

Implementation of the 2013 Curriculum in Improving the Critical Thinking Skills of UPT SMAN 11 Maros Students

Nurfadilah Syawal Ibraya^{1*}, Sam'un Mukramin², Kaharuddin³

¹University of Muhammadiyah Makassar, Indonesia
nurfadilahsyawali@gmail.com

²University of Muhammadiyah Makassar, Indonesia
sam_un88@yahoo.co.id

³University of Muhammadiyah Makassar, Indonesia
kaharuddin@unismuh.ac.id

**Corresponding author: Kota Takalar, Sulawesi-Selatan, Indonesia*

Abstrak: Implementasi kurikulum juga dapat diartikan sebagai aktualisasi kurikulum tertulis ke dalam bentuk pembelajaran. Implementasi juga dapat diartikan penerapan dan penerapan. Implementasi Kurikulum 2013 merupakan perangkat pembelajaran yang dirancang dalam bentuk silabus dan Rencana Pelaksanaan Pembelajaran (RPP) yang mengacu pada standar isi. Salah satu model pembelajaran yang cocok untuk meningkatkan kemampuan berpikir kritis adalah model PBL (Problem Based Learning). PBL merupakan model pembelajaran berbasis pemecahan masalah sehingga siswa akan terbiasa menyelesaikan masalah yang konvergen. Upaya yang dilakukan guru dalam mengembangkan kemampuan berpikir kritis siswa adalah, melaksanakan kegiatan literasi dan menuangkan hasil literasinya, menggunakan metode diskusi dan tanya jawab, serta memberikan soal evaluasi HOTS (High Older Thinking Skill).

Kata Kunci: implementasi, kurikulum 2013, berpikir kritis

Abstract: curriculum implementation can also be interpreted as actualization of written curriculum into the form of learning. Implementation can also be interpreted as implementation and application. The implementation of the 2013 curriculum is a learning tool designed in the form of a syllabus and Learning Implementation Plan (RPP) which refers to content standards. One suitable learning model to improve critical thinking skills is the PBL (Problem Based Learning) model. PBL is a learning model based on problem solving so that students will be accustomed to solving convergent problems. The efforts made by teachers in developing students' critical thinking skills are, carrying out literacy activities and pouring their literacy results, using discussion and question and answer methods, and providing HOTS (High Older Thinking Skill) evaluation questions.

Keywords: implementation, curriculum 2013, critical thinking

Introduction

In the 21st century, education is becoming increasingly important to ensure students have the skills to learn, innovate, use technology and information media, and can work and survive by using life skills (Gates, Myhrvold & Rinearson, 1996; Ormiston, 2011; and Murti, 2015). There are two characteristics of skills in the 21st century, which have been adapted by the Ministry of Education and Culture of the Republic of Indonesia (Ministry of Education and Culture of the Republic of Indonesia) to develop a new curriculum, namely the 2013 Curriculum, for primary and secondary education, including SMA

(Senior High School), namely: 21st Century Skills (Trilling & Fadel, 2009); Scientific Approach (Dyers, Gregersen & Christensen, 2009); and Authentic Assessment (Costa & Kallick, 1992; Aitken & Pungur, 1996; and McTighe & Ferrara, 2011). In the context of curriculum development, 21st century skills are: life and career skills; learning and innovation skills; and information media and technology skills. These three skills are summarized in a scheme called the 21st century knowledge-skills rainbow (Trilling & Fadel, 2009). The concepts of 21st century skills and 3-R abilities, namely: Reading, Writing, and Arithmetic, are put forward in the chart (Wahyudin et al., 2017).

In curriculum 13, not only the cognitive field is developed, but aspects of attitudes and skills are also developed. In the learning process students are expected to be able to understand, and apply the material delivered by the teacher in everyday life so that learning objectives can be achieved optimally. Curriculum development in Indonesia focuses on all foundations such as community culture, students, science and technology, etc. because it is a requirement for curriculum developers before they develop a curriculum, they must first understand and understand these aspects, so that if the curriculum has been developed, it has been colored by the philosophy of student development and so on (Fitriani et al., 2022).

Basically, education is the foundation in building a nation. The progress and retreat of a nation can be seen from the quality of education. A nation that has a quality education base will be able to produce quality human resources as well. So as to be able to bring the nation into an advanced, dignified superior nation. Vice versa, a nation that retreats in education, will not progress in development. Until now, Indonesia has made several changes to the learning curriculum. The purpose of changing the curriculum is to adjust to the times. The 2013 curriculum is predicted to be a curriculum that can answer future challenges (Agustinova, 2018).

But in reality, the critical thinking skills of Indonesian students are still relatively low. This is known based on the results of the Trends in International Mathematics and Science Study (TIMSS), the science scores of Indonesian students in 1999, 2013, 2007, 2011, and 2015 are always below the international average. According to Barmoyo, et al. (2014) TIMSS problems use cognitive domains including knowing, reasoning, and applying and using critical thinking indicators including providing basic explanations, applications, providing further explanations, concluding and managing strategies and tactics. To improve students' critical thinking skills, learning support is needed, one of which is learning media Media is a messenger that comes from the source of the message (which can be a person or thing) to the recipient of the message. Media that serves to convey learning messages so that they can stimulate students' thoughts, feelings, attention, and interests that lead to the occurrence of the learning process is called learning media. Arsyad (2011) learning media is a tool in the learning process both inside and outside the classroom, further explained that learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn (Pramuji et al., 2018).

As is known that Islamic Religious Education teachers are people who educate, direct and bridge students in knowing, understanding, internalizing, and believing in Islamic

religious teachings, accompanied by demands to respect adherents of other religions in relation to inter-religious harmony to the realization of national unity and unity (Imamah, Pujianti, & Apriansah, 2021). In educating, directing and bridging students in knowing, understanding, internalizing, and believing in the teachings of Islam, a teacher must be creative and innovative in developing strategies, methods or media in educational learning (Sanra et al., 2022). Islamic religion so that Islamic Religious Education material can be accepted and understood well by students. Along with the times, Islamic Religious Education teachers must also master information technology and be able to use it in learning (Purwaningrum & Iftitah, 2023).

According to Sherly, Edy & Humiras (2020), the application of scientific approaches that occur in the learning process is a hallmark of the 2013 Curriculum. The scientific approach in the 2013 curriculum itself is applied to all subjects both for the Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and higher education levels. The application of scientific approaches in the 2013 curriculum certainly has difficulties, especially in non-exact subjects such as social studies subjects. The application of a scientific approach is a challenge for social studies subject teachers. What strategies are applied so that students can understand and understand how scientific applications for social studies lessons in Junior High School (SMP). Problems in the form of the quality of teaching and learning activities are often the center of problems about whether students are comfortable learning, whether students have the same rights, whether students can collaborate, whether students are able to communicate well, whether students are able to provide help to friends, whether students are able to think critically, creatively and fun (Sanra et al., 2022).

Education is one of the important factors in creating quality human resources. Based on Law Number 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble character, and skills needed in themselves, society, nation and state. This understanding shows that education has an important role in advancing a nation. In line with (Kunandar, 2007) which said that one of the benchmarks of a nation's progress can be judged from the quality of education in the country, where developed nations have smart and quality resources (Lestari, 2022).

The choice of approach in learning can affect the learning process. Choosing the right approach can provide meaningful learning. STEAM assumes technology used to facilitate part of the critical thinking process, problem solving, can help maintain student interest in the classroom through lessons that are interactive, uplifting, and bring out students' discernment in the lesson (Herro & Quigley, 2016; Perignat & Katz-Buonincontro, 2019). This is explained in the research of T. W. Agustina, Rustaman, Riandi, & Purwianingsih (2017) STREAM is a learning approach developed from STEAM with the subject of science that integrates engineering design, the use of technology associated with religious aspects, along with aspects of art and mathematics. The application of the STREAM approach will certainly complement the 5 pillars of education in Indonesia to achieve national education goals, namely Learning to know, Learning to do, Learning to be,

Learning to live together in peace, and Learning to strengthen faith, devotion, and noble morals (Azizah et al., 2019).

The scientific approach in the 2013 Curriculum is applied to all subjects for all levels. The application of scientific approaches can certainly cause its own difficulties, especially in non-exact subjects such as social studies subjects. So far, identical scientific approaches are used in Natural Science (Science) subjects which do require stages such as observing, formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions through lab work in the laboratory or practice in the field. Social studies subjects are more often taught traditionally, namely by transfer of knowledge and rote memorization methods. The application of a scientific approach is a challenge for social studies subjects, especially for social studies teachers as implementers in the field (Sutrisno, 2009).

The curriculum in this case is expected to provide a balanced balance of cognitive aspects, affective aspects, and psychomotor aspects in a balanced manner, so that the learning that occurs is expected to run by balancing these three aspects, unlike what has happened so far where learning tends to prioritize cognitive aspects only. As a result of the 2013 curriculum concept, assessment in learning must certainly be adjusted to the curriculum concept itself, so that assessment must also be based on these three aspects, namely having to assess cognitive aspects, assessing affective aspects, and assessing psychomotor aspects. In addition, the 2013 curriculum also brought major changes in its implementation (Sinambela, 2013).

Permendikbud Number 4 of 2018 concerning Assessment of Learning Outcomes by Education Units and Assessment of Learning Outcomes by the Government, national examinations (UN) organized by the government, and national standard school examinations (USBN) held by education units are continuously being refined. Substantively improving the quality of exam questions, both national examinations and national standard school examinations, namely by gradually incorporating High Order Thinking Skill (HOTS) standards. Bloom in Cruickshank (2014) that the purpose of learning is to produce students who have the ability to think HOTS demonstrated by the ability to analyze, evaluate and create. Teachers from private schools have not all received training on the implementation of the 2013 Curriculum, how to teach so that students have the ability to think HOTS, assess learning outcomes through USBN and UN HOTS standards organized by the government. Therefore, schools must make their own efforts in the midst of their limitations. Due to budget constraints, schools can partner with colleges. UKI, one of the PTS through the dharma of community service, can share knowledge by conducting teacher training to be able to make questions with this HOTS standard. It is hoped that later there will be harmony between the measurement of student learning outcomes based on national examinations with the achievements of several international assessments (Sihotang et al., 2019).

However, the LKPD that is widely circulated and used in schools today is general and only contains a summary of the material. This can be the cause of students' lack of interest in LKPD and will have an impact on the lack of honing critical thinking skills in students. Another thing that causes students' lack of interest in LKPD is the packaging of material

that tends to be less meaningful, causing students to only memorize concepts without understanding the meaning of the concept. As a learning media, LKPD has several components or elements that make it suitable for use as a learning media, this is emphasized by (Wulandari, 2013) who said that the role of LKPD is very important in the implementation of the learning process because it is able to increase student activities in the learning process. Therefore, the elements of LKPD according to (Sari, 2011) include titles, study instructions, learning indicators, supporting information, work steps, and assessments. This is also emphasized in more detail by (Widyantini, 2013) which mentions the elements of LKPD, namely titles, subjects, semesters, places, learning instructions, competencies to be achieved, learning indicators, supporting information, tools and materials in working on LKPD, work steps, and assessments. In addition to the LKPD to be developed, of course, other supporting devices are needed (Elfina & Sylvia, 2020).

Madrasahs in Indonesia willy-nilly, whether they like it or not, must be faced with these challenges. The strategy of madrasah development is an absolute demand in order to anticipate the vision of 21st century education. Madrasah reform needs to be carried out thoroughly in relation to the management and management of education. The hope is that madrasahs in Indonesia will be better prepared to face the complex challenges of the 21st century. In this case, it is necessary to improve the quality of madrasah education. Charles Hoy¹³ in his book *Improving Quality in Education* defines this quality of education as an evaluation of the educational process that increases the need for the achievement and development of student talents in a process, and at the same time meets the accountability standards applied by the client who finances the process or output of the educational process (Sadat, 2020).

Implementation Method

This research is a type of Classroom Action Research (PTK) is an action research conducted with the aim of improving learning practices in the classroom. The subjects of this study were 35 students of social studies grade 2 at UPT SMAN 11 MAROS. The research time will be held in September 2023 with a duration of 8 meetings for 2x40 minutes. This activity also prioritizes mentoring programs. This is necessary to assist partners in realizing all activities and monitor the extent to which these activities are effective, overcome various teacher difficulties in designing PTK proposals, implementing PTK in class, compiling PTK reports, and writing scientific articles. Partners actively participate in every activity. Before this activity is carried out, initial observations and interviews are first carried out to find out the condition of partners and the priority of partner problems that need to be solved. In the preparation and implementation of the program, partners are directly involved. In addition, partners are involved in program evaluation to assess the success rate of programs that have been implemented, what impacts arise after various program activities, and what needs to be addressed or developed in the coming year (Dini Siswani & Suwarno, 2016).

Results and Discussion

The 2013 curriculum has adopted and developed a scientific approach in the learning process to improve the quality of the learning process and graduates (Makhrus et al., 2018; Redhana, 2019). This is in line with Sagala (in Syukri et al., 2019) that improving the quality of education can be achieved through academic orientation and life skills orientation. The application of scientific approaches in the learning process needs to be designed so that students can build knowledge, skills and attitudes (Nurdyansyah & Fahyuni, 2016), so as to provide broad, real and meaningful learning experiences for students. The scientific approach in learning facilitates learners to build skills, attitudes and knowledge actively through scientific procedures such as observing, formulating problems and hypotheses, collecting and analyzing data, and drawing correct and logical conclusions (Nurdyansyah & Fahyuni, 2016). The learning process with a scientific approach can provide learning experience to students in constructing these knowledge, skills and attitudes, so that it becomes something meaningful for them (Daga, 2022).

The service learning model when associated with efforts to optimize higher-order thinking skills is based on an article in the Issue Brief entitled The Impact of Service Learning: Review of Current Research. Research conducted by Furco in California showed that the ratio of high school students who participated in service learning increased in value compared to students who did not participate in service learning programs. Determination of value is based on mastery of material content, problem-solving ability, and attitude in learning. According to the EPA United State Environmental Protection Agency, service learning is a hands-on experience, where students acquire new skills by participating directly in the community. Service learning can also improve students' academic skills, including communication, building teamwork, and critical thinking (Adawiyah, 2021).



Image; 2013 Curriculum Implementation activities in Improving Students' Critical Thinking Skills

There are obstacles that occur in the learning process, namely there are still students who are not confident to answer questions, ask, and there are students who only play in class and are busy telling stories with their friends, and sleepy during the learning process. But at the time of the meeting both learners began to be active in the learning process, more actively asking and answering questions. Learners have undergone change. But in terms of task work is still slow in the process, for example, given up to 1 week, almost 2

weeks have not been completed for various reasons, for example, many tasks from other subjects, they have difficulty dividing their time in terms of working on assignments.

At this stage, researchers prepare learning tools which will support the learning process in the classroom. In addition, processing observation sheets were also prepared with Project Based Learning learning models, and observation sheets of teacher and student activities. The implementation of teaching and learning activities for the first cycle was carried out at UPT SMAN 11 MAROS with a total of 35 students in class XI IPS 2. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared.

The implementation of K 13 is also a joint effort between the government and provincial and district/city local governments. However, in the implementation of K13 there are several obstacles from teachers and books. According to Darmaningtyas (2013: 3) there are two main problems in the implementation of the 2013 curriculum, namely first, the problem of the lack of K 13 training for teachers. Second, the limited student handbook for learning. In simple terms, it can be said that with the changes in the curriculum, the issue of teacher readiness to face the new curriculum needs to be a common consideration. While books are also an important element in the implementation of learning in the classroom. Without books, the learning process in the classroom will run slowly (Fussalam & Elmiati, 2018).

Indonesia needs a generation of people who have an open and critical mind in facing a problem. Critical thinking is one of the abilities that must be possessed by the millennial generation in Indonesia, because it is one of the capitals of increasingly fierce global competition in the era of the development of science and technology. Critical thinking skills are also needed to find conclusions and decisions that are useful, informative and accountable. Critical thinking is not only needed to solve life problems, but in the world of education critical thinking skills are also needed. Critical thinking is important to be mastered by students in order to make students more skilled in compiling an argument, checking the truth of sources and making decisions (Chairunnisa et al., 2019).

The competency-based curriculum is the 2013 curriculum, where there are several competencies that must be mastered are attitudes, knowledge and skills (Mahmud, 2014). The implementation of the 2013 curriculum was followed by changes in assessment standards. It should be followed by a change in assessment. However, the assessment carried out by teachers has not followed what is desired in the 2013 curriculum assessment (Hairida, 2018). Assessment is a very important aspect of learning. Information from the assessment results is a reference to evaluate the success of the learning process (Susiyawati, et al, 2019). In fact, difficulties in designing assessment tools still occur among teachers. The skill of a thinker can be sorted with bloom's cognitive realm, this cognitive realm is that there are several levels are knowledge level, comprehension level, application level, analysis synthesis level, and evaluation level (Winarti et al., 2021).

Conclusion

The 2013 curriculum is a form of development from the previous curriculum, namely the KTSP curriculum, whose implementation began in 2013. The 2013 curriculum emphasizes more on competence and character in students. Where the goal is to make humans who are able to face the challenges of the times, educated humans who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Thus, to realize it all, teachers are required to professionally design affective and meaningful learning strategies, organize learning, choose the right learning approach, determine learning procedures and competency formation effectively, and set success criteria. The educational curriculum provides space and understanding to learners in creating their own concepts as part of the world.

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