

THE IMPLEMENTATION OF THE 2013 CURRICULUM IN SPECIAL SCHOOLS (SLB) IN KARISEDENAN SURAKARTA

By:

Rizki Husadani¹, Sunardi²

Post Graduate of Special Education Departement, Universitas Sebelas Maret, Indonesia
Email: rizkihusadani@gmail.com

Abstract. This study aims to know the implementation of the 2013 curriculum in Special Schools (SLB) in Karisedenan Surakarta. This research approach uses the qualitative approach that would examine, elaborate, and find solutions about the implementation of the 2013 curriculum in Special Schools. The subjects in this research study were the principals or could be represented by the deputy head of the curriculum from six Public SLBs in Karisedenan Surakarta. Data was collected by using techniques of questionnaires and structured interviews. Subsequently, data was analyzed by using the theory of data induction and reduction. The results showed that there were a number of obstacles in the implementation of the 2013 curriculum at the Special Schools including Graduate Competence Standard, content standard, and process standard.

Keywords: 2013 Curriculum, Special School

1. INTRODUCTION

These days, the Indonesian government is continuing to establish curriculum to improve the quality of education in accordance with the times. The curriculum can be defined as a plan to obtain a goal. According to Tyler and Taba in Ornstein and Hunkins (2013), the curriculum is a plan to obtain goals with particular stages or steps. Zais in Rino (2017) stated that the curriculum as educational plans for students contains several materials that must be mastered by the students. One of the results of curriculum development in Indonesia that is used now is the 2013 curriculum. It is the development of pre-existing curriculum that emphasizes the improvement and balance of soft and hard skills including aspects of attitude, skill, and knowledge competencies (Fadhilah, 2014). The aim of establishing the 2013 curriculum is to generate productive, creative, innovative, and affective Indonesian people through strengthening attitudes, skills and knowledges that can be

demonstrated by the students as a form of understanding of the concepts they learn contextually (Mulyasa, 2014). According to Regulation of Minister of Education and Culture Number 21 Year 2016, in the implementation of the 2013 curriculum it is required to compose and implement eight national education standards, including: content standard, process standard, graduate competence standard, educator and education personnel standard, facilities and infrastructure standard, management standard, financing standard, and education assessment standards. To realize the purpose of national education, the graduate competence standard as a criterion has been determined, which is qualifications of graduates' abilities including attitudes, knowledge, and skills. To achieve the graduate competence, it is necessary to determined content and process standards.

Graduate competence standard (SKL) is a criterion related to the qualifications of graduates' abilities including attitudes, knowledge, and skills that are realized and elaborated through a number of competencies for each subject or group of subjects (Government Regulation No. 32 of 2013). The function of Graduate Competence Standard (SKL) is the main reference in establishing content, process, education assessment, teacher and education personnel, facilities and infrastructure, management, and financing standards (Fadhilah, 2014). Furthermore, Government Regulation No. 13/2015 about the Second Amendment to Government Regulation No. 19/2005 about National Education Standards stipulates that Content Standard is a criterion related to the scope of material and the level of competence to obtain graduate competencies at certain levels and types of education. The scope of the material is formulated based on compulsory content criteria set following statutory provisions, scientific concepts, and characteristics of educational units and educational programs. Then, the competency level is formulated according to the criteria of the level of student development, Indonesian competency qualifications, and mastery of tiered competencies. According to the Regulation of Minister of Education and Culture Number 65 of 2013, the process standard is a criterion related to the implementation of learning in educational units to obtain the graduate competence standard established in reference to the graduate competence standard and core competency. Its scope includes planning the learning process designed in the form of a syllabus and lesson plans that cover the preparation of media, learning resources, learning assessment equipment, and learning scenarios (Triwiyanto, 2015).

Special schools are service provided by the government in education for children with special needs who have almost the same level as regular schools, such as elementary, junior high, and senior high schools, where their distribution differentiated based on each student's special needs as

in one class only has a maximum of ten students (Wikasanti, 2014). The curriculum used by Special Schools (SLB) is the same curriculum as regular schools today, namely the 2013 curriculum. According to the Regulation of the Minister of Education and Culture No. 157 of 2014 about special education curriculum that special education curriculum implemented in SLB is special education curriculum. They are 2013 Curriculum of early childhood education programs (PAUD), 2013 curriculum of elementary school (SD/MI), 2013 curriculum of junior high school (SMP/MTs), 2013 curriculum of senior high school (SMA/MA), and 2013 curriculum of vocational high school (SMK/MAK) adapted to the special needs of students with disabilities or special needs.

The implementation of the 2013 curriculum in the Special Schools still faces a number of challenges. It is as Praptono's statement (2014) that the conditions occurred in the field today show that teachers still use the pure KTSP curriculum to prepare RPP and syllabus in the learning process for children with special needs without modifying, although a learning model specifically for students with special needs and proper evaluation is needed. Further, the results of research conducted by Susanti (2016) stated that the implementation of the 2013 curriculum in Special Schools experienced challenges due to the lack of school readiness in implementing the 2013 curriculum for mentally disabled children causing the implementation of the curriculum in this school to be not optimal. The incomplete availability of teacher and student books is one of the obstacles in implementing the 2013 curriculum. Another obstacle occurred in the implementation of the curriculum in Special Schools is the lack of teacher understanding of the preparation of learning equipment following the 2013 Special Education Curriculum (Ardianingsih et al, 2018). Therefore, the results of these studies encourage the researchers to conduct case study research on the implementation of the 2013 curriculum in Special Schools in Surakarta City aiming to know the implementation of the 2013 curriculum in Special Schools in Surakarta City in the 2018/2019 Academic Year.

2. METHOD

The method used in this research study was a qualitative descriptive approach that would examine, elaborate, and find solutions related to the implementation of the 2013 curriculum in Special Schools. The subjects of this research were the school principals or can be represented by the deputy head of the curriculum of six Public SLBs in Karisidenan Surakarta, including Surakarta State SLB, Karanganyar State SLB, Boyolali State SLB, Sukoharjo State SLB, Wonogiri State SLB, and Sragen State SLB. Data was collected by distributing questionnaires about the

implementation of the 2013 curriculum in terms of aspects of graduate competence standard, content standard, and process standard referring to Government Regulation Number 32 of 2013 about National Education Standards and Regulation and Regulation of Minister of Education and Culture Number 157 of 2014 about special education curriculum.

3. RESULTS AND DISCUSSION

3.1 Results

The subjects of this study were six curriculum representatives of six public SLBs in Karisedenan Surakarta who had filled in the questionnaires about the implementation of the 2013 curriculum in their respective schools. The results at Sukoharjo State SLB showed that the Graduate Competence Standard (SKL) of the school has been referring to the 2013 curriculum and is in accordance with the needs and characteristics of students with special needs. Some obstacles in achieving Graduate Competence Standard (SKL) are the ability of students to achieve targets where they cannot achieve the targets several times. The solution that has been applied by the school is to use various methods so that the students can achieve the target of Graduate Competence Standard. Regarding content standard, the scope of curriculum materials has referred to the 2013 curriculum but there are subjects that do not yet have Core Competencies and Basic Competencies, such as Javanese, English and skills. School committees, principals, and teachers are involved in curriculum establishment. The school has provided extracurricular activities like arts and sports. Special programs provided by the school include speech development therapy, self-development, and behavioral therapy using the ABA method. The independence programs provided at schools include culinary art, sewing, cosmetology, and washing motorcycles. In the aspect of process standard, the school has a syllabus and lesson plans referred to the 2013 curriculum; the learning resources at the school are also sufficient. The learning process at school uses communication methods, task analysis, direct instruction, prompts, modeling, gestural prompts. Learning assessment has referred to the 2013 curriculum, such as attitude, process, knowledge and skill assessments. The monitoring of the assessment is enrichment and remedial. The obstacle in compiling learning equipment is that the 2013 curriculum is not in accordance with the ability of students in the field.

The results at Boyolali State SLB show that the school already has SKL referred to the 2013 curriculum and is in accordance with the needs and characteristics of students with special needs. The schools do not experience obstacles in achieving the SKL targets that have been determined. In the aspect of content standard, the school has used a diverse curriculum material referred to the

2013 curriculum which is in line with the needs and characteristics of students. The core competency (KI) and basic competency (KD) of all subjects have been arranged. All school members are involved in curriculum development. The school has provided extracurricular, special programs, and independence programs although it did not mention the kind of programs have been running and are running. In the aspect of process standard, the school has a syllabus and lesson plans referred to the 2013 curriculum. Sources of learning in the school is enough and it has used learning methods referred to the 2013 curriculum guide. The assessment used by the school include attitude, process, knowledge and skill assessments and follow-up in the assessment process. The school do not experience obstacles in developing learning equipment.

The results at Wonogiri State SLB show that the school already has SKL referred to the 2013 curriculum. The school do not experience obstacles in obtaining SKL. In the aspect of content standard, it has used the scope of curriculum material referred to the 2013 curriculum and is in accordance with the needs and characteristics of students with special needs. All subjects have core competency (KI) and basic competency (KD). The school members involved in curriculum development are the principal, teachers, education personnel, and parents. The school has provided extracurricular activities like dancing, badminton, and scouts. Furthermore, it has also provided special programs that include Orientation and Mobility and BKPBI and an independence program for students, such as cosmetology, carpentry, plantation, and fisheries. In the aspect of process standard, the school has a syllabus and lesson plans referred to the 2013 curriculum in each learning process. The school also has sufficient learning resources. In the learning process, the school has used learning methods referred to the 2013 curriculum such as for example the skills in applying project-based learning methods. The assessment of the learning process has not yet fully used the one referred to the 2013 curriculum. There is a follow-up to the assessment; it is used as a basis for the implementation of learning for the next level. The school do not experience obstacles in developing learning equipment.

The results at Surakarta State SLB show that the school has SKL referred to the 2013 curriculum. SKL used by the school is in accordance with the needs and characteristics of students with special needs because the school has made modifications according to the characteristics and needs of the students. In the aspect of content standard, the school has used the scope of curriculum material referring to the 2013 curriculum. Some subjects do not have core competency (KI) and basic competency (KD) yet, which are local content subjects such as Javanese. All school members

participate in curriculum establishment. The school has provided extracurricular, independence programs, and special programs for the students. In the aspect of process standard, the school has a syllabus and lesson plans referred to the 2013 curriculum in the learning process. The school also has adequate learning resources. The learning process has been performed with learning methods in accordance with the 2013 curriculum that is using scientific learning including discovery, problem-based, and project-based learning. The assessment used by the school has also referred to the 2013 curriculum, such as attitude, process, knowledge and skill assessments. The challenge experienced is in compiling learning equipment due to some incomplete KI / KD and incomplete teacher and student books.

The results at Sragen State SLB show that the school has SKL referred to the 2013 curriculum and is in accordance with the needs and characteristics of students with special needs. It does not experience challenges in achieving SKL. In the aspect of content standard, the school has used the scope of curriculum material in accordance with the 2013 curriculum. However, the scope of material referred to the 2013 curriculum has not been fully in line with the needs and characteristics of students with special needs. The core competency (KI) and basic competency (KD) of all subjects have been arranged. The school members involved in curriculum establishment are the principal, teachers, school committee, and regional education council. The school has provided extracurricular, special programs which include Orientation and Mobility, Braille and communication. The independence program organized by the school include culinary art, painting, batik, fisheries, agriculture, and craft arts. In the aspect of process standard, the school already has a syllabus and lesson plans in the learning process referred to the 2013 curriculum. Learning resources in the school are incomplete; it only partially available for mentally disabled children. The learning methods used in the learning process are assignments, discussions, questions and answers, demonstrations, and lectures. The assessment used include the assessment of attitudes, knowledge, and skills. The follow up of the assessment is enrichment and remedial. The obstacle experienced is in compiling learning equipment due to incomplete teacher handbooks.

The results at Karanganyar State SLB show that the school has SKL referred to the 2013 curriculum and is in accordance with the needs and characteristics by performing student assessment before establishing the SKL. The obstacle experienced by the school is differences in the ability of diverse learners. In the aspect of content standard, the school has used the scope of curriculum material referred to the 2013 curriculum. The scope of curriculum material has also been

in line with the needs and characteristics of students with special needs that emphasize character education for the students. Some subjects do not have KI and KD, namely local content subject. School members involved in curriculum development are the principal, teachers, education personnel and school committee. The school has provided extracurricular activities such as scouts, dance, and sports. Special programs are organized based on the needs of students with special needs. The independence program organized is a skill. In the aspect of process standard, the school has used syllabus and lesson plans in the implementation of the learning process referred to the 2013 curriculum. However, not all teachers have used the syllabus and lesson plans. Learning resources in schools are available although incomplete. The learning methods used during the learning process have partially used the one referred to the 2013 curriculum. The assessment used is the assessment of attitudes, knowledge, and skills. The follow up of the assessment is enrichment and remedial. The obstacle in compiling learning equipment is incomplete handbooks for teachers.

3.2 Discussion

The results show that the implementation of the 2013 curriculum in Special Schools still had a number of challenges where the schools still experiencing obstacles in achieving the target of Graduate Competence Standards because of the diversity of children with special needs, in the aspect of content standard are incomplete Core Competency (KI) and Basic Competency (KD) in some subjects such as English, Javanese language, and skills. Furthermore, in the aspect of content standard, several schools have not involved all school members in curriculum development. In the aspect of process standard, schools experience obstacles where not all teachers use the 2013 curriculum reference in strengthening syllabus and lesson plans. The teachers consider that the 2013 curriculum is not in line with the abilities of students with special needs so that when using the curriculum, many students find it difficult. Learning resources in schools are also insufficient during the learning process like student and teacher handbooks. Moreover, the learning methods used in some schools are not in accordance with the 2013 curriculum such as lectures, demonstrations, and so on. They also do not use scientific learning. This is in line with research conducted by Arumsari (2017) that schools experience obstacles in the implementation of the 2013 curriculum in the Banjarnegara State SLB, including the lack of teacher handbooks in learning. In addition, there are some obstacles in the implementation of learning in class VIII of mentally disabled students. These constraints are caused by the lack of ability of students who cannot be forced due to the low IQ of mentally disabled students. Problems in achieving Graduate Competence Standard can be resolved

through Forum Group Discussions. It is in line with research conducted by Mardapi et al (2015) that Group Discussion Forums can determine graduation criteria by involving experts and educators and school members who feel the need to be involved in preparing SKL. Furthermore, in curriculum development, schools should involve all school members, include school supervisors, school principals, educators, education personnel, school committees, and expanding by involving various stakeholders with representative resources to generate documents that have balance and coherence of content. Therefore, the challenges as the main issues of the nation can be overcome immediately. Also, need to explore pedagogically from another perspective to complement the curriculum principles that have been revealed so that an educational program is more meaningful to face the challenges, needs, interests, and expectations of students with special needs (Sutjipto, 2018).

The problem in the standard process is that teachers have not fully used the 2013 curriculum reference in preparing syllabus, lesson plans, in utilizing learning methods, and learning assessment. These problems can be solved by holding an In-House Training (IHT). It is in line with research conducted by Wahab (2015) that In-House Training can help educators understand the 2013 curriculum, such as training in preparing syllabus, lesson plans, using learning methods and learning assessment. In addition, mentoring for educators on the implementation of the 2013 curriculum based on the needs of students with special needs is also essential. It is in line with research conducted by Rahmawati (2014) that mentoring educators in the implementation of the 2013 curriculum proved to be effective in helping them improve performance competencies in the implementation of the 2013 curriculum based on the needs of students with special needs.

4. CONCLUSION

The implementation of the 2013 curriculum in the Special Schools of Karisedenan Surakarta is quite good seen from the aspects of graduate competence standard, content standard, and process standard. However, there are some obstacles in the implementation of the 2013 curriculum including the obstacles in achieving the target of Graduate Competence Standard due to the diversity of children with special needs. In the aspect of content standard, the obstacle is incomplete Core Competency (KI) and Basic Competency (KD) in some lessons such as English, Javanese, and skills. In addition, in the aspect of content standards some schools have not involved all school members in curriculum development. In the aspect of process standard, obstacles experienced by the schools are not all educators use the 2013 curriculum reference in designing syllabus and lesson plans. Also, learning resources in schools are inadequate during the learning process such as student

and teacher handbooks. In addition, the learning methods used in some schools are not in accordance the 2013 curriculum such as lectures, demonstrations, and so on. Also, they and do not use scientific learning. Therefore, several solutions are offered such as conducting a Group Discussion Forum, In-House Training, and Mentoring of the 2013 curriculum to improve the competency of the performance of educators and education personnel in implementing the 2013 curriculum.

Reference

- Ardianingsih, F., Siti, M., Edy, R. (2017). *Peran Guru dalam Implementasi Kurikulum 2013 Pendidikan Khusus Pada Sekolah Luar Biasa di Sidoarjo*. Surabaya: Universitas Negeri Surabaya Jurnal Pendidikan Volume 2 Nomor 1 Tahun 2017
- Arumsari, D.P. (2016). *Implementasi Kurikulum 2013 Di Kelas Viii Tunagrahita Slb Negeri Banjarnegara*. Semarang: Jurnal Universitas Negeri Semarang.
- Fadhilah, M. (2014). *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTS, SMA/MA*. Yogyakarta: Ar-Ruzz Media
- Mardapi,D,. dkk. (2015). *Menentukan Kriteria Ketuntasan Minimal Berbasis Peserta Didik*. Yogyakarta: Jurnal Universitas Negeri Yogyakarta.
- Mulyasa, M. (2014). *Pengembangan Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya
- Ornstein, A. & Hunkins, F. (2013). *Curriculum: Foundations, Principles, and Issues sixth edition*. USA: Pearson Education.
- Peraturan Pemerintah Kemendikbud No. 157 Th. 2014 Tentang Implementasi Kurikulum 2013 Pendidikan Khusus
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar dan Menengah
- PP. No 32 Tahun 2013 Tentang Standar Nasional Pendidikan
- Pemerintah Nomor 13 Tahun 2015 tentang Standar Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan
- Permendikbud Nomor 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah
- Praptono, dkk. (2015). *Implementasi Kurikulum Pendidikan Khusus di Sekolah Khusus dan Sekolah Reguler*. Jakarta

- Rahmawati, R., dkk.(2014). *Pendampingan Implementasi Kurikulum 2013 Dalam Upaya Peningkatan Kinerja Guru*. Yogyakarta: Universitas Negeri Yogyakarta
- Rino, R. (2017). *Kurikulum Perencanaan, Implementasi, Evaluasi, Inovasi dan Riset*. Bandung: Penerbit Alfabeta
- Susanti, L. (2016). *Implementasi Kurikulum 2013 pada Anak Tunagrahita di SLB A-C*. Surabaya: Jurnal Universitas Negeri Surabaya
- Sutjipto. (2018). *Pandangan Guru dalam Pengembangan Kurikulum Pendidikan Khusus*. Jakarta: Jurnal Pendidikan dan Kebudayaan, Vol. 3, Nomor 1, Juni 2018
- Triwiyanto, T. (2015). *Manajemen Kurikulum dan Pembelajaran*. Jakarta: PT Bumi Aksara
- Wahab, I. (2015). Upaya Meningkatkan Kemampuan Guru Dalam Memahami Kurikulum 2013 Melalui Pelatihan *In House Training* Di Smk Negeri 2 Blangkejeren Kabupaten Gayo Lues Provinsi Aceh T.P 2014/2015. *Jurnal Media Inovasi Edukasi* Vol. 01. NO. 01 April 2015, PP-161-176
- Wikasanti, E. (2014). *Mengupas Terapi Bagi Anak Tunagrahita Retardasi Mental Sampai Lambat belajar*. Jogjakarta: Maxima