

# THE IMPLEMENTATION OF CURRICULUM 2013 REVISION ON LESSON PLANS MADE BY ENGLISH TEACHERS OF SMAN 2 MAGELANG IN SCHOOL YEAR 2018/2019

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## Abstract

Lesson plan helps the teachers organize the teaching and learning process. It is important to achieve the learning objective. Regulation of Ministry of National Education and Culture No 22 of 2016 is guidance to design the lesson plan. In fact, many teachers of SMAN 2 Magelang have not implemented the regulation in their lesson plan.

There are two objectives of this research. First, it is to know the components of lesson plans made by English teacher. Second, it is to know how the implementation of curriculum 2013 revision in the lesson plans made by English teachers of SMAN 2 Magelang is.

This research is descriptive qualitative. In conducting this research, the writer collected the documentation of 18 lesson plans made by 4 English teacher of SMAN 2 Magelang. The data were analyzed by using checklist then described.

There are two results on this research. First, there are 13 components on lesson plans made by English teachers of SMAN 2 Magelang. Second, the implementation of components in lesson plans are different from one teacher to another. The average implementation of components in lesson plans made by teacher 1 is 98.46%, made by teacher 2 is 100%, the average implementation of components in lesson plans made by teacher 3 is 96.92%, and made by teacher 4 is 60%.

According to findings, it can be concluded that the lesson plans made by 4 English teachers implement the components. The components are based on the Regulation of Ministry of National Education and Culture No 22 of 2016. According to the result above, the writer suggests to the teachers to complete the lesson plans and increase their knowledge especially in designing a lesson plan.

**Keywords – Lesson plan, Curriculum 2013 revision, English teacher**

## Introduction

Education is important to create the humane and intelligent generation. The goals of education in Indonesia is to increase students' potentials so they become persons instilled with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent and as citizen, are democratic and responsible (Act of the Republic of Indonesia Number 20, year 2003). To achieve the goals of education, the government gives authority for Minister of National Education sets curriculum. Richard (2013:44) states that curriculum refers to plan and design for program and how the content in a program is transformed into a blueprint for teaching and learning which enables the wanted learning outcomes to be reached. Many kinds of curriculum have been applied in Indonesia such as curriculum 1968, 1975, 1984, 1994, 2004, 2006, 2013. The curriculum in Indonesia changes for many times because the government wants to improve the quality of education.

Indonesia applies Curriculum 2013 which had used KTSP (*Kurikulum Tingkat Satuan Pendidikan*). According to Hidayat (2013:112) Indonesia did not use KTSP anymore. Because



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of different level perception of teachers in some regions it makes the implementation of KTSP has many interpretations. The student competence and performance is difficult to standardize. Therefore government sets curriculum 2013 to increase not only competency, but also skills and knowledge for the students. The government hopes that curriculum 2013 can create intelligent young generation comprehensively. It means that they have emotional, spiritual and social intelligence.

Now the curriculum changes rapidly. The Ministry of National Education and Culture changes curriculum 2013 (K-13) into curriculum 2013 revision. K-13 revision has same concepts with K-13 which focus on character building and competences. However there are addition on literacy, 4C (communication, collaborative, critical thinking and problem solving, and creativity and innovation), and HOTS (Higher Order Thinking Skills) in teaching learning proses (Act of the Republic of Indonesia Number 22, year 2016). This changing makes the teachers who just have adapted in using K-13 must readapt for the new revised curriculum.

In the curriculum there are two important things i.e. syllabus and lesson plan. Both of them are changing if the curriculum changes. Lesson plan is the important thing for teachers to help them organize the class in teaching and learning process. When the teachers still face difficulties in making lesson plan based on K-13, government change the curriculum. It make the teachers must learn again the new syllabus and change the lesson plan. They still face difficulties to make new lesson plans whereas the lesson plan is very important to teaching learning process. The students cannot get the knowledge well because the teachers do not prepare lesson plan well. Teachers are still designing the lesson plan based on the former curriculum. Teachers mix K-13 and K-13 revision to design lesson plan. They just change the activity from 5M (*Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi and Mengkomunikasikan*) to 4C even though many areas have to change by the teacher. They are reluctant to remake their lesson plan because they think the important thing is the action in class or the teaching and learning process. Based on the writer's observation, SMAN 2 Magelang applies K-13 revision. Four English teachers still mix component from K-13 and K-13 revision in making lesson plans. It makes the writer interested to investigate those lesson plans related to the curriculum 2013 revision. When the writer did the practice in SMAN 2 Magelang, most of the teachers found problems in making lesson plan based on K-13 revision.

According to background above, the writer conducted the research on the implementation of curriculum 2013 revision on lesson plan made by English teacher of SMAN 2 Magelang in academic year 2018/2019. In this paper, the problem is formulated as follows: (1) What are the components of lesson plans made by the English teacher? (2) How is the implementation of the components of curriculum 2013 revision in the lesson plans made by English teachers of SMAN 2 Magelang in Academic Year 2018/2019?

Based on Regulation of National Education No. 20 in 2003 section 1 subsection 9, curriculum is set of plans and rules about goals, content, learning material and way that is used as guidelines in teaching and learning to reach the education goals. It has many implication in curriculum, first, curriculum not only course but also all activities and experiences that become the responsibility of each school. Second, there is no separation between intra-curricular



extracurricular and co-curricular activities. The last, curriculum is held in class and outside class it based on the objective learning. Student factors become the main priority to decide the media and strategy in teaching and learning process.

The main point of curriculum 2013 revision is its simplification and thematic-integrative characters (Idi, 2016: 25). Curriculum 2013 revision is similar with curriculum 2013 in concept. The difference of curriculum 2013 revision and curriculum 2013 is only on assessment. Curriculum 2013 revisions add literacy in 21<sup>st</sup> century. It is usually called 4C (Creative, Critical thinking, Communicative, and Collaborative). Curriculum 2013 revision is also complemented HOTS (higher Order Thinking Skill) to make the students think widely (Act of Ministry of National Education and Culture No. 3 in 2017).

According to Mulyasa (2011) lesson plan is a plan that describes processes and organization of study in order to reach one or more basic competencies regulated in the Standard of Content and extended in the syllabus. Lesson plan based on regulation of National Education and Culture Minister No. 22 in 2016 about process standard of basic and intermediate education, has many components. They are (1) Identity of school, (2) Identity of subject or theme/subtheme, (3) Class/semester, (4) Material/topic, (5) Time allotment, (6) Objective of learning, (7) Basic competence and Achievement Indicator of Competence, (8) Learning material, (9) Learning method, (10) Learning media, (11) Learning resource, (12) Learning activities, and (13) Assessment.

### **Methodology**

The type of this research was descriptive qualitative. Sugiyono (2017) states that qualitative research is also called interpretive research because the result of data was more related with interpretation towards finding data in the place of research in which emphasize on the meaning than generalization.

The writer selected English teachers of SMAN 2 Magelang became the subjects of this research. There were 4 English teachers in that school. The writer analyzed 18 lesson plans from the teachers. 3 teachers collected 5 lesson plans and a teacher collected 3 lesson plans randomly. The writer took English teachers of SMA 2 Magelang because the writer have been become pre-service English teacher there then the writer knew that English teacher of SMAN 2 Magelang still face difficulty to make lesson plans.

The unit of analysis of this study was lesson plans made by English teachers of SMAN 2 Magelang. The writer analyzed the component of the lesson plans made by English teacher based on curriculum 2013 revision in Permendikbud No. 22 in 2016. There are 13 components.

SMAN 2 Magelang is one of favorite's senior high school in Magelang city. It is located in Jalan Jendral Urip Sumoharjo Sanggrahan, Wates, Magelang city. There are 54 teachers who teach different subject. The writer selected 4 English teachers.

Many types of techniques can be used in qualitative research such as document or artifact analysis, interviewing and observation. In this study the writer collected the data by using documentation. Based on Creswell (2012) research document is a good source of the word (text) data. The writer



takes the data from the English teachers. The writer collected 18 lesson plans from 4 English teachers in which 3 teachers collected 5 lesson plans and a teacher collected 3 lesson plans.

Below are the steps of analyzing data:

1. The writer collected the lesson plans from the English teacher of SMAN 2 Magelang.
2. The writer used checklist to analyze the lesson plans adapted from Permendikbud 22 in 2016.
3. The writer focused on 13 aspects in lesson plans. They were presented in table below
4. The writer calculated the percentage the implementation of the of Components of curriculum K13 revision in lesson plans based on Permendikbud 22 in 2016 by following formula below:

$$P = \frac{f}{N} \times 100 \%$$

P = percentage of lesson plan

f = number of component in teacher's lesson plan

N = Total number of component based on Permendikbud 22 in 2016

## Findings and Discussion

### The component of lesson plans made by the English teachers

In this study, the writer collected 18 lesson plans from the 4 English teachers of SMAN 2 Magelang. All of the lesson plans were written in Bahasa Indonesia. The writer found 13 components of the lesson plans they were (1) identity of school, (2) identity of subject, (3) identity of material or topic, (4) class/semester, (5) time allotment, (6) core competence, (7) basic competence and achievement indicators of competence, (8) learning objective, (9) learning material, (10) learning method, (11) media, tools, learning resources, (12) learning activities, and (13) assessment.

### The implementation of components of curriculum 2013 revision in the lesson plans made by English teacher

The writer got the percentage of the implementation of curriculum 2013 revision of components lessons plan made by English teacher of SMAN 2 Magelang. The percentage showed below:



Table 1. Checklist of percentage of implementation of components in lesson plan based on Permendikbud no 22 in 2016

Compo nent		C	C	C	C	C	C	C	C	C	C	C	C	C	Percent age	Ave rage	
		1	2	3	4	5	6	7	8	9	10	11	12	13			
L E S S O N P L A N	T1	1	√	√	√	√	√	√	√	√	√	√	√	√	100%	98,46 %	
		2	√	√	√	√	√	√	√	√	√	√	√	√	100%		
		3	√	√	√	√	√	√	√	√	√	√	√	√	X		92.3%
		4	√	√	√	√	√	√	√	√	√	√	√	√	√		100%
		5	√	√	√	√	√	√	√	√	√	√	√	√	√		100%
	T2	1	√	√	√	√	√	√	√	√	√	√	√	√	100%	100%	
	2	√	√	√	√	√	√	√	√	√	√	√	√	√	100%		
	3	√	√	√	√	√	√	√	√	√	√	√	√	√	100%		
	4	√	√	√	√	√	√	√	√	√	√	√	√	√	100%		
	5	√	√	√	√	√	√	√	√	√	√	√	√	√	100%		
	T3	1	√	√	√	√	√	√	√	√	√	√	√	√	100%	96.92 %	
	2	√	√	√	√	√	X	√	√	√	√	√	√	√	92.3%		
	3	√	√	√	√	√	√	√	√	√	√	√	√	√	100%		
	4	x	√	√	√	√	√	√	√	√	√	√	√	√	92.3%		
	5	√	√	√	√	√	√	√	√	√	√	√	√	√	100%		
	T4	1	√	√	√	√	√	√	√	√	√	√	√	√	100%	60%	
	2	√	√	√	√	√	√	√	√	√	√	√	√	√	100%		
	3	√	√	√	√	√	√	√	√	√	√	√	√	√	100%		
	4	x	x	x	x	x	x	x	X	x	x	x	x	x	0%		
	5	x	x	x	x	x	x	x	X	x	x	x	x	x	0%		

Teacher 1 (T1) has 5 lesson plans. The percentage of the first, second, fourth and fifth lesson plans are 100% in which all components are written in the lesson plans. On the other hand in the third lesson there is one component which is not written by the teacher 1, so the percentage of third lesson plan is 92.3%. The component which is not written by teacher 1 is assessment. The average from the 5 lesson plan from the teacher 1 is 98,46%.

Teacher 2 (T2) has 5 lesson plans. The all lesson plans have applied all components, so the percentage of lesson plans form teacher 2 is 100%.

Teacher 3 (T3) has 5 lesson plans. The percentage of first, second and third lesson plans are 100% in which the all components are applied in the lesson plans. On the other hand, one component is not applied in third lesson plan, it is objective of learning. It is also repeated in fourth lesson plan in which the identity of school is not written by teacher 3. As a result, the percentage of the third and the fourth lesson plans are 92,3%. The average from the 5 lesson plan from the teacher 3 is 96.92%.

Teacher 4 (T4) has already applied all components in his 3 lesson plan. As a result, the percentage of lesson plans made by T4 is 100% for 3 lesson plans. The average percentage of teacher 4 is 60%. It is lower than others teacher because he did not collect 2 lesson plans.



## Conclusions

According to the data analysis and discussion presented in the previous, the writer concludes that,

1. In general, lesson plans made by English teachers of SMAN 2 Magelang in school year 2018/2019 consist of 13 components. They are (1) identity of school, (2) identity of subject, (3) identity of material or topic, (4) class/semester, (5) time allotment, (6) core competence, (7) basic competence and achievement indicators of competence, (8) learning objective, (9) learning material, (10) learning method, (11) media, tools, learning resources, (12) learning activities, and (13) assessment.
2. The implementation of curriculum 2013 revision in lesson plans made by English teachers of SMAN 2 Magelang in school years 2018/2019 is different from one teacher to another. The average implementation of components in lesson plans made by teacher 1 is 98.46%, made by teacher 2 is 100%, the average implementation of components in lesson plans made by teacher 3 is 96.92%, and made by teacher 4 is 100%. It Implement the Regulation of Ministry of National Education and Culture. Almost all components based on Regulation Ministry of National Education and Culture No 22 in 2016 has already applied by teacher.

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