Digitalized curriculum distribution of Indonesian education

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Abstract. 2013 curriculum is a simplified curriculum, using thematic integrative learning approaches, and in it contains about strengthening character education for students. This research aims to describe the management of 2013 curriculum in elementary school which includes the plan of the implementation and evaluation. This is a qualitative research by using case study approach. The subject of this research is the principal, the vice principal, curriculum, teachers, and students. The data of the research is collected by doing interview, observation, and document study. The data analysis is done descriptively. The result of this research shows that the management of 2013 curriculum in elementary school can be seen from three aspects. They are planning, implementation, and evaluation. The planning of 2013 curriculum is based on the policy that has been established by the government and the curriculum evaluation implementation from the previous period. The implementation of 2013 curriculum uses integrative thematic learning with scientific approach and is applied gradually. The evaluation of the curriculum is done in order to see the ability of achieving the goal and the feasibleness of 2013 curriculum by considering the analysis of student’s score and evaluation meeting in every end of the semester.

1. Introduction
The government seeks to improve the curriculum in accordance with the needs of the community and the demands of the times so as to produce graduates who are competent in attitudes, skills and knowledge. Cognitive mastery in the previous curriculum was the main benchmark in achieving education but lacking in mastery of skills. 2013 Curriculum is a reactualization of competency-based curriculum that is expected to improve and balance competency attitudes, skills, and knowledge. Teacher's understanding of the 2013 curriculum which is considered new to the world of education has an impact on the way teachers deliver material and the selection of methods and learning media to be used. The focus of learning using the 2013 curriculum is learning that is fun for children. Teachers are required to be more creative in using existing media and teaching materials, so that they can produce fun learning for children by not forgetting the purpose that students also understand about learning material. There are pro and cons happen in the field of the implementation of 2013 curriculum. The examples are the difficulty of the teacher in making the learning plan and in making the scoring of 2013 curriculum. As what is said by the research of Upayanto [1]. He says that teachers are not ready in the
change of the curriculum because it is seen the difficulty of the teachers in making the learning plan, the difficulty of teacher in correlating the subjects and the theme and some teachers are still using some lectures. Other than that, teachers are still having problems in arranging the report of the student’s learning result in order to score them. Some other research that has been conducted by Dewi et al [2], says that the understanding of science teachers in Padang Pariaman District towards the implementation of 2013 curriculum is still lacking.

Based on the pre-survey conducted at one of the schools namely Karanglolor Public Elementary School. This school has implemented the 2013 curriculum into its second year, namely learning for classes I, II, IV, and V. Previously, in the 2014/2015 school year also has implemented the 2013 Curriculum, but when entering the third year namely for classes III and VI, the curriculum back to the Education Unit Curriculum. Then in the 2017/2018 school year, re-applying the 2013 curriculum starts from classes I and IV. Some of the teachers met, gave a statement that coordination in the implementation of the 2013 curriculum among teachers was less than optimal and the preparation of teaching aids for learning was limited. The implementation of the 2013 curriculum in learning namely integrative thematic uses has repetitive material, so that the material delivered will be the same for the next time. Even though they have attended training but they still find it difficult to adapt to the 2013 curriculum. This is because the teacher has not been able to improvise on the methods and learning media used and still uses the lecture method, students are still difficult to be actively invited to learn, there has not been any fun learning , as well as a system of authentic assessment that is burdensome. In addition, the school does not yet have an administration related to students' daily assessments which include assessment of attitudes and skills, only well-documented cognitive assessments.

The importance of the curriculum in the education makes education unit, primarily elementary school, strive to manage it well, there are three activities in the management of curriculum; they are planning, implementation and evaluation. Each of these activities has its own element and procedure that has been established. The management of curriculum must be planned from its design, organized, implemented and evaluated. Even if in the reality the planning, the implementation and the evaluation of the curriculum is not something easy. There are many factors that should be considered in planning a curriculum [3]. That is why, serious attention is needed by education unit in managing curriculum. Good curriculum management is expected to be able to give positive effect for school in the success of education.

2. Method
This research is a qualitative study with a case study approach. Yin [4] explained that case study research is one of the forms of social science research. This includes experiments, surveys, history, and documentation analysis such as economic or statistical models. While Creswell [5] states that case study research is one of the qualitative methods in which researchers explore real life by collecting data in detail and in depth through various sources of information, such as observations, interviews, audiovisual material, and documents and various reports, then report case descriptions and the case theme. Denzin & Lincoln [6] explain the purpose of the case study approach is to understand the cases that actually occur in the institution to be studied.

The study was conducted in two Public Elementary Schools in sub-district of Sukorejo, Ponorogo Regency, East Java. The school are Karanglolor Public Elementary School (SDN) and the Darul Falah Integrated Islamic Primary School (SDIT). The reason for choosing the school is because the two schools have implemented the 2013 curriculum in learning and have been carried out in stages. In addition, schools are chosen based on accreditation obtained and student achievement. The study was conducted in the even semester of the academic year 2018/2019 from February to March 2019. Data collection in this study was carried out by observation, interviews, and documentation or scrutiny. The data source of this study consisted of principals, vice principals / curriculum sections, teachers, and students.
3. Result and discussion

3.1. Management of 2013 curriculum in elementary school

3.1.1. Planning of the 2013 curriculum implementation. The planning process for implementing the 2013 curriculum at SDN 1 Karanglolor was conducted at the beginning of the semester in the new school year. SDN 1 Karanglolor applies the 2013 curriculum based on policies set by the government. The planning was carried out by a curriculum compilation team consisting of principals and teachers and involved committees, supervisors and village officials who gave consideration. Planning for the implementation of the 2013 curriculum at SDIT Darul Falah is based on government policies integrated with the Islamic boarding school curriculum and life skills. Planning is carried out at the beginning of the new school year by the appointed curriculum drafting team. The curriculum compilation team consisted of principals, vice principals, curriculum sections, and teachers selected for each class. Teachers are selected based on activity, loyalty, and who want to be invited to think to manage the school curriculum. In addition, it also involves representatives of educational foundations and people who are experts in the field of education.

The study support the results of research conducted by Jonker et al [7] that the study offers insights into collaboration processes of teacher design teams in relation to the outcomes of the collaborative work, in the specific context of a curriculum innovation. The role that the collaboration process played in teachers’ perceptions of the designed curriculum is described using concepts regarding the nature of collaboration. This result is appropriate because the planning and preparation of the curriculum involves the collaboration of the school curriculum team to produce a curriculum that will be applied.

The 2013 curriculum applied at SDN 1 Karanglolor and SDIT Darul Falah has relevance to the school's vision and mission. The vision and mission are summarized in previous curriculum documents. The planning will later facilitate the school in developing a program of activities that support the achievement of the vision and mission. This supports Holt's opinion that the planning is the process of defining organizational objectives and then articulating strategies, tactics, and operations necessary to achieve those objectives [8]. Similar with the opinion of Beane, Teofer and Alessi [9] who states that, curriculum planning is the comprehensive process by which the ends and means of learning are identified.

Vision of SDN 1 Karanglolor is "Achieving in science and technology based on strong IMTAK (faith in God)". The program owned by the school to realize the school's vision is based on a strong attitude, namely the existence of the Diniyah Madrasah which is held on Monday and Wednesday. In the program, students deepen their religious knowledge with the administrators. The material presented is such as the habit of praying on time, learning Arabic letters, prayer, reciting, and stories of the Prophet's story. This is a companion lesson in Education of Religious and Characteristics. SDIT Darul Falah has a vision of "Becoming a Leading Islamic Institution in the World of Education Based on IMTAK and Science and Technology". The school developed a program to realize this vision with the existence of life skills and Islamic habituation for children. For example, to realize the vision of Imtaq by praying Dhuha, reciting together, discipline and queuing while taking food, praying before eating, praying for midnight and praying ashar congregation. The school program to realize the vision of science and technology is through the existence of life skills to support students' skills such as scouts, cooking, gardening, Quran tartil, sports (soccer, basketball, volleyball, badminton, long jump, running, bullet), drawing, Islamic music (hadroh), English club, and science club.

Efforts made by the school so that the teacher understands the 2013 curriculum are by including them in technical guidance held by the sub-district at the beginning of the new school year. In addition, SDIT Darul Falah invites education experts (lecturers) in training held by schools to improve teacher understanding. Training is usually held in the middle of the odd semester. SDN 1 Karanglolor implemented it by gathering teachers in the KKG then inviting more experienced experts or teachers to share the 2013 curriculum. The effort supports Kobola's research [10] with the result that principals can
organize workshops at the school level and invite people who are knowledgeable in curriculum implementation to facilitate training.

Planning curriculum tools is carried out by the teacher during work meetings (working meeting). Even though it was planned during the working meeting, planning didn't stop. KKG meetings are conducted conditionally on each group. SDIT Darul Falah plans learning devices together with other teachers, so that the teacher can get discussion and get responses and evaluations. This is because SDIT Darul Falah has four classes per class. Although planning is done together, but the teacher has arranged the learning tools individually. The compiled curriculum includes prota, promissory notes, syllabus, and lesson plans).

The results of this study support the research carried out by Reid [11] with the results of curriculum planning planned together voluntarily by the teacher in groups to get decisions about learning for their students. In addition, this observation also supports the results of a study conducted by Paik [12] which explains to encourage teachers to teach according to curriculum guidelines or lesson plan instead of teaching books, the existence of a learning forum with peer teachers can be a forum for teachers to learn and exchange opinions. Therefore, curriculum planning at SDN 1 Karanglolor and SDIT Darul Falah was conducted during the working meeting and forum of the KKG of each class.

3.1.2. Implementation of 2013 curriculum. SDN 1 Karanglolor and SDIT Darul Falah in the implementation of the 2013 curriculum implementation entered the second phase, namely learning for classes I, II, IV, and V. This thematic learning has the concept of combining several teaching materials into one unit. Learning is an applicative form of implementing the curriculum. Miller & Saller [13] argue that in some cases, implementation of the curriculum plan, but not necessarily, involving, teaching in the student teacher interaction in educational settings. This learning uses a scientific approach that is observing, asking, gathering information, negotiating or analyzing, and communicating. This supports the results of the study of Zhang et al. [14] who explained that through the curriculum comprehensive teaching reform, students' knowledge had been broadened, the subject status and autonomy of learning had been enhanced, students' learning interest had been motivated, the ability of students' finding, analyzing and solving problems had been improved. In the implementation process at SDN 1 Karanglolor it runs in accordance with the curriculum tools that have been made before and based on conditions in the field, teacher innovation and creativity have not been very visible in classroom management.

The implementation of the 2013 curriculum at SDIT Darul Falah is based on field conditions and guidance from the book. Learning methods and media used to adjust the material to be delivered. The teacher is skilled in utilizing the surrounding material as a learning medium. In addition, there is a visiting program which is a visit to designated places to support students' understanding regarding the material they have learned.

The research of these two schools supports the research from Glogger-Frey et al. [15] which states that the insufficient prior knowledge concerning learning strategies and whether different contexts lead to variations in activated knowledge. The results of the two schools' research show that despite the use of media and methods that have not been maximized, but the teacher tries to do a variety of uses in the implementation of learning.

In implementing the 2013 curriculum implementation there is also a learning evaluation process. The teacher's assessment is called authentic assessment, which is a thorough assessment covering four aspects of core competency. core competency for spiritual aspects, core competency for social aspects, core competency for knowledge aspects, and core competency for skills aspects. The four competencies are inseparable judgments but are one entity. Both schools apply the same assessment. Evaluations are carried out per sub-theme and theme that has been taught or can be called a daily assessment. In addition, there are midterm assessments, final semester assessments, and year-end assessments. In addition to daily and other assessments, the teacher also evaluates students' attitudes and daily lives by using journals or diaries. The focus of the assessment depends on each class teacher. This supports the statement that the process of evaluation is essentially the process of determining to what extent the
educational objectives are actually being realized [16]. The assessment of students from daily assessments to final year assessments is used to determine the effectiveness of the implementation of the curriculum applied at SDN 1 Karanglolor and SDIT Darul Falah.

3.1.3. Evaluation of 2013 curriculum implementation. The achievement of the curriculum in SDN 1 Karanglolor and SDIT Darul Falah can be seen from the achievement of the Minimum Completion Criteria, the results of student learning analysis, and the supervision by the principal of the teacher. Supervision at Karanglolor 1 Elementary School was conducted in the middle of the odd semester. SDIT Darul Falah conducts supervision in the middle of each semester. The results of the study support revelation that an educational evaluation is responsive evaluation if it orients more directly to program activities than to program intents; responds to audience requirements for information; and if the different value perspectives present are referred to in reporting the success [16]. This activity is useful for teachers to determine the effectiveness of the performance that has been done, so that the evaluation is directed directly to the activity program in the implementation of the 2013 curriculum. In addition, curriculum development teams are used as information material in improving curriculum implementation. This was done as an assessment material for the implementation of the 2013 curriculum implementation to find out its achievements.

The feasibility of the curriculum can be found in the evaluation meeting at the end of the semester. SDN 1 Karanglolor and SDIT Darul Falah have implemented it. This meeting is held as material for planning the next semester. In addition, SDIT Darul Falah conducts routine meetings every Saturday to discuss school activities both in learning and student life skills, which will be implemented as well as what has happened. The results of this study agree with Ibrahim & Masitoh [17] that in the context of the goal, the role of evaluation is constructive because the information that has been obtained is used as input for improvement. This is because the process of evaluating the implementation of the 2013 curriculum is not only to find out the results of evaluation of the curriculum after knowing its feasibility, the school will make improvements as material for the new school year.

4. Conclusion
The conclusions from the results of the research regarding the management of 2013 curriculum at the elementary school level include three aspects, namely planning, implementation, and evaluation. The planning of 2013 curriculum at the primary school level based on policy has been established by the government and the results of curriculum evaluation implementation from the previous period. For private schools based on school policies that are integrated with the service curriculum, boarding school curriculum, and life skills. School efforts to improve teacher understanding in thematic learning are carried out by sending teacher representatives to follow technical guidance, holding training by inviting resource persons who understand more about the 2013 curriculum. The implementation of the 2013 curriculum uses integrative thematic learning with scientific approach and is applied gradually. Learning methods and media used to adjust the material to be delivered. In addition, there is a visiting program which is a visit to designated places to support students’ understanding regarding the material they have learned. Curriculum evaluation was conducted to determine the achievement and feasibility of the 2013 curriculum based on the results of student learning analysis both from their spiritual attitudes, social attitudes, knowledge, and skills, and also conduct evaluation meetings at the end of each semester.

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