

**IMPLEMENTATION OF CURRICULUM 2013 ON INSTRUCTIONAL OF GEOGRAPHY AT MAN 1 YOGYAKARTA YEARS LESSONS 2016/2017**

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**ABSTRACT**

This study aimed to evaluate the implementation of curriculum 2013 on instructional of geography at MAN 1 Yogyakarta, especially related to: (1) the readiness of headmasters, (2) readiness of geography teachers, (3) the facilities and infrastructures, (4) planning of teaching activities, (5) the implementation of teaching activities, (6) the assesment of activities, (7) the implementation of the remedial and enrichment, (8) the students responses of curriculum 2013 implementation, and (9) the obstacles of curriculum 2013 implementation on instructional of geography. This was an evaluation research using the qualitative and quantitative approach. The research subjects included the headmasters, geography teachers, and students in MAN 1 Yogyakarta. The data were collected using a questionnaire, interview, observation, and documentation. The data analyzed used qualitative and quantitative approach. The results of the study show that: (1) the headmaster in MAN 1 Yogyakarta was able (2) the geography teachers were able; (3) the facilities and infrastructures were adequate; (4) the planning of teaching activities were very well; (5) the implementation of teaching activities was well; (6) the implementation of the assesment activities was enough; (7) the implementation of remedial and enrichment was enough; (8) the students are the implementation of curriculum 2013 was enough; (9) the obstacles which faced in the implementation of curriculum 2013 are the adaptation process from KTSP to curriculum 2013, implementation scientific learning models and the government policies which fluctuated were difficult to create school administration.

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**INTRUDUCTION**

National education serves to develop the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation. It aimed at the development of potential learners in order to become a man of faith and piety to God the Almighty, precious, healthy, intellectual, accomplished, creative, independent, and become citizens of a democratic and responsible (Undang-undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan

Nasional, 2003: 8). The various efforts undertaken by the government to achieve the goal of education, among other things, improve and refine the curriculum.

The curriculum is the spearhead for the implementation of educational activities. In the absence of curriculum education it is impossible to be able to run properly, effectively, and efficiently as expected (Fadlillah, 2014: 13). Similar opinions state that the nature of the purpose of the curriculum is the goal of every educational program that will be given to

the student, because the curriculum is a tool for achieving the goals of education (Syafurddin Nurdin, 2015: 50). The curriculum is an absolute requirement for education in schools. It means the curriculum is part and parcel of education or teaching (Nana Syaodih, 1999: 3). Curricula should be adapted with the era, so that the curriculum should change.

Change in curriculum is a thing that is not inevitable in the process of the development of education. The curriculum always adapted with the development community (Imas Kurniasih, 2014: iii). The factors of change in the curriculum are caused by the expansion of and equitable learning opportunities, educational enhancement, the relevance of education, as well as the effectiveness and efficiency of education (Ladjid Hafni, 2005: 7-8).

Early 2013, the Government set a new curriculum called the curriculum 2013. Policy enforcement curriculum 2013 is inseparable from the efforts of the Government to improve the quality of education in Indonesia, both concerning the holding and his output. On the curriculum of 2013, the government set national standards for education, basic framework and structure of the curriculum, syllabus, and guidelines for the implementation of the curriculum (Hasbullah, 2015: 169).

Curriculum implementation in 2013 for the generation that is ready in the face of the future. The stressing point aims to encourage students to do better in the observation, questioning, logic and communicate with what they have gained or they know after receiving material learning. The object of learning in the curriculum into 2013 emphasizes on natural phenomena, social, arts, and culture. Through this approach expected, students are expected to have the attitude, skills, competencies and knowledge which are far better, more creative, more innovative, and productive, so that it can successfully face many problems and challenges in his days, entering a better future.

In fact, not all schools were ready and able to implement it directly. In addition to the willingness of the school, it should also meet the criteria to be able to implement the curriculum in the schools of the 2013 respectively, such as resources, infrastructure, as well as having sufficient funds. The process of learning with a curriculum of 2013 is also directed into the student-centered learning (students centered) no longer centered on the teacher (teacher centered).

Implementation of curriculum change means transforming humans involved in such as the principal as leader, teachers as educators and as the agent of the curriculum changes, as well as students as the object changes. The key to successful implementation of curriculum leadership is closely with regard to the 2013 school head teacher creativity, activity, learners, socialization, learning resources, and facilities, a conducive academic environment, and the participation of the citizens of the school (Mulyasa, 2013: 39).

The leadership of the head master in this case is related to its duties and within the scope of the school. The creativity and skills of teachers in translating the content and curriculum concept 2013 should be optimal, so he could be capable of being a facilitator and partner learning for students. Socialization also determines the success of the implementation of the curriculum of 2013. Socialization is aimed to convey the concepts contained in the curriculum of 2013, so that all parties involved in the implementation of the curriculum in the field of 2013 are familiar with changes that must be done concerning with the main tasks and each function. 2013 curriculum concept should not only socialized to all the citizens of the school but also to the community and parents of students. Socialization is important, it is especially in order that all citizens know and understand the school's vision, and mission of the school, as well as the curriculum that will be implemented.

Facilities and learning resources also affect the success of the implementation of the curriculum of 2013. With facilities and adequate learning resources, curriculum could be designed and be implemented optimally, so results the student learning can be expected maximally.

MAN 1 Yogyakarta, an institution under control of the Ministry of Religion is appointed to implement curriculum 2013 in 2014, based on the revision of the General Decision Number 481 Islamic education by 2015 about Madrasah determination of Mentoring Assignment of 2013 curriculum or as a pilot project in the implementation of the 2013 curriculum in learning process. This means MAN 1 Yogyakarta are expected to continue to follow and apply various changes to curriculum in a certain period in accordance with the policy of the government in the national education system.

The application and implementation of the learning process by using the curriculum of 2013 which began in 2014, showed only a few teachers who have already implemented the curriculum of 2013 in learning in the classroom. Teachers, who have been already applying this, have not always already understood and implement 2013 curriculum as expected. This is because there are some fundamental changes towards learning curriculum used in 2013. That changes, are among others : the creation of a learning device for planning, the steps using the scientific approach to learning, syllabus, and also scoring system. Those changes need socialization and training for teachers so that they are more prepared and familiar with the new changes.

In the structure of the curriculum 2013 of senior high school level, one of the subjects of the Group minor of social science subjects are geography. Geography is grouped in clumps of minor subjects in the social sciences so that it is more directed at the perspective of existence and the human activities that are affected by the

dynamics of a physical nature. The purpose of curriculum of geography includes four competencies, namely (1) the competence of a spiritual attitude, (2) social attitudes, (3) knowledge, and (4) skills. The competence is achieved through learning, intracurricular, cocurricular, and/or extracurricular (Permendikbud No. 24, 2016: 1 )

The subjects of geography is crucial because the substance of geography is the phenomena that give geospheric knowledge, assisting in the formation of values and attitudes, as well as skills in developing the critical thinking ability to solve the problem to students either directly or indirectly. Therefore teachers of geography in implementing it are expected to equip students with a wide range of attitudes and abilities in accordance with the demands of changing times and demands of technology such as the expectations of implementation of curriculum 2013.

The success of the implementation of the curriculum learning geography in 2013 in MAN 1 Yogyakarta, is highly expected by all parties. In addition to piloting project implementation of the madrasah curriculum 2013, MAN 1 Yogyakarta is also a madrasah RMU (Stub Madrasah Superior) which became a reference for the other madrasah, particularly those existing in the province of Yogyakarta. Implementation of the new curriculum of 2013 curriculum that keeps being fixed and enhanced by the government, needs to be evaluated to find out the readiness and the obstacles faced by madrasah. The year 2017 is the third year of the implementation of the curriculum implementation in 2013 and has not yet been evaluated in terms of its implementation.

Based on these problems, then the research needs to be conducted to evaluate the curriculum 2013 relating to its implementation and barriers experienced in learning geography in MAN 1.

## **RESEARCH METHODS**

### **This type of research**

This research is descriptive research, using a qualitative approach. Descriptive research is the research that leads to the disclosure of facts that exist (Moh. Pabundu Tika, 2005: 4). This research is also a research evaluation by using both quantitative and qualitative research approach.

The research was carried out in MAN 1 Yogyakarta in semester two years 2016/2017 lessons for three months during February to April 2017.

### **The subject of research**

The subject of this research is the principal of the madrasah, the geography teachers and students. Data collection techniques used were questionnaires, observation, interview and documentation.

### **Data analysis techniques**

Data analysis techniques using the stages of analysis according to Miles, Huberman consisting of three kind is (1) condensation data, (2) display data, and (3) conclusion drawing/verifications (Miles, Huberman, 2014: 12-14). Data from the questionnaire were analyzed by means of quantitative data, whereas the results of the interviews, observation, and documentation were analyzed qualitatively.

## **THE RESULTS OF THE RESEARCH AND THE DISCUSSION**

### **Research results**

The principal of the MAN 1 Yogyakarta was categorized ready to implement curriculum 2013, if it meets the criteria already defined. These criteria include having the readiness and the understanding of curriculum 2013, promoting curriculum 2013 at the madrasah residents, as well as doing a SWOT analysis/evaluation itself.

The principal of the MAN 1 Yogyakarta had attended training with regard to the preparation of the

implementation of the curriculum since 2013 served as Deputy Head of the madrasah curriculum areas. As head of the madrasah, he had attended the management training of the head of the madrasah curriculum corresponding to curriculum 2013. The head of the MAN 1 Yogyakarta also had conducted socialization to the residents of the madrasah. SWOT analysis in the early implementation of curriculum 2013 had not been done by the head MAN 1. It was due to MAN 1 Yogyakarta was appointed as a piloting project in implementing curriculum of 2013, but with time went by the head of the madrasah kept doing SWOT analysis.

Readiness of teacher of geography in implementing curriculum 2013 refers to certain criteria. These criteria include: having a minimum Education background of Undergraduate geography, of teaching experience of geography at least 5 years, attended training curriculum of 2013, never following socialization, having an understanding of the concept, having an understanding of the syllabus of the subjects geography, and having the ability to compose assessment instrument preparation of curriculum 2013.

Geography teachers of MAN 1 Yogyakarta all have education background of Bachelor's degree (S1) the department of geography, have a minimum of 5 years of teaching experience, have followed the socialization curriculum 2013 between the 2-3 times from both Ministry of Religion of provincial Office and the Ministry of Religion of City Office. The teacher understands about the sense of competence, competency standards, core competencies, the characteristics of the curriculum, syllabus contents of 2013 curriculum, and for the assessment, the teacher formulates indicators using a variety of considerations. Teachers use the considerations formulated from basic competence, core competencies, and the indicators that will be achieved. With regard to the example instrument teachers use indicators of the achievement,

materials, and learning activities of students.

Based on the results of the interview, documentation and observation the researcher finds out that MAN 1 Yogyakarta has the educational infrastructure of 24 classrooms, a laboratory rooms (language, ICT, Social Science, physics, chemistry, biology and religious), a two-floor library room, Headmaster room, Vice Headmaster room, teacher's room, administrative's room, concelor, OSIS, PMR, the infirmary rooms, Hall, kitchen, security room, warehouse, sport warehouse, parking lot for teacher and student, lavatory for students and teachers, canteen, and teachers' cooperative. The infrastructure that exists in MAN 1 Yogyakarta is in good shape and can be used. MAN 1 Yogyakarta also has other supporting facilities, among others: CCTV, air conditioning, TV, tape player, DVD, PC Units, tables, chairs, table tutor students, student chair, active speaker, LCD projector and screen.

Teachers of geography subject MAN I Yogyakarta curriculum create learning planning based on the 2013 curriculum in the form of a learning device that contains the syllabus, core competency and basic competence, the annual program, semester program, planning instruct tional program, minimum standard score, learning materials and assessment system. Learning device is determined by the madrasah and teachers compiles the learning device to be collected by the curriculum staff then checked and signed, delivered to the head of the madrasah to be signed and stamped. The device is returned to the teacher concerned as a guide in learning activities and assessments.

Implementation of learning activities, assessment, remedial and enrichment programs, as well as the opinion of the curriculum implementation 2013 in MAN 1 Yogyakarta were traced by using questionnaires. A questionnaire was given to 50 students and supported with the

implementation of observation activities in the classroom.

The results of the data process of learning it was obtained the highest score of 58 and lowest score of 37. The calculation of descriptive statistics obtained an average of 52 with a standard deviation of 5.5. More details of the frequency distribution is presented in table 1 below:

Table 1. Implementation Of Learning Activities Based On Student Feedback MAN 1 Yogyakarta Years Lessons 2016/2017

Range Score	Frequenc y	Percentag e	Categor y
58 < X	0	0	very well
53 < X	19	38	Well
47 < X ≤	15	30	Enough
42 < X	11	22	Less well
X ≤ 42	5	10	Not good
Amoun	50	100	

Source: Primary data, 2017

Based on table 1 of the above note 38% of students responded well, 30% of students respond enough, 22% of students respond less well and 10% of students respond is not good. From these data it can be concluded that the implementation of teaching and learning activities including the category either.

The implementation of the activities of the data measured by the assessment questionnaire that consisted of 11 rounds of questions with 5 alternative answers. Sports results data obtained the highest score and lowest score was 49 33. More details of the frequency distribution is presented in table 2 below:

Table 2. Implementation Of The Assessment Activities Based On Student Feedback MAN 1 Yogyakarta Years Lessons 2016/2017

Range Score	Frequenc y	Percentag e	Categor y
48 <	1	2	very well
44 < X ≤	14	28	Well
41 < X ≤	20	40	Enough
37 < X ≤	12	24	Less well

$X \leq 37$	3	6	Not good
Amount	50	100	

Source: primary data, 2017

Based on table 2 above can be found 2% of students responded very well to the implementation of the assessment activities, 28% of students responded well, 40% of students respond enough, 24% of students respond less well, and 6% of students respond is not good. From these data can be conclude that implementation of the assessment including the category quite nicely.

Implementation of program improvements and enrichment subjects geography analyzed by the methods of questionnaire. A questionnaire given to students, contains 10 questions with 5 alternative answers. Sports results data obtained the highest score and lowest score 45 23. More details of the frequency distribution is presented in table 3 below:

Table 3. Implementation of Program Improvements and enrichment  
MAN 1 Yogyakarta Years Lessons  
2016/2017

Range	Frequenc	Percenta	Categor
$43 < X$	3	6	very
$38 < X \leq 43$	11	22	Well
$33 < X \leq 38$	17	34	Enough
$27 < X \leq 33$	15	30	Less
$X \leq 27$	4	8	Not
Amount	50	100	

Source: primary data, 2017

Based on table 3 above can be found 6% of students responded very well to the implementation of the assessment activities, 22% of students respond good, 34% of students respond enough, 30% of students respond less well, and 8% of students respond is not good. From these data can be conclude that implementation of curriculum assessment 2013 including a category is good enough.

Student opinion about the curriculum implementation in 2013, it is obtained highest score and lowest score 48 45. More details of the frequency distribution is presented in table 4 below:

Table 4. Student opinion MAN 1 Yogyakarta Curriculum Implementation of 2013 Lesson year 2016/2017

Range	Freque	Percenta	Categor
$46 < X$	1	2	very
$42 < X \leq 46$	14	28	Well
$37 < X \leq 42$	19	38	Enough
$33 < X \leq 37$	9	18	Less
$X \leq 33$	7	14	Not
Amount	50	100	

Source: Sports Results data, 2017

Based on the above table 4 can be found 2% of students responded very well regarding the implementation of the curriculum of 2013 on the subjects of geography, 28% of students responded well, 38% of students responded pretty well, 18% of students respond less and 14% of students respond is not good. From these data it can be concluded that the opinions of students on curriculum implementation of 2013 on subjects including geography category is good enough.

Implementation of curriculum learning 2013 in geography has several constraints. Constraints encountered is the problem change the mind set of teachers from KTSP curriculum to 2013 curriculum, the application of scientific learning models as well as the changing policy to be followed by the madrasah was quite troublesome for madrasah or teachers as implementers of the curriculum in making learning administration. The head of the madrasah is hoping the government particularly ministry religion, responsible for disseminating, by holding training again for teachers. This is done in order not to miss the madrasah with another school or madrasah.

## Discussion

The headmaster of the MAN 1 Yogyakarta have followed trainings curriculum of 2013, the head of the madrasah also conducts dissemination of the curriculum since 2013 is planned to be implemented. Socialization of the head of the madrasah is performed at every possible

opportunity of face-to-face, as in the implementation of the flag ceremony Monday or briefings, also through the agency of meetings conducted in scheduled and not scheduled. SWOT analysis in early 2013 curriculum does not implementation. The condition is due to MAN 1 Yogyakarta appointed as a piloting project curriculum of 2013, but with time the head master of the madrasah still do. Based on the results of the study it can be concluded that the headmaster of the madrasah is ready to implement the curriculum of 2013.

Geography teachers of MAN 1 Yogyakarta qualified bachelor degree and taught subjects in accordance with the educational qualifications of geography. Teaching experience owned enough already, at least it's been 5 years. Teachers already get socialization curriculum 2013. Also understand the meaning of teacher competence, competency standards, core competencies, the characteristics of the curriculum, syllabus contents of 2013, and the criteria for assessment. Based on the results of the study it was concluded that teachers are ready to undertake the implementation of curriculum for 2013.

Infrastructure MAN 1 Yogyakarta in support of the implementation of the curriculum in general is already adequate to 2013. Existing infrastructure includes educational, administrative spaces, and supporting spaces. Space education include: the classroom, the space guidance and counselor, sports warehouse, laboratory (social studies, physics, chemistry, biology, religious, and computers) as well as the library. Space administration include headmaster of the madrasah, vice headmaster of the madrasah, a teacher, and an employee. Ancillary spaces include the mosque, OSIS, Scouts, Red crescent, space skills, cafeteria, parking and bathrooms, as well as the keeper of the madrasah. All the room in good condition and can be used with either. The available means are already adequately covers the tools and media education as well as the book of geography curriculum 2013 for teachers and students.

Geography lesson books available in the library while learning other media available in the laboratory of social studies.

The evaluation of the learning activities include planning the availability of the syllabus, the preparation of the assessment instruments, and plan the implementation of learning (RPP) are available. In this stage of entry in the categories very well. Planning made the subjects of geography teachers can not only be used as a guideline when the corresponding subjects teachers teaching but can also be a reference when the teacher subjects was unable to attend and was replaced by another teacher.

Evaluation of the implementation of the learning activity in General is already good. As many as 38% of students responded well, 30% of students respond enough, 22% of students respond less well and 10% of students respond is not good. It is expected that the curriculum can improve the quality of learning of 2013 geography in MAN 1.

In general the implementation of assessment activities including a category is good enough. As much as 2% of students responded very good, 28% of students responded well, 40% of students respond enough, 24% of students respond less well, and 6% of students respond is not good. Geography teacher shows already carrying out assessment according to principles of curriculum assessment activities in the implementation of the 2013, although the geography teacher is expected to further enhance its ability to carry out assessment.

Evaluation of the implementation of the program of improvement and enrichment including category is good enough. As many as 6% of students responded very well to the implementation of the assessment activities, 22% of students respond good, 34% of students respond enough, 30% of students respond less well, and 8% of students respond is not good. The result is expected to further enhance the understanding of teachers and

the mechanism of implementation of the program of improvement and enrichment.

Student opinion MAN 1 Yogyakarta curriculum implementation of 2013 on subjects geography entry category is good enough. As much as 2% of students responded very well regarding the implementation of the curriculum of 2013 on the subjects of geography, 28% of students responded well, 38% of students respond enough, 18% of students respond less and 14% of students respond is not good. More students are required to independently, actively seeking the material itself, while students prefer if you find suitable teachers and provide materials or subject matter.

Obstacles faced in the implementation of the curriculum of 2013 on the subjects of geography include: (1) change the mind set of teachers from KTSP curriculum to 2013; (2) difficulties in the application of learning models with scientific approach; (3) the existence of curriculum policy changes 2013 by the Government, in a short time, to upset teachers in making learning administration because it had to adjust to the new rules.

## **SUMMARY AND ADVICE**

### **Summary**

Based on the results of research and discussion, then it can be summed up as follows: (1) the head master of a MAN 1 Yogyakarta was ready to implement the 2003 curriculum; (2) Geography teachers of MAN 1 Yogyakarta was also ready; (3) infrastructure is adequate; (4) the planning of the activities of learning geography is very good; (5) the implementation of the activities of learning geography is categorized good; (5) the implementation of the activities of the assessment category is good enough; (6) implementation of improvements and enrichment activities includes quite good category; (7) students of MAN 1 Yogyakarta stated that the implementation of the curriculum of 2013 on geography subjects is good enough. Constraints faced by MAN 1 Yogyakarta in

the curriculum implementation in 2013 include: (1) mindset change of the teachers on the KTSP curriculum to 2013 one; (2) constraints to the application of learning models with scientific approach; (3) the changing government policy quite troublesome for madrasah, especially for the teachers when implementing the curriculum.

### **Advice**

1. It is recommended that the head master of the madrasah do supervision and evaluation of the implementation of 2013 curriculum continuously to residents of the madrasah.
2. It is recommended that teachers of geography subjects change the old mindset (KTSP curriculum) into the mindset curriculum of 2013, increasing the ability and understanding of the application of models of learning with authentic assessment, scientific approach and always follow the policy changes associated with the curriculum of 2013.
3. It is recommended that Ministry of Religion especially Madrasah Education Section of City of Yogyakarta always conduct surveillance in the implementation of curriculum of 2013, allocating funds to hold training (Bimtek) in order to socialize the new policy.

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