

The Implementation Of the Prototype Curriculum in UPTD SMP Negeri 1 Datuk Lima Puluh Batubara Regency

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Abstract. This study's objective is to assess how the prototype curriculum is being applied in the UPTD SMP Negeri 1 Datuk Lima Puluh Batubara Regency. The context, input, process, and output (CIPP) model was applied to 205 students and 21 teachers as the sample. Based on the curriculum's indications, a questionnaire was created, and descriptive statistics were utilized to assess the results. In this study, it was discovered that 96.40% of the participants rated the infrastructure and book acquisition aspects as very good. Then, less than 45% of respondents said that they still had just a minimal comprehension of the curriculum in terms of parental involvement, teacher coaching, and the learning and assessment processes. One of the curricular offerings, the Profil Pelajar Pancasila, was rated as being in the good category by nearly 70% of respondents. In other words, the context, input, and process aspects of the prototype curriculum's implementation need to be improved.

Keywords: Prototype Curriculum, CIPP, School Movers

1 Introduction

Education is a means or bridge for humans to develop their potential through the learning process they get. As we know, it is stated in the 1945 Constitution Article 31 Paragraph 1 stating "every citizen has the right to education". Thus, it is clear that education is the right of every individual to get it. With education, it is hoped that it can give birth to the next generation of the nation with intelligent and quality individuals, which means a generation that is able to take advantage of existing progress as well as possible [1], [2], [3].

In the last 10 years the budget for education has been allocated 20 percent of the APBN. In 2020, the education budget increased from IDR 549.5 trillion to IDR 550 trillion in 2021. However, various indicators of student learning achievement have not shown satisfying results. The 2018 PISA results ranked Indonesia at the bottom of the OECD countries. According to the study's findings, Indonesia's PISA ranking in 2018 dropped in comparison to the PISA results from 2015 [4], [5], [6]. Every three years, 600,000 15-year-old children from 79 different nations were evaluated for this 2018 survey. Each child's performance in arithmetic, reading, and science is compared in this study. [7], [8], [9]. The gap in the quality of education based on the region and the socio-economic conditions of students still overshadows the portrait of education in Indonesia. Research reveals that the low quality of education is one of the reasons for the overcrowded curriculum that burdens students. Curriculum content that is too difficult for students is one of the reasons for the lagging quality of education in developing countries, while teachers only focus on efforts to pursue curriculum completeness. [10], [11].

In recent years, Indonesia has continued to strive to improve student learning outcomes. However, during the pandemic, various changes in education have resulted in a decline in student learning

outcomes. In these difficult times, the main goal of education is not only curriculum completion, but also to maintain the health and safety of all elements of education [12], [13], [14]. The COVID-19 pandemic causes various negative impacts that lead to learning loss [15], [16]. During the Covid-19 pandemic, children were less active because they stay at home. Feelings of getting bored quickly, watching TV more often and playing on electronic devices that have an impact on health get worse without doing activities outside the home [17]. Students lost the opportunity to learn as they should, and in this case their right to learn could not be fulfilled optimally. According to data from the Indonesian Survey Institute in early September 2021, most students are considered to have started to get tired of undergoing long distance learning. This could be seen from their enthusiasm for participating in learning [18], [19], [20]. Then, 23.8% of teachers assessed that students did not have the motivation to learn. This data is one proof of the decline in the quality of education, where students have no interest in learning, including participating in learning and understanding the material [21], [22], [23].

In addition, a study revealed that when comparing IFLS data in 2014 with 2000, it was found that children's numeracy skills in 2000 were relatively higher than children at the same level 14 years later. From Figure 1, it can be seen that the achievement of children at each level in 2014 was consistently below the achievement in 2000. This applies to both the group of children who are in school, and children of that age who are not in school. This means that, at least during the years 2000 to 2014, the educational attainment of children in Indonesia actually decreased [24], [25].

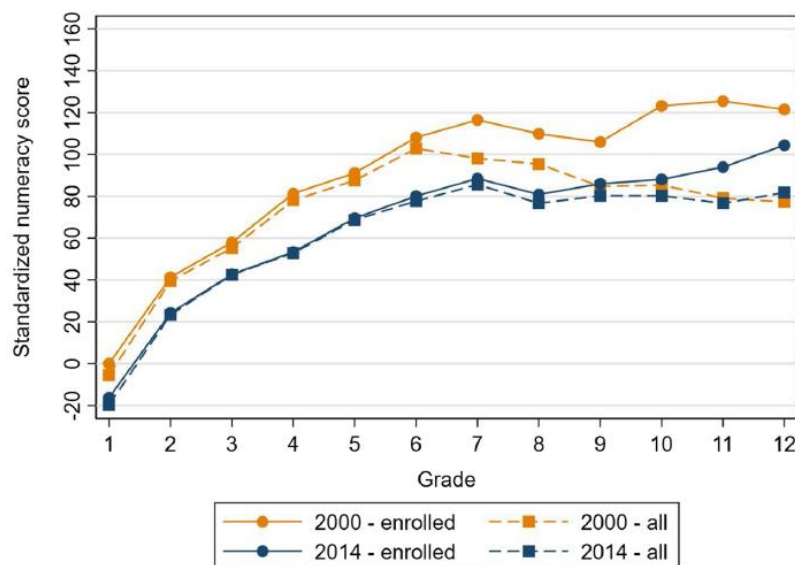


Fig. 1. Students' Achievement for Each Level

Tackling the learning crisis in Indonesia requires a holistic and integrated handling effort. As one of these efforts, particularly in dealing with an overcrowded curriculum. According to the Decree of the Minister of Education and Research and Technology Number 162/M/2021 about Schools Mover, the Ministry of Education, Culture, Research and Technology is creating a new curriculum dubbed the Prototype Curriculum. The development of this curriculum begins with the implementation of an emergency curriculum during a pandemic, namely through simplification of the curriculum that directs students to focus on essential competencies. The evaluation results show that the use of an emergency curriculum can significantly reduce indications of learning loss during the pandemic, both for literacy and numeracy achievements [26]. Students who used the curriculum of emergency, regardless of their socioeconomic status, had better learning results than students who used the 2013 curriculum, according to research on how the program was implemented during the COVID-19 Pandemic [27]. The prototype curriculum also emphasizes the attainment of contextual learning that adjusts to students' requirements and developmental stages in the following development. The

prototype curriculum is a competency-based curriculum that uses project-based learning (PBL) to enhance the character development of students in line with the Pancasila Student Profile. The last resort for instructional units that can restore learning is this curriculum [28]. Currently, this curriculum has been implemented in 2,500 driving schools spread across 111 districts/cities and 34 provinces in Indonesia.

Project-based learning is directly tied to the curriculum's prototype. A teaching strategy known as project-based learning (PBL) involves having students actively participate in projects that are both personally and practically relevant [29] but another theory suggests the organization and administration of project-based learning can take time to solve complex problems [30]. The empirical gap, the phenomenon of educational attainment, and the theoretical gap lead researchers to examine the implementation of the model curriculum in one of the education units at the junior high school level in Batubara Regency. With the expectation that the evaluation findings from this study can meaningfully contribute to the implementation of the prototype curriculum in the future, this study intends to assess the use of the prototype curriculum at the junior high school level.

2 Literature Review

2.1 On Prototype Curriculum

Policies regarding education in Indonesia have changed from one period to another and one of the policies that have changed is the curriculum [31]. A group of subjects with lesson plans that will be taught to pupils make up the curriculum. The Indonesian curriculum is always being updated and improved, such as when the 2013 curriculum was replaced with the 2022 curriculum [32].

The pandemic situation which also has an impact on the world of education has indeed made the learning process more hampered. For instance, when the pandemic first occurred, the government in this case the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) had presented an emergency curriculum. The emergency curriculum itself is one option that can be taken by education implementers or in this case schools that implement Distance Learning (PJJ) both for levels ranging from PAUD to SMA/SMK by simplifying basic competencies. At the same time, despite participating in implementing PJJ during the pandemic, in fact there are still schools that use the 2013 curriculum. As a result, Kemendikbudristek saw that schools that used the emergency curriculum were four to five months ahead in terms of quality and learning time compared to schools that were still using the full 2013 curriculum. Seeing these situations, with a target to restore learning nationally, the Ministry of Education and Research and Technology finally presents a new curriculum, namely the Prototype Curriculum [33]. Several key elements of the prototype curriculum facilitate learning recall such as (1) project-based learning to develop soft skills and character (faith and virtuous character, mutual cooperation, global diversity, independence, critical thinking, creativity); (2) focus on essential materials to allow sufficient time for in-depth study of basic skills such as reading, writing and mathematics; (3) Flexibility for teachers to conduct learning according to the student's ability (teaching at the appropriate level).

2.2 Prototype Curriculum and Contextual Participatory Learning

The COVID-19 pandemic opens up opportunities to bring innovation in learning. The Ministry of Education and Culture has compiled a Prototype Curriculum as part of the national curriculum to encourage the recovery of learning during the Covid-19 pandemic [34, 35].

One endeavor to reform education in Indonesia is the prototype curriculum. The development of the prototype curriculum is going in a manner that supports attempts to support learning. The Ministry of Education and Culture-Research and Technology will introduce a prototype curriculum in the 2022–2023 academic year with the excellent goal of promoting more active and adaptive learning by giving teachers the freedom to carry out a learning process focused on learning projects. In order to create a better and more advanced Indonesian education, the assistance and diligence of numerous parties are required [36]. The 2022 Prototype curricula place a greater emphasis on fundamental

subjects in accordance with each phase's learning objectives. As a result, it is anticipated that the prototype curriculum will be able to resolve the issue of the difficulty of completing the 2013 curriculum's subject matter during the COVID-19 epidemic [37].

The idea of a prototype curriculum begins by providing flexibility to teachers and principals to carry out learning that favors students. For this reason, educational units are allowed to reformulate the curriculum based on the needs and characteristics of students through the preparation of the Educational Unit Operational Curriculum (KOS). In preparing KOS, the education unit is expected to be able to collect structured information (assessment) to formulate the characteristics of the education unit. After that, the education unit is flexible to reformulate the vision, mission, and educational goals to be achieved based on the results of the characteristic assessment. The education unit can also determine the most appropriate learning organization and carry out professional development so that teachers can develop lesson plans in the classroom.

In general, KOS consists of five main components, namely: (i) characteristics of the education unit; (ii) the vision, mission, and objectives of the education unit; (iii) learning organization; (iv) mentoring, evaluation, and professional development; and (v) lesson plans. In providing educational services, the education unit will refer to the KOS document. This document will serve as a reference for reflection so that educational units can adapt to the dynamics of change and student needs.

During the adaptation period at School Movers, most (79.92%) education units have completed KOS documents, both those that have been determined and those that have not been determined by the education office (Figure 2). A total of 19.76% of education units are still in the process of preparing KOS, and the rest (0.31%) have not compiled KOS at all. The data was generated from an evaluation study on the implementation of the School Movers Program in November 2021 with principals as respondents.

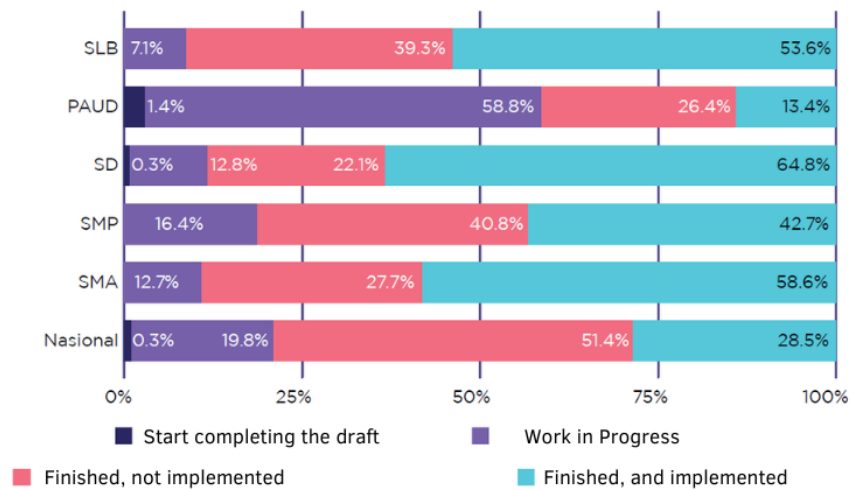


Fig. 2. KOS Evaluation of School Movers

2.3 Character and Characteristic Development and Application of the Prototype Curriculum in Junior High School

The 2013 curriculum has emphasized character development but has not been given a special portion in its curriculum structure. In the prototype curriculum structure, 20 – 30 percent of lesson hours are used for character development of the Pancasila Student Profile through project-based learning. Project-based learning is important for character development because:

1. Provide opportunities to learn through experience (experiential learning).
2. Integrating essential competencies learned by students from various disciplines.
3. Flexible learning structure.

While the characteristics and application of the prototype curriculum in Junior High Schools are listed below:

1. Adjustment to the development of digital technology, Informatics subjects become compulsory subjects.
2. A guide for Informatics teachers is prepared to help novice teachers, so that subject teachers do not have to have an informatics education background.
3. Project-based learning to raise awareness of Pancasila students is carried out at least 3 times in one academic year.

2.4 The Learning Outcomes of Prototype Curriculum (CP)

Learning Outcomes are learning competencies set by the government. This learning achievement, if compared, has the same role as KI and KD in K13 [38]. The learning outcomes are arranged systematically and adjusted based on the phases. This phase is educational and has been divided into six parts. There is phase A which includes first and second-grade elementary school students. Then phase B consisted of third and fourth-grade elementary school students, and phase C was for the fifth and the sixth-grade elementary school students. Especially for phase D, this directly covers the junior high school level from grades seven to nine. There is a special portion in phase E for tenth-grade high school, and finally phase F for eleventh and twelfth grades.

2.5 Relevant Research

Research conducted by [39] was evaluation research using a literature review methodology. The purpose of this study is to contribute in a corrective way to the prototype curriculum's policy coherence. The information is derived from government regulations that are validated by professional evaluations of curriculum designers. Data analysis is logical and deductive. According to the findings of this study, the prototype curriculum places a strong emphasis on the development of non-technical skills and character traits within the context of Pancasila ideals, the simplicity of instructional materials, and the improvement of reading and numeracy abilities. This curriculum offers the chance to lessen the administrative burden of teaching and make learning more adaptable so that learning quality can be raised. The difficulty lies in teacher preparedness (attitude, knowledge, and behavior). Based on the Ministry of National Education's recommendation, which makes reference to the 2020 UKG findings, it is said that the KKG and MGMP functions have not yet been fully utilized, IT capabilities need to be improved, and instructors' quality and competency need to be raised.

Another research by [40] Using a poll of principals and teachers from various schools, it was found that principals and teachers claimed they were prepared if the official prototype curriculum was used as the most recent curriculum because the curriculum must be changed and revised on a regular basis in the education unit. according to the requirements of development conditions and technical advancements. Because education must continually be developing in order to provide the most recent advancements in learning, the curriculum is a crucial component of the guidelines for educational goals that must be owned by every educational unit.

Meanwhile, research by [41] aimed to analyze the condition of education with changes in curriculum policies in improving the quality of education in Indonesia. This study uses qualitative research methods with the type of literature review. Based on the sources studied, the facts of events that have been written in the statements are revealed. The results of this study are changes that occur because of new curriculum policies that affect the role of teachers as well as educational challenges that require teachers to instill some self-competence in developing learning with this new curriculum.

Research by [42] intended to talk about flexibility in using the prototype curriculum. This study employs a descriptive methodology and makes use of library research or literature study. This kind of research is done in order to be able to give a summary of the results of literature reviews that are based on articles, journals, websites, or books that are relevant to the subject being studied. One of the alternatives for recovery in the implementation of learning is the prototype curriculum, which is an educational program. The teaching and learning process included in this curricular structure makes reference to achievement. The prototype curriculum that the Ministry of Education and Culture will introduce in the 2022–2023 academic year has some excellent objectives, and it specifically calls for development that is more dynamic and diverse by enabling instructors to carry out cycles of learning that are realized through projects.

In addition, research by [43] noted that the implementation of the 2013 curriculum, which will be replaced by the 2022 curriculum as a result of the COVID-19 epidemic, will be discussed, along with its effects on the educational system. This article was written using a quantitative approach as the writing strategy. Data collecting is the method employed in this investigation. Briefly gathering data in the form of tables and graphs can be done using quantitative data collection approaches. The study's findings suggest that there is a new curriculum, often referred to as a prototype curriculum, which, when put into practice, can improve the effectiveness and efficiency of Indonesian education. The poll results, which show that the majority of respondents believe the prototype curriculum will be implemented successfully, serve as evidence for this. This must be matched, though, with the accessibility and fair distribution of infrastructure and educational resources, particularly in the area of technology.

3 Method

In April 2022, this study was done at UPTD SMP Negeri 1 Datuk Lima Puluh Batubara Regency with 205 students and 21 teachers serving as respondents. While Stufflebeam's CIPP (Context, Input, Process, Output) evaluation model is employed as shown in Figure 3.

The CIPP evaluation model in its implementation is frequently used by evaluators [44], this is due to the fact that this evaluation methodology is more thorough than other evaluation methods [45]. CIPP stands for context evaluation, also known as context assessment, input assessment, process assessment, and product assessment, also known as results assessment. The four abbreviations of CIPP are the evaluation components.

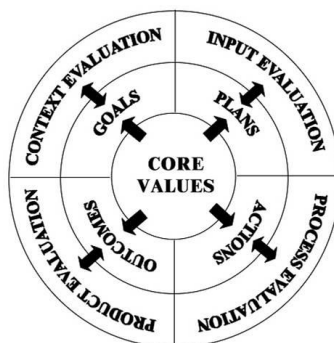


Fig. 3. CIPP Model

A questionnaire that was delivered to teachers and students served as the study's instrument. This questionnaire was compiled based on the CIPP aspect and then formulated several questions referring to several indicators as listed in Table 1 below.

Table 1. Aspects and Indicators

Aspect	Indicators
<i>Context</i>	Facilities and Infrastructure
	Students' and teachers' knowledge
	Parents involvement
<i>Input</i>	Book procurement
	<i>Coaching</i> for teachers
<i>Process</i>	Learning process
	Assessment process
<i>Product</i>	Pancasila Students Profile Project

By measuring the percentage of respondents who answered the questions, simple descriptive statistics were used to assess the data received from the respondents.

Table 2. Description of Research Percentage Result

No	Percentage (%)	Description
1	76-100	Very Good
2	51-75	Good
3	26-50	Satisfactory
4	1-25	Poor

The results of this percentage are then categorized into descriptions of Very Good, Good, Satisfactory, and Poor as listed in Table 2 above.

4 Results and Discussion

Table 3 contains the findings of the investigation into the evaluation of the Prototype Curriculum's implementation at UPTD SMP Negeri 1 Datuk Lima Puluh, North Sumatra Province. The research findings are shown in this table as percentages of the indicators for evaluation in context, input, process, and product (CIPP).

Table 3. Research Result

Aspect	Indicators	Percentage	Description
<i>Context</i>	Facilities and Infrastructure	74,01%	Good
	Students' and teachers' knowledge	46,31%	Poor
	Parents involvement	43,44%	Satisfactory
<i>Input</i>	Book procurement	96,40%	Very Good
	<i>Coaching</i> for teachers	42,86%	Satisfactory
<i>Process</i>	Learning process	48,45%	Satisfactory
	Assessment process	45,82%	Satisfactory
<i>Product</i>	Pancasila Students Profile Project	69,37%	Good

From Table 3, according to the evaluation of the context factor, 74.01% of teachers and students at UPTD SMP Negeri 1 Datuk Lima Puluh thought the school's facilities and infrastructure were good. Parents' involvement and teacher and student knowledge fall into the low group, with a percentage of less than 47%. The procurement of books in line with the prototype curriculum is also usually done on time, which shows that the respondents, who made up the respondents, gave the procurement of books a very high rating (96.40%). Less than 43% of respondents, however, believe that coaching provided to teachers falls into the category of poor.

The results of data analysis on the process aspect consist of two indicators, namely the learning process and the assessment process. Less than 49% of respondents provided unsatisfactory responses for both indicators. The product aspect, where as many as 69.37% of respondents provided a good

category response, is the final element to be examined. The results of the research on the Pancasila Student Profile product are in line with research that states that the product of the prototype curriculum includes strengthening the Pancasila Student Profile [46].

The creation of the prototype curriculum is headed in a way that supports initiatives for learning recovery. The Ministry of Education and Culture-Research and Technology's prototype curriculum has a very admirable objective, namely to promote more active and flexible learning by giving teachers the freedom to adopt a project-oriented learning process. To actualize a better and more modern Indonesian education, it will take the cooperation and diligence of many parties [47]. This, of course, contradicts the results of research conducted on the input aspect where coaching conducted for teachers tends to be short and conducted online, which results in coaching participants having to allocate most of their time to this activity.

To ensure that graduates in Indonesia have a transforming and adaptable soul to the times, the prototype curriculum is being applied. Planning the new curriculum is anticipated to be able to improve education in Indonesia while continuing to cultivate students' potential to be open-minded and create a soul that is prepared to meet problems in the future [48]. It's just that the evaluation results from the process aspect found that the learning process and the assessment process were still not optimal because the standard standards had not yet been determined so teachers were still trying hard to find these standards to determine learning outcomes (CP) in accordance with the phases listed in the prototype curriculum. In addition, the involvement of parents in the context aspect which is considered unfavorable by the respondents needs special attention when planning the initial implementation of the prototype curriculum.

5 Conclusion

The implementation of the prototype curriculum at UPTD SMP Negeri 1 Datuk Lima Puluh was in the very good category in terms of input aspects of the book procurement indicators and good responses to input aspects, namely facilities and infrastructure as well as product aspects in the Pancasila Student Profile. While the knowledge and understanding of teachers and students, parental involvement (context aspect), assessment and learning process (process aspect) are in the poor category. Therefore, the preparation and quality of instructors, schools, and other factors must be taken into consideration when implementing the prototype curriculum. The prototype curriculum also replaces grade levels (like grades VII, VIII, and IX) with "phases". Overcome the unfavorable response to the input process aspect, it can be done by bringing expert trainers directly to the school and the emphasis on improving the process aspect can be done by making clear roles or roles in terms of policies.

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