculum implementation were fully filled their mind, even though not all teachers feel same. There were some teachers kept being passionate on studying curriculum and completing the training, because they think students were being priority in education.

Regarding the training on curriculum preparation, there were some problems that found in the study. Teachers thought that, new curriculum brought a new problem, whereas teacher were not be ready and difficult or adapt with new curriculum. There were senior teachers who could be failed in technology understanding. It made them should to catch up with junior teachers who have a high understanding of technology. It purposed to the information related to the Curriculum can be accessed correctly. Teachers must also be smart in choosing the right learning media to be able to make learning more interactive.

Based on that background of the study, this research is in line with Sogunro (2017), where teachers have a central role in translating documents or curriculum planning into processes, especially in terms of the quality of learning in the classroom, which consists of designing interactive learning media and other learning facilities. This is reinforced by the research of Aydin et al., (2017); Atieno et al., (2018); and Poedjiastutie et al., (2018), where the problems of teachers

regarding the implementation of the curriculum in the classroom, especially the low level of teachers in developing teaching materials, learning strategies, and developing learning assessments. Besides that, this is also in line with the research of Mehmood Bhuttah et al., (2019), Palestine et al., (2020) and (Nuraeni et al., 2020) where in the best curriculum practice the teacher must identify at the beginning of curriculum preparation or planning, preparation of teaching materials, strategies, to evaluation. Problems or heavy teacher workload must receive serious attention because they contribute to negative teacher perceptions, and affect the learning process.

CONCLUSION

The conclusions in this study are:

1. Curriculum is an integral activity in education, which consists of planning, process, and evaluation dimensions. Curriculum is part of an education system that consists of content and curriculum implementation. Of all the dimensions of the curriculum, teachers still do not carry out these processes optimally, from planning to assessment.
2. The activities of preparing lesson plans and developing learning materials for the curriculum planning process are often or have been carried out by teachers. Meanwhile, the activity of compiling or designing LKPS in class is still not maximally carried out.
3. The implementation of the curriculum in elementary schools (SD) in Indonesia is still relatively moderate or has not been carried out optimally, as evidenced by the small number of teachers who carry out learning development, both from planning, process and evaluation.
4. Learning process always enter aspects of attitudes, knowledge, and skills in each learning material with use learning media interactive, still little or not done optimally by the teacher
5. Assessment activity become an important part of the curriculum, which aims to determine the abilities of students. However, the assessment process requires a variety of variety of measurement tools especially assessment tools in order to obtain comprehensive data or information related to attitudes, knowledge, and skills
6. The training of curriculum implementation needs to be done by government to facilitate teachers within understanding of comprehensive curriculum.

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