

CURRICULUM-2013 IMPLEMENTATION BY SENIOR HIGH SCHOOL CHEMISTRY TEACHERS IN DAERAH ISTIMEWA YOGYAKARTA

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ABSTRACT

The purpose of this research was to determine the percentage of understanding rate of senior high school chemistry teachers in Daerah Istimewa Yogyakarta on 2013 Curriculum, knowing percentage of implementation rate of the 2013 curriculum by senior high school chemistry teachers in Daerah Istimewa Yogyakarta in terms of lesson planning, implementation of learning, and assessment of learning, knowing the correlation between the understanding of senior high school chemistry teachers in Daerah Istimewa Yogyakarta with the implementation of 2013 Curriculum in the chemistry lessons, and knowing the obstacles which are faced by senior high school chemistry teachers in implementing Curriculum 2013.

This research is a descriptive research with quantitative approach whose population is the entire senior high school chemistry teachers in Daerah Istimewa Yogyakarta, and the sample as many as four teachers were taken by purposive sampling technique. The data in this study were drawn through questionnaires, observations, interviews, and documentation. Data analysis technique which is used is quantitative descriptive analysis with percentage analysis technique, product moment correlation analysis, and analysis of interviews.

The results showed that the average rate of senior high school chemistry teachers' understanding of the 2013 curriculum from the review of aspects of the lesson planning, implementation of learning, and assessment of learning is 75,46% (good). While the average rate of implementation of the 2013 curriculum on the chemistry lessons of senior high school by the review of aspects of the lesson planning, implementation of learning, and assessment of learning is by 76,08% (good). The results of the interview analysis showed some of the obstacles which are faced by teachers in the 2013 Curriculum implementation on the chemistry lessons, not just from the lesson planning, the implementation of learning, but also assessment of learning, such as the lack of official format of lesson plan from the government, the difficulty in planning learning approach to scientific at all material teaching, the difficulties in making appropriate apperception, too many assessment instruments, and teachers can not make an assessment on the attitude of each learner carefully.

Kata Kunci: *understanding, implementation, Chemistry, 2013 Curriculum, Survey*