

## The Teachers' Creativity in Implementing of 2013 Curriculum through Discovery Learning Model in English Subject at SMP Negeri 3 Bantan

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### Abstract

*The background of this research is that the teacher as a professional educator is not enough to only master the knowledge that supports it, it is also agreed to be demanded to understand the students. Because teachers are needed who are inspiring, creative, able to educate, provide good attitude, and can understand the mentality of students. The problems about this research are teachers' creativity through discovery learning model and implementation of 2013 curriculum in SMP Negeri 3 Bantan. This research method is descriptive quantitative. Quantitative data were obtained at 72,59%. This value is qualitatively based on the creativity of teachers in implementing the 2013 curriculum through the learning model of discovery in English subjects in SMP Negeri 3 Bantan which is categorized as sufficient, this is related to that number in the range of grades of 56% - 75% according to the standards used in this study. The implementation of the 2013 curriculum at SMP Negeri 3 Bantan has begun from the 2016/2017 school year. Implementation of 2013 curriculum is also supported by several factors, namely teacher readiness, facilities and infrastructure as well as input from students. The school also provides standards for teachers to implement 5M in every teaching and learning process. The 5M (mendukung, menanya, menganalisis, mencoba, and mengkomunikasikan) is supporting, asking, analyzing, trying, and communicating.*

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**Keywords:** 2013 curriculum, discovery learning model, teachers' creativity

### INTRODUCTION

Education is one of the primary needs of humans. So that education has an important role for humans in living their lives, as a provision to deal with various problems that come and to fulfill their needs. The problem of education is totally inseparable from life. Both in family life, and in the life of the nation and state. The progress of the retreat of a nation is largely determined by the decline of education in the country.<sup>1</sup>

National education functions to develop capabilities and form dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, having a

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<sup>1</sup> Mustapha Kamal Ahmad Kassim et al., "The Role of Islamic Civilization in Teacher's Training Institute Malaysia (IPGM) towards Developing Teachers' Human Capital," *Middle East Journal of Scientific Research*, 2013, <https://doi.org/10.5829/idosi.mejsr.2013.15.1.3566>.

noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.<sup>2</sup>

The curriculum applied in Indonesia has changed from period to period. In the latest development the national education system implemented the 2013 Curriculum to replace the School Build Curriculum or *KTSP*. Learning in Curriculum 2013 further characterizes students. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of the world, nation, state and world civilization. Students are inheritors of creative national culture.<sup>3</sup> Thus, Curriculum 2013 uses philosophy in developing the individual lives of students in religion, art, creativity, communication, values and various dimensions of intelligence that are in accordance with a student's self and are needed by society, nation, and humanity.

Teachers as professional educators are not enough to only master the knowledge they teach, but are also required to understand the conditions of the students they face. That's why an inspirational and creative teacher is needed, who is able to educate, set a good example, and can understand the mental condition of students. Creative and inspiring teachers are the key to success in the implementation of the 2013 curriculum, which always exposes the potential, development, needs, and interests of students and their environment. It is hoped that the presence of inspirational and creative teachers in the 2013 curriculum can produce students who have the ability to communicate, think critically and creatively, and be able to face global challenges.

The 2013 curriculum which was implemented in stages starting in the 2013 school year provided flexibility for teachers and schools to develop it. 2013 curriculum promises the birth of the next generation that is productive, creative, innovative and characterized. The teacher's task in the 2013 Curriculum is not only to convey information to students, but must be creative in providing services and ease of learning to all students, so that they can learn in a pleasant atmosphere.

Teacher creativity in learning is very influential on student understanding because the more creative teachers in delivering material, the easier it is for students to understand the lesson and make students more creative in learning. Furthermore, it is emphasized that the learning and teaching climate that can foster confidence and a culture of learning among the community continues to grow in order to grow creative, innovative attitudes and behaviors and the desire to progress.

The 2013 curriculum is more focused on learning based on scientific approaches. The scientific approach is intended to provide understanding to students in knowing, understanding various materials using a scientific approach. The scientific approach to the implementation of the 2013 Curriculum is focused on students. Where students are asked to develop their respective creativity with guidance from the teacher. In general learning there are two approaches, namely teacher-centered approach and student-centered approach. Discovery learning is one of the student-centered methods. This method seeks to

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<sup>2</sup> Republik Indonesia, "Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Indonesia," *Indonesia*, 2003.

<sup>3</sup> Permendikbud, "Implementasi Kurikulum 2013," *Permendikbud No. 81 A tentang Implementasi Kurikulum*, 2013, 38.

combine active learning methods, process oriented, direct students more independent, and reflective.

Current English subjects need to be developed to address global challenges, especially in the Indonesian region.<sup>4</sup> Moreover, Indonesia will step into the free market of the ASEAN economic community which forces the Indonesian people to interact and compete in the international level. This is where the role of the young generation especially students can master English in the midst of globalization.<sup>5</sup> Because all business, education, social life in the international community must use English. So that learning can succeed in accordance with the planned goals, the teacher needs to think creatively choose and determine the material, choose the method and how to convey to students.

In the school that the author studies, there are still students who are less active in learning, for example when learning activities take place, there are students who are busy talking to their next friend and are playing themselves, for that a teacher tries to be more creative in learning.

In SMPN 3 Bantan there are still obstacles related to English teachers who still have not found a creative way of providing material. The method used is still not developed, only gives a little explanation and gives assignments. So that the attractiveness of attending classes is very low. The method that will be used in research is discovery learning.

The researcher chooses the discovery learning model because it is adapted to the characteristics of knowledge developed according to factual and conceptual categories. The use of discovery learning aims to change the conditions of learning that are passive to be active and creative, learning that is teacher oriented to teacher oriented, and change the expository model of students only receiving information from the teacher to the discovery learning model of students finding their own information.

## **Review of Literature**

### ***Teacher Creativity***

Creativity is the ability to make new combinations, based on data, information or elements that exist. Creativity can also be interpreted as the ability to find many possible answers to a problem, where the emphasis is quantity, appropriateness, and diversity of answers. Another definition is ability that reflects fluency, flexibility and originality in thinking and collaborating (developing, enriching, detailing an idea).<sup>6</sup>

The characteristics of creativity concerning the characteristics of a creative person which includes: a) Environmentally sensitive. Feature environmentally sensitive include some behavior is found in people who have a creative attitude, among others: (1) Disclosure receptive to ideas; (2) Connecting ideas with those that have been seen, held, and heard; (3) Interested in a lovely thing; (4) Consider aspects of consideration; (5) Be sensitive to meaningful relationships; b) Initiative. The characteristics of the initiative include several behaviors found in people who have creative attitudes, including: (1)

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<sup>4</sup> Himpun Panggabean, "Problematic Approach to English Learning and Teaching: A Case in Indonesia," *English Language Teaching*, 2015, <https://doi.org/10.5539/elt.v8n3p35>.

<sup>5</sup> Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai dalam Menyongsong Asean Community 2015," *Jurnal Profesi Pendidik*, 2016.

<sup>6</sup> Utami Munandar, "Mengembangkan Inisiatif dan Kreativitas Anak," *Psikologika: Jurnal Pemikiran dan Penelitian Psikologi*, 1997, <https://doi.org/10.20885/psikologika.vol2.iss2.art3>.

Organizing; (2) Producing one work or one new product; (3) Hold changes in procedures or organizations; c) Intellectual ability. This feature includes several behaviors found in people who have a creative attitude, including: (1) Having a great curiosity; (2) Like challenging tasks; (3) Prefer adventure rather than ordinary things; (4) Likes to arrange things or ideas to become something different; (5) Do not like jobs that depend on others; d) Self-strength. These characteristics include: (1) Having self-confidence in accordance with the abilities possessed; (2) No wits in solving problems; (3) Capable in several respects; (4) Want to take risks; (5) The desire to always excel; (6) Ability to organize; e) Freedom. This feature includes several behaviors found in people who have a creative attitude, including: (1) Preferring to work alone rather than with groups; (2) See yourself as someone who has flexibility; (3) Criticizing the work of others; (4) Trying to think for yourself in solving problems; and f) Talent. This feature includes several behaviors found in people who have a creative attitude, including: (1) Producing a painting object or model; (2) Receive an award or have something that has been exhibited.<sup>7</sup>

The quality of learning is also influenced by the attitude of creative teachers to choose and implement approaches and learning models. Because the teaching profession demands a creative nature and willingness to improvise. Therefore the teacher must grow and develop his creative nature.

Teacher creativity is the ability to create something new. Something new here does not mean it must be entirely new, but it can also be a combination of elements that already existed before.<sup>8</sup> Teacher creativity is also supported by the role of the teacher in serving students as illustrated in the **SERVICER** formula, which stands for: 1) Smile and sympathy; 2) Empathy and enthusiasm; 3) Respect and recovery; 4) Vision and victory; 5) Initiative, impressive, innovative; 6) Care and cooperative; 7) Empowering and enjoying; and 8) Result oriented.<sup>9</sup>

### ***The 2013 Curriculum***

The National Education System states that the curriculum is a set of plans and arrangements regarding the purpose, content, and material of learning and the methods used to guide the implementation of learning activities to achieve certain educational goals. Based on this understanding, there are two dimensions of the curriculum, the first is a plan and arrangement regarding the purpose, content, and learning material, while the second is the method used for learning activities. The curriculum that was implemented starting in the 2013/2014 school year fulfilled both dimensions.<sup>10</sup>

The curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials as well as the methods used to guide the implementation of learning activities to achieve certain educational goals. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful,

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<sup>7</sup> Joe Khatena, "Teaching Disadvantaged Preschool Children to Think Creatively with Pictures," *Journal of Educational Psychology*, 1971, <https://doi.org/10.1037/h0031634>.

<sup>8</sup> Mohammad Ali, *Buku Psikologi Remaja Perkembangan Peserta Didik, Psikologi Remaja Perkembangan Peserta Didik*, 2010.

<sup>9</sup> Cucu Suhana, "Konsep Strategi Pembelajaran," in *Jurnal Ipteks Terapan*, 2014.

<sup>10</sup> Permendikbud, "Implementasi Kurikulum 2013."

productive, creative, innovative, and affective and able to contribute to the life of the world, nation, state and world civilization.

The 2013 curriculum is designed with the following characteristics: 1) Developing a balance between developing spiritual and social attitudes, curiosity, creativity, collaboration with intellectual and psychomotor abilities; 2) Schools are part of the community that provides a planned learning experience where students apply what is learned in school to the community and use the community as a learning resource; 3) Develop attitudes, knowledge, and skills and apply them in various situations in schools and in the community; 4) Give sufficient time to develop various attitudes, knowledge, and skills; 5) Competencies are expressed in the form of core class competencies which are detailed further in the basic competencies of the subject; 6) Core class competencies become an element of organizing basic competencies, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies; and 7) Basic competencies are developed based on accumulative principles, mutually reinforcing and enriching between subjects and levels of education (horizontal and vertical organizations).<sup>11</sup>

The implementation of the curriculum has so far placed the curriculum as a list of subjects. The 2013 curriculum approach for SMP / MTs was changed according to KTSP. Therefore, in the 2013 Curriculum strengthening of governance was carried out as follows: 1) The individual work procedures of teachers are transformed into collaborative work arrangements; 2) Strengthening school management through strengthening the management of school principals as educational leaders; and 3) Strengthening facilities and infrastructure in the interests of management and the learning process.<sup>12</sup>

Material strengthening is done by deepening and expanding relevant material for students. Learning planning is designed in the form of a syllabus and lesson plan that refers to the Content Standard. Learning planning includes the preparation of learning implementation plans, preparation of media and learning resources, learning tools, and learning scenarios. Preparation of syllabus and lesson plans adapted to the learning approach used. The 2013 curriculum emphasizes the modern pedagogical dimension of learning, namely using a scientific approach. The scientific approach to learning as intended includes observing, asking, trying, processing, and concluding. The scientific approach can develop English learning material.

At least there are three things that need to be considered in the development of competency-based 2013 curriculum, namely the determination of competencies to be achieved, the development of strategies to achieve competence and evaluation. Competency-based 2013 curriculum includes the selection of appropriate competencies, specifications of evaluation indicators to determine the success of achieving competencies and the development of learning systems. In addition, competency-based 2013 Curriculum has a number of competencies that must be mastered by students, the assessment is carried out based on specific standards as a result of demonstration of competencies that are shown by students to master the required competencies.<sup>13</sup>

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<sup>11</sup> Permendikbud.

<sup>12</sup> Permendikbud.

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### ***Discovery Learning Model***

Discovery is a learning process that focuses on the intellectual mentality of students in solving various problems faced, so that they find a concept or generalization that can be applied in the field.<sup>14</sup> In other words, intellectual mental ability is a decisive factor in their success in solving every challenge faced, including learning problems that make them often lose enthusiasm and passion when following subject matter.

Learning happens by discovery, which prioritizes reflection, thinking, experimenting, and exploring. People who use self discovery in learning turn out to be more self confident. Discovery is a way from the unknown to the known by the learners themselves. The active participation of the learner in the learning process is called discovery learning. In discovery learning, students construct knowledge based on new information and data collected by them in an explorative learning environment.<sup>15</sup>

If you find difficulties in the middle of the learning process, the teacher is in charge of providing direction and guidance to solve the problems faced by students. In this context, finding something means that they know, appreciate and understand something that has never been known before so that it can be used as a lesson material in creating more exciting learning innovations.

In the teaching and learning system, the teacher does not directly present the learning material in the final form, but the students are given the opportunity to find and find themselves by using a problem-solving approach that has become the basis for analyzing problems with learning difficulties.

The fundamental implications of discovery learning can be described as follows: 1) Through discovery learning, the intellectual potential of students will increase, giving rise to new hopes for success. With that development, they became competent in developing strategies in an orderly and irregular environment; 2) By emphasizing discovery learning, students will learn to organize and deal with problems with hit and miss methods. They will try to find their own problem solving in accordance with their capacity as learners. If they experience difficulties, they can ask questions and consult with educators who are competent in this regard, who will provide deep confidence in their future development; and 3) Learning Discovery introduced by Bruner leads to self reward. In other words, students will achieve satisfaction because they have found their own solutions, and with experience solving problems, he can improve skills and techniques in his work through real problems in the neighborhood.<sup>16</sup>

The purpose of discovery learning can not be separated from things that are practical to solve a problem related to the effectiveness of learning. This becomes important, because every strategy offered must have goals to be achieved. From these goals, it will be concluded that the application of discovery learning has enormous implications to improve students' life skills in the face of increasingly competitive competition.

The several objectives of discovery learning that have a large influence on students are as follows: 1) To develop creativity; 2) To get direct experience in learning; 3) To

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<sup>14</sup> Oemar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*, *Dinamika Ilmu*, 2008.

<sup>15</sup> Marion Porath and Jerome Bruner, "The Culture of Education," *Canadian Journal of Education / Revue Canadienne de l'éducation*, 2000, <https://doi.org/10.2307/1585957>.

<sup>16</sup> Linda Deneher, "Jerome S. Bruner: Discovery Learning," *Edtech*, 2000.

develop rational and critical thinking skills; 4) To increase the activeness of students in the learning process; 5) To learn to solve problems; and 6) To get innovation in the learning process.<sup>17</sup>

The advantages of discovery learning is in the delivery of discovery learning materials, activities and direct experience are used. These activities and experiences will attract the attention of students and allow the formation of abstract concepts that have meaning. Discovery learning is more realistic and has meaning. Because, students can work directly with real examples. They immediately apply a variety of trial materials given by the teacher, so that they can work according to their intellectual abilities. Discovery learning is a problem solving model. The students immediately apply the principles and initial steps in problem solving. Through this strategy, they have the opportunity to learn more intensely in solving problems, so that they can be useful in facing life in the future. Discovery learning which focuses on the ability to solve a problem is very relevant to the current development, where we can be required to think solution about a problem that occurs in the midst of society. That is why, discovery learning needs to be actualized in real life, so as to enable students to answer more complex life problems. With a number of transfers directly, discovery learning activities will be more easily absorbed by students in understanding certain conditions relating to learning activities. Discovery learning provides many opportunities for students to be directly involved in learning activities. Such activities will generate a lot of learning motivation, because it is tailored to their own interests and needs.<sup>18</sup>

The disadvantages of discovery learning is with regard to time, teaching and learning using discovery learning takes longer than the direct method. For young students, their rational thinking skills are still limited. Difficulties in using subjective factors cause difficulty in understanding a problem relating to discovery learning teaching, factors of culture and habits.<sup>19</sup>

In this case the education expert distinguishes six levels of discovery learning, as follows: 1) Full discovery level; 2) Direction at the level of thinking of students; 3) Provision of instructions for implementation submitted to students; 4) The teacher provides a number of problems; 5) The teacher provides a problem about generalization and specifications; and 6) The teacher gives a generalization without explanation, deciphering, and example.<sup>20</sup>

For making the discovery learning model easy to apply, need the steps must be followed: 1) The problem will be solved; 2) In accordance with the level of cognitive abilities of students; 3) The concept or principle found must be written clearly; 4) Tools or materials must be available; 5) The classroom atmosphere must be arranged in such a way; 6) The teacher provides opportunities for students to collect data; and 7) Must be able to provide answers correctly with the data needed by students.<sup>21</sup>

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<sup>17</sup> Deneher.

<sup>18</sup> Deneher.

<sup>19</sup> Deneher.

<sup>20</sup> Deneher.

<sup>21</sup> Deneher.

In this learning system, a teacher does not directly present lesson material. However, here students are given the opportunity to find out for themselves a problem using a problem solving approach. Learning procedures based on inventions are as follows: 1) Simulation; 2) Problem statement; 3) Data collection; 4) Data processing; 5) Verification; and 6) Generalization.<sup>22</sup>

## **METHOD**

Subject is the English teachers at SMP Negeri 3 Bantan, and the Creativity in Implementing 2013. The population in this study were the teachers of SMP Negeri 3 Bantan. To collect data in this research, the research used observation and interview. To make it easier to make conclusions from the research conducted, the score obtained is adjusted to the criteria proposed by Arikunto, namely: 0 – 40% = not good; 40 – 55 = poor; 56 – 75 = sufficient; and 76 – 100 = good.<sup>23</sup> The interview was intended to get information about teacher creativity in applying 2013 Curriculum through discovery learning models in English language lessons.

The data analysis technique used in this study is qualitative and quantitative techniques with percentages. The technique is if all data has been collected, then qualified. This study is classified as descriptive research, to obtain conclusions on the data that has been collect, the researcher used approaches, using qualitative analysis techniques, roommates is interpreted by the words or sentences by using the following provisions.

$$P = f/n \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Number of items

## **RESULT AND DISCUSSION**

The data were further analyzed through observation. The data analysis was conducted to understand the results of research through observation and interviews with teachers' creativity in implementing the curriculum in 2013 through discovery learning models on the subjects of English at SMP Negeri 3 Bantan.

Based on data analysis techniques used, namely descriptive qualitative and quantitative techniques to the percentage, the data have been classified into two groups, namely the qualitative data is data that is described in the form of words or sentences. While quantitative data is the data that is tangible figures as a percentage. In accordance with the provisions in the set that in this case were classified into four groups, namely good, sufficient, poor, and not good. If in percentage as a numbers it can be categorized as follows: a) Good, if the ability of teachers to achieve 76% - 100%; b) Sufficient, if the teacher's ability to reach 56% - 75%; c) Poor, if a teacher's ability to reach 40% - 55%; and d) Not good, if only the teacher's ability to have a value of less than 40%. There is also the observations obtained by the formula  $p = f / n \times 100\%$ .

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<sup>22</sup> Deneher.

<sup>23</sup> Suharsimi Arikunto, "Prosedur Penelitian Suatu Tindakan Praktik," *Jakarta: Rineka Cipta*, 2006.



**Table 1.** Observation Table

No.	Teacher name	Yes		No		Total	
		F	P	F	P	F	P
1	Teacher A	67	74,44	23	25,56	90	100
2	Teacher B	63	70,00	27	30,00	90	100
3	Teacher C	66	73,33	24	26,67	90	100
	<b>Total</b>	<b>196</b>	<b>72,59%</b>	<b>74</b>	<b>27,41%</b>	<b>270</b>	<b>100%</b>

In recapitulation observation of Teacher A, YES responses as much as 67 times that of the overall number of aspects in the observation that 90 aspects. These results, if at percentage be obtained  $67/90 \times 100\% = 74,44\%$ . Thus the teacher A creativity in implementing the 2013 curriculum through discovery learning models is categorized Sufficient.

In recapitulation observation of Teacher B, YES responses 63 times of the total number of aspects in the observation that 90 aspects. These results, if at percentage be obtained  $63/90 \times 100\% = 70,00\%$ . Thus the teacher B creativity in implementing the 2013 curriculum through discovery learning models is categorized Sufficient.

In recapitulation observation of Teacher C, YES responses 66 times of the total number of aspects in the observation that 90 aspects. These results, if at percentage be obtained  $66/90 \times 100\% = 73,33\%$ . Thus the teacher C creativity in implementing the 2013 curriculum through discovery learning models is categorized Sufficient.

Based on Table 1 above observation of the creativity of teachers in implementing the curriculum in 2013 through Discovery learning models, can be seen as much as 196 times the number YES of 270 items overall observation. If percentage can be calculated  $p = f / n \times 100\%$ ,  $196/270 \times 100\% = 72,59\%$ . From these results if in connecting with the standard provisions of the study, the creativity of the teacher is in the range of values between 56% - 75% or categorized Sufficient.

The results of the interview, can take some conclusions about teachers' creativity in implementing the 2013 curriculum at SMPN 3 Bantan, as follows: 1) Facilities and infrastructure in SMP Negeri 3 Bantan been appropriate to implement 2013 Curriculum; 2) Situation of students from year to year decline in result of a zoning system that has been set by the government; 3) The concept and shape the curriculum in use at SMPN 3 Bantan is replace the KTSP 2006 to 2013 Curriculum; 4) The difference between KTSP 2006 and 2013 Curriculum can be seen from the methods used. KTSP more emphasis on the student's knowledge, while the 2013 curriculum were emphasized to the ethics of the students during the school day; 5) The school always socializing 2013 curriculum both to students and to the parents of students; 6) Teachers often attended training held by the related department to improve the performance and quality of teachers in teaching and learning; 7) The implementation of 2013 Curriculum is good value for ripe of preparation, implementation, and evaluation; 8) The results of the implementation of 2013 Curriculum has been to meet the targets set by the school and related institution; 9) Supporting factors the implementation of Curriculum 2013 is the readiness of teachers, facilities and infrastructure, as well as input from students; and 10) Inhibiting factors the implementation

of Curriculum 2013 is a assessment system that is still unclear and confusing both from agencies and from school.

## CONCLUSION

Teacher creativity required to perform learning, both in implementing the learning and when teachers are doing the manufacture of a lesson plan. SMP Negeri 3 Bantan author interested in conducting research on teachers' creativity in implementing 2013 Curriculum. Based on the development of education in Indonesia, the implementation of 2013 Curriculum must be implemented in accordance with the procedures that have been set by the government.

Based on the results of research, discussion and analysis has been done about the teachers' creativity in implementing of 2013 Curriculum through discovery learning models in English subject at SMP Negeri 3 Bantan, it can be concluded that: 1) After doing research on using instruments of observation as a data collection tool, obtained very satisfactory results. The final results of the quantitative calculation shows the number 72,59%. Those result is categorized Sufficient. The creativity of the teachers of SMP Negeri 3 Bantan in the teaching and learning process using the discovery learning model is sufficient. Because in observation, the teacher has been able to make the classroom atmosphere more interesting and creative. Although there are some things that need attention. As learning media is not appropriate, the teacher cannot raise students' skills, and conclusions at the end of class; and 2) The implementation of Curriculum 2013 in SMP Negeri 3 Bantan already at the start of the academic year 2016/2017. Before implementing Curriculum 2013 as a whole, all teachers at SMP Negeri 3 Bantan get the training about 2013 curriculum. After preparation, the practice in the field that is in need. In fact, the teacher can adjust to both changes in the curriculum that has been done. It is also supported by several factors, namely the readiness of teachers, facilities and infrastructure as well as input from students. The limiting factor in the application of this 2013 curriculum is student assessment system is still unclear. However, schools still provide an assessment in accordance with the rules on the implementation of 2013 Curriculum. In 2013 curriculum, the school was satisfied with the results already achieved. The school also provides a standard for teachers to implement 5M in any learning process. The 5M (*mengamati, menanya, menganalisis, mencoba, and mengkomunikasikan*) is to observe, ask, analyze, try and communicate.

There are some suggestions that need to be addressed in this study, including the following: 1) For schools, the implementation of 2013 Curriculum requires facilities and infrastructures that support teachers in preparing lesson plans, such as the addition of 2013 Curriculum reference book for teachers and computer lab space that is still using an unused classroom; 2) Developing creativity in learning is very important, therefore teachers should add a reference to the development of creative learning models, creating and designing quality learning, varied, quality, and fun. Then learners will easily accept the learning so that the learning objectives will be achieved with maximum results; and 3) Consistency teachers in teaching is needed, because students can focus on teaching and learning process during the first hour. Towards the hour class, students were beginning to feel bored. Then the teacher must find activities that keep students excited about learning.

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