

Implementation Of the Learning Curriculum at SuryaBuana High School in Malang

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Abstract

This research aims to: (1) knowing the curriculum structure at SMA Surya Buana Malang; (2) describing the implementation of Curriculum 2013, independent curriculum and portotype curriculum at SMA Surya Buana Malang; (3) identifying factors that influence the implementation of Curriculum 2013; (4) analysing the implementation of technology in the learning process of SMA Surya Buana Malang. This research uses descriptive skinative method. The research was conducted with field research data collection and aims to find out variables, either one variable or more. The results showed that: (1) SMA Surya Buana Malang is one of the private high schools that uses three curricula usedfor the learning process, namely the 2013 curriculum and the independent curriculum, as well as the BTQ Tahfidz curriculum which is the curriculum of the school itself. (2) The learning process at SMA Surya Buana has been carried out in accordance with the curriculum based on the education office and the school'sown curriculum. (3) SMA Surya Buana Malang has implemented technology in the learning process, one of which is the use of cellphones for teaching and learning activities. However, after evaluation, this programme was discontinued due to lack of optimisation from the students.

Keywords: Implementation; 2013 Curriculum; Independent Curriculum.

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1. Introduction

Education is one of the important pillars in the progress of the nation. Through education, people can develop their potential and become qualified human resources. Therefore, it is important to ensure that the education curriculum implemented in schools is of high quality and relevant to the needs of the times.

The curriculum will change continuously and sustainably. Continuous and sustainable curriculum changes should also be followed by readiness to change from all parties concerned with education in Indonesia because the curriculum is dynamic, not static. If the curriculum is static, then the curriculum is a bad curriculum because it does not adjust to the developments that exist in his day. This is where the role of the teacher is needed.

In the world of education the curriculum can be interpreted narrowly or broadly. Narrowly the curriculum is defined only as a number of subjects that students must take or complete at school or in college. More broadly, the curriculum is interpreted as not limited to subjects only, but more broadly than that, the curriculum is interpreted as any activity carried out at school in order to influence children in learning to achieve a goal, including teaching and learning activities, setting strategies in the learning process, how to evaluate teaching development programmes. The curriculum as a learning plan is an educational programme and plan tailored to teach students. With the programs and plans that have been made, students carry out learning activities to develop and change behaviour in accordance with predetermined goals. In the learning plan that is made, the teacher must design active student involvement to carry out learning activities.

The success of a school in improving student achievement as an indicator of the quality of education and education level is highly dependent on the effectiveness of curriculum implementation (Ali, 2007). If curriculum management has been running effectively, the learning process will also take place effectively and student achievement will also increase significantly. The implementation of the curriculum is required to be able to provide convenience or facilitate the application of the curriculum into learning activities. In fact, the implementation of the curriculum at Surya Buana High School is quite good in its implementation according to what has been determined. When we made observations in grades 11 and 12, it was seen that the implementation of the curriculum at SMA Surya Buana had created an effective learning process.

SMA Surya Buana Malang implements the independent curriculum in grade 10. When we entered class 10 and made observations, it seemed that the teacher was a little stiff with the independent curriculum. Teachers teach with the lecture method and provide spectacles in front of the class, this makes students bored so that many sleep during learning. The independent learning curriculum provides students with free learning, which means that students can choose what subject matter they like and then create projects that produce work. This independent learning curriculum has not been applied to all students, for SMA equivalent the independent learning curriculum starts from grade 10.

The objectives of this article study are: 1. To describe the curriculum structure at SMA Surya Buana Malang, 2. To describe the implementation of the 2013 Curriculum, independent curriculum and portotype curriculum at SMA Surya Buana Malang, 3. To identify the factors that influence the implementation of the 2013 Curriculum at SMA Surya Buana Malang, 3. To analyse the obstacles and challenges faced in the implementation of the 2013 Curriculum at SMA Surya Buana Malang.

2. Method

2.1. Types Of Research

This research uses qualitative descriptive research. According to Sugiyono (2018: 48) "Descriptive research is research to determine the value of variables, both one variable and more then connected to one another". Furthermore, according to Sugiyono (2018: 213) "Qualitative research is research conducted based on natural objects, in this study the researcher is the key instrument and this research places more emphasis on meaning." It can be concluded that, a descriptive qualitative approach is research based on data in the field and aims to find out variables, both one variable and more.

2.1.1. Research In The Field

This research was conducted at SMA Surya Buana Malang which implements a mixed curriculum, namely the 2013 curriculum, the independent curriculum, and its own curriculum (religious). SMA Surya Buana Malang is located at Jl Candi VI 01/06 Karangbesuki, Sukun Malang City. The data sources of this research include the vice principal of the curriculum section and students. Data collection procedures carried out in this study are observation, interviews, and documentation. Data analysis was carried out by reducing data, organising data, and concluding data. The data collection process in this study went through several stages, namely: preparation stage, implementation stage, and reporting stage.

3. Results and Discussion

3.1 Result

3.1.1 Curriculum Structure

SMA Surya Buana Malang is one of the private high schools that uses three curricula used for the learning process. SMA Surya Buana Malang uses the curriculum from the education office as well as from the school itself. The curriculum from the education office is the 2013 curriculum and the independent curriculum, as well as the BTQ Tahfidz curriculum which is the curriculum of the school itself.

The implementation of the curriculum at SMA Surya Buana has followed the education office, namely the 2013 curriculum for grade 11 and 12 students, the independent curriculum for grade 10 students, and the BTQ Tahfidz curriculum for all SMA Surya Buana students. In the BTQ Tahfidz curriculum there is a program where students who have realised the Koran will get a teaching certificate that students can use to teach at SMA Surya Buana. Learning at SMA Surya Buana is taught in depth on Islamic religious content such as learning Akidah Akhlak, Fiqh,

Qur'an Hadith, Arabic Language, and PAI Budi Pekerti. In addition, it also instils good habits for students, namely dhuha prayers together as well as zuhur and asr prayers in congregation.

3.1.2 The Learning Process at School

The learning process at SMA Surya Buana has been carried out in accordance with the curriculum based on the education office and the school's own curriculum, namely the 2013 curriculum, the independent curriculum, and the BTQ Tahfidz curriculum. The implementation of the curriculum at SMA Surya Buana is the 2013 curriculum for grade 11 and 12 students, the independent curriculum for grade 10 students, and the BTQ Tahfidz curriculum for all students.

Surya Buana High School has two departments, namely Science and Social Studies. Each teacher at SMA Surya Buana teaches more than 1 subject, with a maximum of 3 subjects. In the learning process of compulsory subjects, science and social studies classes are combined. If learning specialisation and cross-interest classes are separated according to the science and social studies majors. At SMA Surya Buana there is also a lunch and fasting programme. If lunch students are combined and placed in one place. The fasting programme is in the form of a recommendation to carry out the sunnah fasts of Monday and Thursday. Assessment Lesson Schedule

3.1.3 Technology in Schools

SMA Surya Buana Malang has implemented technology in its learning process, one of which is the use of mobile phones (HP) for teaching and learning activities. However, after evaluation, the programme was discontinued due to lack of optimisation from the students. In the new academic year, the school plans to return to using books as the main medium of learning with a minimum target of reading 10 pages of books per day.

Another technology facility available at the school is a computer laboratory used for informatics lessons. In addition, the school also uses a website for online exams that can only be accessed within the school environment. For student attendance, it still uses a manual system, while for education personnel, it already uses a fingerprint system and manuals.

Although there are some obstacles in the use of technology, SMA Surya Buana shows its commitment to continue to innovate and improve the quality of education by optimising the use of technology that is appropriate and in accordance with the needs of students.

3.2 Discussion

Independent Curriculum

The independent curriculum was developed as a more appropriate curriculum

framework that is engaging and centred on the fundamental material in developing students' uniqueness and abilities in learning Martin, and Simanjorang (2022). The independent curriculum strengthens the orientation in terms of character and competency development through simplifying content and providing flexibility, this curriculum also strengthens the practice of unit context-based curriculum that already exists or has been regulated in the previous curriculum. In this curriculum, teachers are also required to be more creative in designing teaching modules, learning objectives and the flow of learning objectives so that teachers can no longer be arbitrary in making lesson plans in designing KBM every week, school work itself is only for Pancasila students. Pancasila, Setiawan, et al. (2022).

Implementation of the Merdeka Curriculum

Merdeka Curriculum is implemented for grade X. Teachers are given the flexibility to develop appropriate learning modules. This freedom is utilised by schools to create more creative and contextualised learning. The implementation includes:

- Materials are packaged more interactively and contextually with a selection of learning topics.
- Learning methods showcase creativity such as projects, group discussions, and field trips.
- More formative assessment based on a portfolio of student achievements in and out of school.
- Students actively participate in extracurricular activities and are free to develop their interests and talents.

However, it is still necessary to maximise the availability of Learning Implementation Plans (RPP) and clear and targeted assessment references. The lack of facilities at school that can support all learning activities, facilities are also very important in supporting the implementation of the objectives of the independent curriculum itself.

Technology in Learning

Technology has become an integral part of human life, including in education. The use of technology in high school learning is increasingly widespread along with the development of information and communication technology. This brings various benefits and new challenges in the teaching and learning process.

The use of technology in high school learning is still relatively limited. Teachers and students are still accustomed to traditional learning methods, and have not fully utilised technology to improve the quality of learning Ali, M, (2007).

However, there are some examples of effective use of technology in learning, such as the use of interactive learning media, online learning platforms and educational apps.

There are also challenges in the use of technology in high school learning, such as limited internet access, lack of teacher training, and lack of digital education resources.

K13 Curriculum

The 2013 curriculum is a curriculum based on the level and balance of behavioural abilities (attitude), skills (skills), and knowledge (knowledge). Which is used to guide the implementation of learning activities in order to achieve basic competencies and objectives in education. Aiming to improve the quality of the process and learning outcomes that lead to the character of learners as a whole. Amin, Muhammad & et al. (2023).

Implementation of the 2013 Curriculum

The 2013 curriculum is a national curriculum implemented in grades XI and XII of SMA Surya Buana Malang. Based on the results of observations and interviews, its implementation has been carried out as follows:

- The lesson materials are prepared based on the Basic Competencies (KD) and the 2013 Curriculum syllabus. Teachers conduct lesson planning (RPP) to achieve the KD.
- The learning methods are mainly discussion, presentation and demonstration. The teacher acts as a facilitator and motivates students to learn actively.
- Assessment is carried out formatively and summatively. Formative assessment is through student observation during the learning process while summative is in the form of daily and end-of-semester exams.
- Facilities such as language, computer and science laboratories are used for contextualised learning and enhancing student interest.

However, this curriculum has some constraints, such as overcrowded learning materials that make it difficult to master competencies in depth. In addition, irregular student picket duty also disrupts learning concentration. There is a need to optimise teaching and learning time to overcome these obstacles.

Implementation of BTQ-Tahfiz Religious Curriculum and Technology

The implementation of the BTQ-Tahfiz curriculum designed by the school as freedom as if in developing the competence of its students is very effective in instilling students' religious values. This curriculum is applied starting from grades X-XII. The core subjects of this religious curriculum are Arabic language and memorisation of the Qur'an. Students are encouraged to memorise short letters and even motivated to memorise entire verses or Qur'anic juices, and the school will also provide tahfiz certificates to capable students, so that later they can use them when entering higher education.

4. Conclusion

SMA Surya Buana Malang is one of the private high schools that uses three curricula used for the learning process, namely the 2013 curriculum and the independent curriculum, as well as the BTQ Tahfidz curriculum which is the curriculum of the school itself. SMA Surya Buana Malang is one of the private high schools that uses three curricula used for the learning process, namely the 2013 curriculum and the independent curriculum, as well as the BTQ Tahfidz curriculum which is the curriculum of the school itself. 2013 curriculum for grade 11 and 12 students, independent curriculum for grade 10 students, and BTQ Tahfidz curriculum for all Surya Buana High School students. The learning process at SMA Surya Buana has been carried out in accordance with the curriculum based on the education office and the school's own curriculum. SMA Surya Buana has two majors, namely science and social studies. Each teacher at SMA Surya Buana teaches more than 1 subject, with a maximum of 3 subjects. SMA Surya Buana Malang has implemented technology in its learning process, one of which is the use of mobile phones (HP) for teaching and learning activities. However, after evaluation, this program was discontinued due to the lack of optimisation from the students. Another technological facility available at the school is a computer laboratory used for informatics lessons. (Sugiyono, Quantitative, Qualitative, and R&D Research Methods, 2018) In

addition, the school also uses a website for online exams that can only be accessed within the school environment.

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