

EFFECT OF 2013 CURRICULUM TRAINING AND IMPLEMENTATION OF LEARNING SUPERVISION ON LEARNING PROCESS IN THE FIRST STATE MIDDLE SCHOOL IN NORTH LOMBOK DISTRICT

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ABSTRACT: *The purpose of this study are (1) to determine the effect of the implementation of 2013 Curriculum training on learning process. (2) to determine the effect of the implementation of learning supervision on the learning process (3) to determine the joint influence of the implementation of the 2013 Curriculum training and the implementation of learning supervision on the learning process in State Junior High Schools in North Lombok District 2018. This study is quantitative research. Total samples are 40 teachers who have been certified and received 2013 curriculum training at 16 state junior high schools located in North Lombok Regency. Data analysis used multiple linear regression. The results showed that (1) The 2013 Curriculum Training has a positive, large and significant influence on Learning Process. (2) Learning Supervision has a positive and significant influence on Learning Process. (3) The 2013 Curriculum Training and Learning Supervision have significant simultaneous effect on Learning Process.*

Key Words: *2013 Curriculum Training, Learning Supervision, Learning Process.*

1. INTRODUCTION:

The curriculum is one of the elements that contribute to realizing the process of developing the quality of the potential of these students. The 2013 curriculum, developed based on competence is very necessary as an instrument to direct students to: (1) quality human beings who are capable and proactive in responding to the challenges of the times that are always changing, (2) educated human beings who have faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and (3) democratic citizens, responsible.

Development of the 2013 Curriculum, is a further step in the Development of Competency-Based Curriculum which was initiated in 2004 and KTSP 2006 which includes attitudes, knowledge and skills competencies in an integrated manner. The 2013 Curriculum Training was carried out because of the various challenges faced, both internal challenges and external challenges. Internal challenges include: (1) fulfillment of 8 (eight) National Education Standards namely management standards, cost standards, infrastructure standards, standards of educators and education personnel, content standards, process standards, assessment standards, and graduate competency standards. The development of the Indonesian population is seen from the growth of the productive age population. The abundant productive age human resources if they have the competence and skills will be an enormous development capital. However, if you do not have the competence and skills, it will certainly be a development burden. (2) external challenges faced by the education world are related to future challenges, competencies needed in the future, community perceptions, development of knowledge and pedagogy, and various negative phenomena that arise^[16]

The reality in schools, especially in North Lombok Regency, based on information from several District Instructors (IK) is still having difficulty applying the 2013 Curriculum assessment, which consists of attitude assessment, knowledge and skills assessment which is an assessment of the process and assessment of learning outcomes. Learning is still teacher-centered, so students are passive or lazy to think about finding solutions to problems faced in learning. Lack of variation in the use of media and learning resources results in learning being less attractive to students.

Implementation of the 2013 Curriculum can run well according to the goal, if there is a shift or change in mindset in the learning process, namely from teacher-centered to student-centered, from one direction to interactive, from isolation to a networked environment, from facade to active, from abstract to the real world, from personal learning to team learning, from broad to typical behaviors, from one-way to cooperative relationships, from single tools to multimedia, from factual thinking to critical and from the delivery of knowledge to knowledge exchange.

The implementation of the 2013 curriculum is influenced by several factors including: (1) the delivery of material by the instructor can be well received by the target teacher, (2) the activity of the target teacher in the training process takes place. If the instructor has good competence in delivering training matrices, the target teacher will be good in carrying out his duties in the classroom. However, if the Instructor in delivering the training material is not attractive, then the training cannot run in accordance with the expected objectives.

Supervision of learning is very helpful for teachers in implementing the 2013 curriculum. The teacher will prepare himself well if he will be supervised by the headmaster because it involves. The management of the learning process will run well if all components involved in the process can function properly. The instructor delivered the 2013 Curriculum training material well and interestingly, so that the Target Teacher training was not sleepy. The teacher can implement the 2013 curriculum in class properly and correctly and has a high commitment in improving his professional competence, the principal carries out his supervising duties with direct observation in the classroom, so that he can know firsthand what is happening in the management of the learning process. Thus there is a synchronization between the implementation of the 2013 curriculum, learning supervision and the management of the learning process in the classroom.

Based on the description above, researchers consider it important to study in order to find out whether there is an effect of the implementation of 2013 Curriculum training and supervision of learning on the management of the learning process in Public Junior High Schools in North Lombok Regency in 2018, there is a synchronization between the implementation of curriculum training followed by teachers and the implementation of learning supervision conducted by the principal in its function as a supervisor in the school towards the management of the learning process which will ultimately lead to the effectiveness of the learning process and the high and low motivation of students in following it^[6].

2. RESEARCH OBJECTIVES:

Every activity that will be carried out has a clear purpose so that it is easier to determine how to achieve that goal. The purpose of this study are:

- 1) to determine the effect of the 2013 Curriculum training on learning process in Public Junior High Schools in North Lombok District 2018.
- 2) to determine the effect of the implementation of learning supervision on learning process in State Junior High Schools in North Lombok District 2018
- 3) to determine the joint effect of the 2013 Curriculum training and the implementation of learning supervision on learning process in Public Middle Schools in North Lombok Regency 2018.

3. THEORETICAL STUDY:

3.1 Conceptual Implementation of 2013 Curriculum Training

Teacher quality is a serious problem in this country. This is the biggest challenge for teachers to always improve their competencies according to their respective fields. This means that a teacher does not have to stop learning after holding a bachelor's degree in education, but should have a commitment to improve professional skills and constantly develop strategies that he uses in doing work that is appropriate to his profession^[4].

The training is derived from the word "training" plus the prefix ke, pe, and the ending -an, which means that it is normal, a condition that is commonly obtained by someone after going through the process of learning or being taught. Exercise means learning to get used to or acquire certain skills. Trainers are people who provide training. In other terms mention training as satisfactorily the work requires of him in his present job^[1].

Training is a process that includes a series of actions (efforts) that are carried out intentionally in the form of giving assistance to the workforce carried out by professional training staff in a time unit that aims to improve the work ability of participants in certain fields of work in order to increase the effectiveness and productivity in an organization^[7].

Education and training activities for improving teacher competencies and careers are carried out through Inhouse Training (ENT). In house training is the same as in-service training. In-service training is an effort to increase the knowledge and skills of teachers in certain fields in accordance with their duties in order to improve efficiency and productivity in the field^[5].

The 2013 Curriculum Training is a developed curriculum training based on competency that is needed as an instrument to direct students to: (1) quality human beings who are capable and proactive in responding to the challenges of an ever-changing era, (2) educated human beings who are faithful and devoted to God Who Almighty, noble, healthy, knowledgeable, capable, creative, independent, and (3) democratic citizens, responsible^[16].

Characteristics of 2013 curriculum are: (1) content or curriculum content expressed in the form of class core competencies, further detailed in the basic competencies of subjects, (2) core competencies are categorical descriptions of competencies in aspects of attitudes, knowledge, and skills that must be learned students for a school, class and subject level, (3) basic competency is a competency learned by students for a theme for elementary / MI, and for subjects in a particular class for junior high school / high school, high school / high school, vocational high school, (4) core competencies and basic competencies in secondary education are prioritized on high intellectual / cognitive abilities, (5) core competencies become the organizational elements of basic competencies, namely all basic competencies and learning processes developed to achieve competencies in core competencies, (6) competence the basis developed is based on the accumulative principle of mutually reinforcing and enriching between the subjects education level and level, (7) syllabus is developed as a learning plan for one theme for elementary / MI, or one class and one subject for

SMP / MTS, SMA / MA, SMK / MA, all basic competencies for themes or subjects, (8) learning implementation plans are developed from each basic competency for those subjects and classes^[16].

The approach in the 2013 curriculum is a scientific belief that is believed to be a gold platform for the development and development of students' attitudes, knowledge and skills, emphasizing work processes that fulfill scientific criteria prioritize inductive reasoning rather than deductive reasoning, through basic learning steps, namely: (1) observing, (ask), (3) gather information, (4) associate and (5) communicate. (Permendikbud Number 81 A Year 2013) About Implementation of Curriculum. While the assessment used in the 2013 curriculum is authentic assessment is a comprehensive assessment conducted to assess starting from input, process and learning outcomes. Authentic assessment is a significant measurement of student learning outcomes for the realm of attitudes, knowledge and skills^[16].

3.2 Conceptual Implementation of Learning Supervision

One of the duties of the principal is to carry out learning supervision. To carry out supervision of learning effectively requires conceptual, interpersonal and technical skills. Therefore, every school principal must have and master the concept of academic supervision which includes: understanding, goals and functions, principles, and dimensions of the substance of learning supervision^[12].

Learning supervision conducted by principals is as follows: (1) understanding the concepts, principles, basic theories, characteristics, and development trends of each field of developing creative, innovative learning, problem solving, critical thinking and entrepreneurial instincts, (2) guiding teachers in preparing the syllabus for each field of development in schools or subjects in schools based on content standards, competency standards and basic competencies, and the principles of developing the Education Unit Level Curriculum, (3) guiding teachers in choosing and using learning / guidance strategies / techniques who can develop various potential students, (4) guide the teacher in carrying out learning / guidance activities (in class, laboratory, and / or in the field) to develop the potential of students, (5) Guiding teachers in managing, caring for, developing and using educational media and learning facilities, (6) motivating teachers to benefit information technology for learning. learning supervision is essentially to foster teachers in improving the quality of the learning process.

Supervision is a program that plans to improve teaching. The program is essentially an improvement in learning and teaching. This gives an understanding that supervision is the effort of school officers in leading teachers and other officers in improving teaching, including stimulating, selecting job growth and teacher development and revising educational goals, teaching materials and methods as well as teaching evaluation^[2].

Learning supervision is everything that school personnel do to maintain or change what the school does in a way that directly influences the teaching-learning process in an effort to improve student learning. Supervision is an act of official behavior designed by an institution that directly influences the behavior of teachers in various ways to help students learn and to achieve the goals of the institution^[9].

3.3 Conceptual Learning Processes

Learning is interpreted as a process in which a person's environment is intentionally managed to enable students to participate in certain behaviors under special conditions or the target student can conduct learning activities conductively. The management of the learning process is the skill of the teacher to create and maintain optimal learning conditions, and the skills to restore optimal learning conditions, if there is a disruption in the learning process both of which are sustainable disturbances^[3].

Minister of National Education Regulation number 41 of 2007 concerning Process Standards expressly states that process standards are national education standards relating to the implementation of the learning process in educational units to achieve graduate competencies. The standard process contains minimum standards of learning processes in primary and secondary education units throughout the territory of the Republic of Indonesia. This standard of process applies to primary and secondary education levels on the formal path, both in the package unit and in the semester credit unit^[11]. Process standards include planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process to implement an effective and efficient learning process.

The implementation of learning is the implementation of the Learning Implementation Plan. The implementation of the 2013 Curriculum learning process includes preliminary activities, core activities, and closing activities. First, preliminary activities, in preliminary activities, the teacher prepares students psychologically and physically to participate in the learning process; ask questions that relate prior knowledge to the material to be studied; explain learning objectives or basic competencies to be achieved; and convey the scope of the material and explain the activities in accordance with the syllabus.

Second, the core activities, the implementation of core activities is a learning process to achieve Basic Competencies which are carried out interactively, inspiratively, fun, challenging, motivating students to actively participate, as well as providing sufficient space for initiative, creativity, and independence according to their talents, interests and physical and psychological development of students.

3.4 Thinking Framework

The thinking framework is a conceptual model of how theory relates to various factors that have been identified as important problems^[19]. In this study consisted of three variables: 2013 Curriculum training (X1), learning supervision (X2) and the management of the learning process (Y).

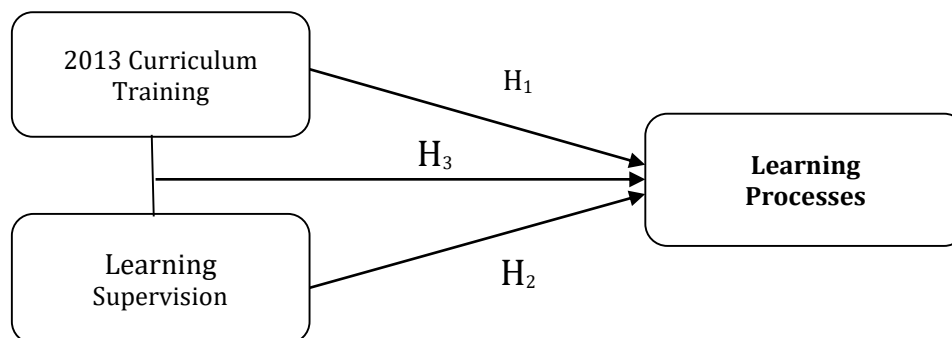


Figure 1. Conceptual Framework

4. RESEARCH HYPOTHESIS:

Based on the above thinking framework, the research hypothesis can be formulated as follows:

- There is a positive influence on the implementation of the 2013 Curriculum training on learning process at State Junior High Schools in North Lombok District.
- There is a positive influence on the implementation of learning supervision on learning process in State Junior High Schools in North Lombok District.
- There is a positive influence together in the implementation of the 2013 Curriculum training and the implementation of learning supervision on learning process in State Junior High Schools in North Lombok District.

5. RESEARCH METHODS:

The type of research used in this study is quantitative. Where, the data collected is in the form of numbers and processed using statistics. As stated by Sukmadinata and Sugiyono that the maximization of objectivity of quantitative research designs is done by using numbers and processing data using statistics^[19].

To obtain the information needed in this study, carried out by distributing questionnaires or questionnaires in the form of observation sheets containing the teacher's response to the implementation of 2013 curriculum and the implementation of supervision of learning by the principal, as well as responses from District Instructors on the management of the learning process implemented by the Target Teacher during On-Service Training in their respective classes in the form of observation sheets on research subjects in this case the teachers in Public Middle Schools in North Lombok District in 2018. The data obtained were processed using statistics to answer the proposed hypothesis.

The sample is a small group that we actually examine and draw conclusions from it. The sample research intends to generalize the results of the sample research that raises the conclusions of researchers as a valid for the population because the population in the study is quite large^[18].

To determine the number of samples in this study, using proportional cluster random sampling techniques^[18]. Furthermore, each cluster in the District consisting of 15 schools is grouped into 3 sections based on the number of teachers who have been certified and are relevant to the subjects taught. Of the 16 state junior high schools in North Lombok regency, a total sample of 40 teachers who have been certified have received training and mentoring in the 2013 curriculum. Data collection in this study was carried out by distributing questionnaires or questionnaires to teachers as research subjects. In taking data on the 2013 Curriculum training implementation, the teacher observed the District Instructor after delivering the training method by filling out the questionnaire. Retrieval of data about the implementation of learning supervision is taken after the principal has carried out the supervision of learning in the classroom, filled by the teacher. Whereas to get data about the management of the learning process taken by the District Instructor while mentoring the 2013 Curriculum at the target school or cluster respectively. The questionnaire was filled by District Instructors assigned by the Education Quality Assurance Institute of West Nusa Tenggara Province. Data analysis technique used in this study is analysis with inferential statistics analysis, multiple correlation analysis.

6. HYPOTHESIS TEST RESULTS:

6.1 Hypothesis I Test Results

The testing criteria carried out in t test is by comparing the t table value of 2.02108 with the calculated t value obtained from the processing results in this study with the following criteria and conclusions:

- If $t_{count} > t_{table}$, then H_0 is rejected and H_a is accepted meaning that there is a significant (significant) influence from the variable 2013 Curriculum Training (X1) on Learning Supervision (Y).

b) If t count $<$ t table, then H_0 is accepted and H_a is rejected meaning there is no significant (significant) effect of the variable 2013 Curriculum Training (X1) on Learning Supervision (Y).

Based on the above testing procedure, the results of the t test can be formulated according to Table 4.8 below:

Table 1 : T test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
2013 Curriculum Training	0,652	0,153	0,553	4,268	0,000

Based on the table above, it can be described that:

- a) t count of 2013 Training Curriculum is greater than t table (2.02108) and the significance value is less than 5 percent (0.05) in other words H_0 is rejected and H_a is accepted. This indicates that the 2013 Curriculum Training variable has a significant influence on Learning Supervision.
- b) The calculated value of Learning Supervision is greater than t table (2.02108) and the significance value is less than 5 percent (5%) in other words H_0 is rejected and H_a is accepted. This indicates that the Learning Supervision variable has a significant influence on Learning Supervision.

6.2 Hypothesis II Test Results

The testing criteria carried out in t test is by comparing the t table value of 2.02108 with the calculated t value obtained from the processing results in this study with the following criteria and conclusions:

- a) If t counts $>$ t table, then H_0 is rejected and H_a is accepted meaning there is a significant influence of Learning Supervision on Learning Supervision.
- b) If t count $<$ t table, then H_0 is accepted and H_a is rejected meaning there is no significant influence of Learning Supervision on Learning Supervision.

Based on the above testing procedure, the results of the t test can be formulated according to Table 4.9 below:

Table 2 : T test results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Learning Supervision	0,295	0,143	0,267	2,060	0,046

Based on the table above, it can be described that the value of Learning Supervision t count (X2) is greater than t table (2.02108) and the significance value is smaller than 5 percent (5%) in other words H_0 is rejected and H_a is accepted. This indicates that the Learning Supervision variable (X2) has a significant influence on Learning Supervision.

6.3 Hypothesis III Test Results

The testing criteria carried out in Test F is to compare the F table value of 2.84 with the calculated F value obtained from the processing results in this study with the following criteria and conclusions:

- 1) If F counts $>$ F table, then H_0 is rejected and H_a accepted means that there is a significant (significant) influence together (simultaneously) from 2013 Curriculum Training (X1) and Learning Supervision (X2) towards Learning Process (Y).
- 2) If F counts $<$ F table, then H_0 is accepted and H_a is rejected, meaning that there is no significant (significant) influence together (simultaneously) from 2013 Curriculum Training (X1) and Learning Supervision (X2) on Learning Process (Y).

Based on the above testing procedure, F test results can be formulated according to the table below:

Table 3 : Test Result F

Model	Sum of Square	df	Mean Square	F	Sig.
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1	Regression	3,655	2	1,827	19,845	0,000
	Residual	3,407	37	0,092		
	Total	7,062	39			

Based on the table above, the calculated F value is 19,845. If the f value is calculated compared to F table of 2.84 then it can be said $F_{count} > F_{table}$, then H_0 is rejected and H_a accepted means 2013 Curriculum Training and Learning Supervision simultaneously affect Learning Process.

7. DISCUSSION :

The results showed that the 2013 Curriculum Training had a significant effect on Learning Supervision. In improving the learning process it is necessary to conduct intensive training and upgrading of the teacher. The training needed is tailored to the needs of the teacher. This need is training that refers to the demands of teacher competence. Almost all teachers in junior high schools in North Lombok District in 2018 have had the opportunity to attend training, especially the 2013 Curriculum Implementation training.

The training was carried out in the hope that all teachers could develop their own learning administration in class such as: mapping program, minimum completeness criteria, annual program, semester program, Learning Implementation Plan and student assessment, could carry out learning with a scientific approach well, and assess process and results of learning to follow-up to remedial if needed. 2013 Curriculum Training, is a very important effort in improving the management of the learning process. In the training, a high commitment from the teacher is needed so that the professional competence of teachers increases both in the preparation of learning plans, carrying out the learning process and assessing the process and learning outcomes followed by a follow-up in the form of enrichment or remedial.

Implementation of the 2013 Curriculum training can have a positive effect on learning process. The better the implementation of the 2013 Curriculum training, the better it will be the management of the learning process in the classroom. When the teacher really follows the 2013 Curriculum training, then when implementing the training in the management of the learning process is also getting better.

The results showed that Learning Supervision had a significant effect on learning process. Learning supervision is the principal's assistance to teachers in improving the management of the learning process in the classroom. Supervision activities are not to frighten teachers so they are always ready when supervised, but are the needs of teachers in evaluating the extent of their professional level in managing the learning process. Good teachers are never afraid of being supervised, especially since the principal has scheduled the activity. Instead the wise headmaster will tell when to start supervision activities by posting an announcement on the school announcement board. Thus the purpose of supervision will run smoothly.

8. CONCLUSION:

From the description of the discussion in chapter four an important conclusion can be drawn, namely:

- 1) 2013 Curriculum Training has a positive, big and significant influence on Learning Process
- 2) Learning Supervision (X2) has a positive, significant and significant influence on Learning Process.
- 3) 2013 Curriculum Training and Learning Supervision simultaneously have a significant effect on Learning Process.

9. RECOMMENDATIONS:

The suggestions that can be given are as follows:

- 1) Management of the learning process is expected to be arranged in such a way that it can take place very well in accordance with the learning objectives. This can be done by implementing the 2013 Curriculum by the teacher in managing the learning process in accordance with the competencies they receive during training. If this can be done well and seriously, the learning process can take place very well.
- 2) This study seeks to see the effect of 2013 Curriculum Training and Learning Supervision on Learning Management. So that it is expected that further researchers can further develop this research, especially those relating to different variables and analysis tools in order to get better findings.

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