International Journal of Applied Research

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Learning management based on curriculum 2013 in public senior high school I Kawangkoan North Sulawesi, Indonesia

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Abstract
The This study aims to (1) describe the 2013 curriculum-based learning planning compiled by teachers at Public Senior High School 1 (SMA Negeri 1) Kawangkoan, (2) To describe what the implementation of the 2013 curriculum learning in SMA Negeri 1 Kawangkoan looks like. (3) To describe the factors - what factors hinder learning activities based on the 2013 curriculum at SMA Negeri 1 Kawangkoan. This research uses a qualitative approach. Data collection techniques used were interviews, observation, documentation, and literature study. (1) The teacher as the class manager makes the lesson plan as much as possible by the subject teacher by making some adjustments. (2) the implementation of learning is carried out in accordance with the lesson plans that have been made by the subject teacher. (3) The number of obstacles does not prevent the implementation of teacher learning together with the school together trying to find solutions to the problems found.

Keywords: Management, planning, learning

Introduction
Learning is a series of activities carried out by educators in the educational environment, in this case in the school environment, learning in schools is carried out in order to form better human beings who are not only intellectual but have good character. Learning is regulated by educators based on a curriculum developed by the government and the school.
Curriculum development in Indonesia has been regulated in "Law no. 20 of 2003 Chapter X concerning the curriculum, article 36 paragraph 1 that curriculum development is carried out by referring to national education standards to realize the goals of national education. Given the importance of the curriculum in education and human life, curriculum preparation cannot be done carelessly. Curriculum development requires a strong foundation, which is based on the results of deep thought and research "(Sufairoh, 2016: 116) [20].
Subject teachers must manage learning activities in the classroom so that learning activities can be carried out properly. Learning management is prepared by educators who are useful as a reference and teacher evaluation of the success of teachers in implementing learning. According to Davis (in Syafruddin and Nasution, 2005: 75) [23] there are four roles of teachers in learning management. The first is planning, namely arranging teaching and learning objectives (teaching) the second organizing, namely connecting or combining all learning resources in achieving goals effectively and efficiently namely motivating students to be ready to receive the third subject matter supervising, namely whether the work or teaching and learning activities achieve teaching goals, therefore there must be a process of teaching evaluation, so that the results achieved are known.
In the 2013 curriculum learning process, students are trained to observe, ask questions, collect information from various sources, try, analyze (associate) and communicate learning outcomes. This learning approach is carried out so that students have the ability to learn more independently, creatively, and think logically. Teachers as class managers are people who carry out learning activities in an educational environment in a smaller space, namely within the classroom scope, the preparation of learning planning and learning activities carried out by each teacher is different because the subjects given by each teacher are different. So that the learning methods and learning media needed by teachers to support learning activities are different. Changes in the curriculum force teachers to adapt to changes that occur from the

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previous teacher learning activities using the KTSP curriculum to the 2013 curriculum. Changes occur in many aspects such as in the preparation of learning devices and learning activities.

Teacher as the class manager must be able to follow the changes that occur so that the learning process can run well. In preparing the lesson plan itself, each subject teacher must be able to assemble learning activities properly and be able to carry out the learning plan that has been prepared by the subject teacher. In order to maximize its application, the teacher must have sufficient knowledge to ensure that its application in learning activities can be applied properly by the teacher. In its implementation, there are many obstacles that prevent learning from running optimally. as in teaching materials, in the 2013 curriculum itself the teacher must be able to link teaching material with the environment and other subjects, while some teaching materials in schools have not made or had a relationship with other subjects and teachers tend to focus on their subjects without linking them. with other subjects. Facilities that are still not very supportive of learning activities also become obstacles during the implementation of the learning process. then changes in learning patterns in schools, the 2013 curriculum learning system is scientific learning which consists of five main learning experiences, namely observing, asking questions, gathering information, associating, and communicating and the teacher only acts as a facilitator because learning is student-centered but in fact in the learning field still teacher centered. The teacher must be able to face the obstacles that he encounters in learning activities in the classroom, to deal with obstacles the teacher must try to find a way out of the problems he finds in learning activities.

Facing curriculum changes that previously used KTSP then switched to the 2013 curriculum, the school made a lot of efforts to deal with the changes that occurred and the problems that arose. Trainings and workshops are several ways to increase teacher knowledge in the implementation of 2013 curriculum-based learning which is expected to provide experience for teachers in implementing learning activities in the classroom. Schools must also be able to deal with problems that arise due to the insufficient number of facilities and infrastructure. This makes learning activities unable to run more effectively.

We cannot deny that the curriculum changes every time the minister of education changes it makes it difficult for educators, in this case teachers, in their ability to master the curriculum. This also makes researchers interested in taking the theme of curriculum-based learning management in 2013. Based on the formulation of the problem above, the objectives of this study are as follows:

a) To describe the 2013 curriculum-based learning planning compiled by teachers at SMA Negeri 1 Kawangkoan
b) To describe what the implementation of the 2013 curriculum learning was like at SMA Negeri 1 Kawangkoan.
c) To describe the things that hinder learning activities based on the 2013 curriculum at SMA Negeri 1 Kawangkoan.

Literature Review
Education Management
The term management in Indonesia is still heard using "foreign language", because it was originally taken from a foreign language, Management, then Indonesianized to become Management. The Big Indonesian Dictionary defines management as the process of using resources effectively to achieve predetermined goals. In a separate discussion, Suharsimi Arikunto and Lia Yuliana (in Abdulmuid, 2013: 3) [13] define that management is a series of activities that point to a collaborative effort between two or more people to achieve a predetermined goal. The opinion that is almost in the same direction describes the management described by the UPI Education Administration Lecturer Team, which is the ability to obtain a result in order to achieve certain goals through the activities of other people (Abdulmuid, 2013: 3) [13].

Management is an effort carried out in order to achieve the goals / objectives to be achieved whose activities are found in many corporate organizations, health and education businesses. Stoner (in Sufyarma, 2003: 189) [21] states that management is the art of doing one or several things through other people, he argues that management is a process of planning, organizing, leading, and controlling the efforts of organizational members and the use of all organizational resources to achieve predetermined goals. effectively and efficiently.

Formen and Ryan (in Sufyarma 2003: 189) [21] argue that administration and management do not have a meaningful difference so that the use of the terms can be aligned

Education and humans are an inseparable unity. As long as there are humans, education will never be separated from human life itself. Children receive education from their parents and when these children are grown, they will educate their children too. And so on (Made Pidarta, 2009: 1). ALHartini (in Abdulmuid, 2013: 14) [13] defines differently, education management is the art and science of managing educational resources to create a learning atmosphere and learning process so that students actively develop their potential in order to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state.

Management education is one of the branches of social science, which essentially is studying human behavior in its activities as a subject and object. Educational management is a series of all activities that show the collaborative effort of two or more people in achieving predetermined educational goals. Furthermore Mulyana A. Nurhadi (in Mustari, 2013: 4) [15]. Tilaar (in Farikhah and Wahyudihaan 2018: 4) [4] defines education management as an activity that implies an educational planning or plan and its implementation activities. Educational management can be defined as the art and science of the organization of educational resources to achieve effective and efficient educational goals. Hartani (in Farikhah and Wahyudihaan 2018: 4) [4], further stated that the educational resource in question is something that is used in the implementation of education, both in the form of human resources, financial resources and material resources, including information and technology. Meanwhile, Mulyasa (in Farikhah and Wahyudihaan 2018: 4) [4] argues that education management is a process to achieve educational goals that are well defined in the short, medium and long term. Suryosubroto (in Farikhah and Wahyudihaan 2018: 4) [4] provides a definition almost in line with the previous opinion that education management is a process to achieve educational goals where the process includes planning, organizing, directing, monitoring and examining. From the above opinion it can be concluded that education

management is an activity to control operational activities in schools.

Learning Management
Learning is a process of interaction between students, between students and educators, and between participants and other learning resources in an educational learning environment, so that students can build attitudes, knowledge and skills to achieve predetermined goals.

The learning process is a process that contains a series of activities from planning, implementation to assessment. Strategy is a term that is widely used in various contexts with meanings that are not always the same. In the context of learning strategy, it means the general pattern of teacher-student actions in the realization of learning activities (Sufairoh, 2016: 120) [20].

The professional task of a teacher is to teach and students respond, namely learning, and this interaction is called the teaching process. The learning process takes place through various stages of preparation, implementation, involving teachers and students, can take place inside or outside the classroom in units of time to achieve cometency goals (cognitive, affective, and skills) which are arranged in a learning objective (Hamalik 2008: 162) [18].

According to Hoban (in Syafruddin and Nasution, 2005: 76) [23] learning management includes not only the relationship of various learning events in the learning process but also logistical, sociological, and economic factors.

Sue and Glover explained (in Syafruddin and Nasution, 2005: 78) [23] that learning management is a process of helping students who aim to achieve knowledge, skills, abilities and understanding of the world around them. As a result, in this case learning management raises the following questions:
- How they can learn
- What they learn and
- Where they learned it

To achieve this, an effective management strategy in the classroom is needed. What is studied in the learning management concept of learning strategies and teacher teaching styles will determine the achievement of learning objectives. Benefits of learning management itself as a professional activity in using and maintaining unit teaching programs and implementation. The function of learning management itself includes planning teaching, organizing teaching, leadership in teaching and learning activities and teaching evaluation. In this case the teacher must be able to master all learning resources both inside and outside the classroom. (Syafruddin and Nasution, 2005: 78) [23].

Learning Planning
Learning planning is one of the stages that the teacher takes before carrying out learning activities, in this stage the teacher prepares what things need to be prepared and plans things to be done in learning activities. According to Ragan & Smith, learning planning is related to a systematic process of translating learning and learning principles into material planning and learning activities (in Jaya 2019: 8) [9]. Meanwhile, according to Sudjana (in Jaya 2019: 9) [9]. that the meaning or meaning of the planning / teaching and learning program is nothing but a teacher's projection / estimate of the activities that students must do during the learning process. From the opinions of several experts above, it can be concluded that learning planning can be interpreted

as teacher activity in preparing for anything that will be done in later learning activities.

Curriculum 2013
The curriculum is always experiencing development and refinement, this is in the context of today's life, and to build a foundation for a better life for the nation in the future. Regulation of the Minister of Education and Culture Number 69 of 2013 explains that the task of preparing the nation's young generation is the main task of a curriculum. The latest curriculum that applies in Indonesia is the 2013 revised Curriculum 2017. The 2013 curriculum is developed based on the diverse cultures of the Indonesian nation, besides that the 2013 curriculum develops learning experiences that provide broad opportunities for students to master the competencies needed for life in the present and the future, and at the same time continue to develop their abilities as cultural heirs of the nation and people who care about the problems of society and the nation today. Permendikbud Number 20 of 2016 concerning Graduate Competency Standards states that in the dimension of knowledge, students must be able to link knowledge about technology, arts, culture, and humanities in the context of themselves, their families, schools, communities, and the natural environment around, nation, country and region. regional (Jingga, Mardiyana and Triyanto, 2018: 286) [2].

The implementation of the 2013 curriculum, which is lined with characteristics and competencies, plays the role of the teacher as a character builder and student competence, who must be creative in selecting and sorting, and developing methods and subject matter. Teachers must be professional in shaping the character and competence of students according to their individual characteristics and must appear pleasant in front of students in any conditions and atmosphere.

The implementation of the 2013 Curriculum in learning using a scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulate problems, propose or formulate hypotheses, collect data with various techniques, analyze data, draw conclusions and communicate them (Hosnan in Musfiqon and Nurdiansyah, 2015: 5) [11].

Research Method
This research will be conducted at SMA Negeri 1 Kawangkoan, which is located in North Talikuran, North Kawangkoan District, Minahasa Regency, North Sulawesi Province. The research will be carried out for three months from the issuance of the survey permit. This research is a qualitative research because this research is descriptive and tends to use analysis. Process and meaning (subject perspective) are emphasized more in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field.

The topic of discussion in this research is Learning Management Based on the 2013 Curriculum at SMA Negeri 1 Kawangkoan. Meanwhile, the descriptive method is used in its explanation to describe in detail and systematically the situation that occurs in the field. Researchers will use a direct approach (Firdaus, 2012: 36) [12] in this approach the researcher will provide detailed explanations to respondents about the objectives and benefits of research in the hope of getting an objective direct response.

In this study, based on the research method used, the researchers used data collection techniques with the following techniques:

1. Observation. Observation activities systematically record events, behaviors, objects seen and other things needed to support the research being carried out. The things that will be observed in research in the field are the process of planning learning activities, learning activities both inside and outside the classroom, then the teacher assessment process and other things related to research.
2. Interview. Researchers meet directly with sources who have high credibility in order to ask various things that need to be known.
3. Bibliography. Researchers collect data by looking at various books, articles, and notes that are concerned with the focus of the research.

Data analysis is the process of organizing and sorting data into patterns, categories and basic description units so that themes can be found and work hypotheses can be formulated as suggested by the data. The job of data analysis in this case is to organize, sort, classify, code and categorize it.

According to Seiddel (in Siyoto and Sodik, 2015: 120) [24] qualitative data analysis can be carried out in the following process:

a. Data reduction researchers summarize, select the things that are and patterns and discard the unnecessary. Data reduction can be done by abstracting it. Abstraction is an attempt to make a core summary, process and statements that need to be maintained so that they remain in the research data.
b. According to Miles and Hubermen (in Siyoto and Sodik, 2015: 123) [24] that the presentation of data is a collection of structured information that gives the possibility of drawing conclusions. In this step, the researcher presents a compiled set of information that gives the researcher the possibility to draw conclusions.
c. Conclusion or verification is the final stage in the data analysis process. In this section the researcher expresses conclusions from the data that has been obtained (Siyoto and Sodik, 2015: 123) [24]. In this activity, the researcher looks for the meaning of the data collected by looking for relationships, similarities, or differences then making conclusions made by comparing the suitability of statements from research subjects with the meanings contained with the basic concepts in research.

Result and Discussion

To obtain research information, several visits to schools have been made to collect data and information according to the focus of the research and things that are explored related to Curriculum-Based Learning Management in 2013, namely:
Learning Curriculum 2013 at SMA Negeri 1 Kawangkoan is Curriculum 2013 learning that has been implemented in SMA Negeri 1 Kawangkoan since the 2013-2014 school year and was effective itself at SMA Negeri 1 Kawangkoan starting in 2016. Before implementing it, the school made various preparations to support implementation 2013 curriculum. Preparations are made to meet the school criteria in the implementation of the 2013 curriculum at the secondary education level. Preparations made by schools to support the readiness for implementation of the 2013 curriculum, namely by including teachers in training or workshops held by the government. The school held and participated in the 2013 curriculum training. Learning facilities and infrastructure are equipped with supporting facilities such as LCD, internet and laboratories.

Learning Planning

a. Develop an annual program. In the preparation of the annual program, it contains the identity of the lesson (education unit, subject, class / semester, academic year) basic competencies, learning materials, and time allocation. Annual programs contain programs for a period of one year.
b. Develop a semester program.Semester programs are arranged based on an annual program for activities to be delivered to students within one semester.
c. Syllabus. The syllabus is a basic plan in learning that is developed into a learning implementation plan (RPP).
d. Compiling Learning Plans. In learning activities, teachers have a reference in teaching or preparing material in the 2013 curriculum that is used. The teacher makes the lesson plan according to the guidebook from the central government, which is currently simplified so that it only amounts to 1 sheet.

Implementation of Learning

The implementation of learning at SMA Negeri 1 Kawangkoan is carried out by teachers using lesson plans that have been prepared by each teacher previously. Learning is carried out in accordance with the steps in the lesson plan and following the schedule in the lesson plan using methods that have been adapted to the learning material that will be provided by the teacher. The teacher also provides learning media tailored to the learning material. Thus the teaching and learning process can be carried out well.

The teacher tries to attract students' interest in learning in various ways that can be used by the teacher by using learning media from visual media to audio visual media, the teacher also presents material that is easier for students to understand. The current classroom interaction situation is not as effective as before due to the Covid 19 pandemic situation which causes learning to be carried out online which results in a lack of control which results in decreased student attendance due to many factors such as lack of parental supervision, availability of facilities and infrastructure and many again. Even so, the teacher must be able to carry out learning and attract students' interest during the learning process even though there are several problems found during the learning process.

Learning Evaluation

At the end of each lesson the teachers at SMA Negeri 1 Kawangkoan will carry out evaluation activities on teaching and learning activities according to the steps in the lesson plans that have been compiled from the beginning of the semester. Evaluation is carried out to find out how far students understand the material and the teacher will carry out evaluations in several ways such as asking questions or asking students to make conclusions about the learning they have gone through.

Constraints encountered in learning

There are various obstacles faced by both the teacher and the school Learning constraints are currently divided into two,

namely constraints during face-to-face learning (offline) and online learning (online).

As for the efforts being undertaken to overcome the obstacles:

a. The absence of student learning infrastructure such as smart telephones and computers that cannot be held by some students due to economic factors from the parents of the students, the teacher and homeroom teacher take action by making offline learning activities by gathering students in one village in one place then implementing it. learning activities usually the teacher will use the village hall or use the student's house which has a large yard

b. Outsmarting poor connectivity, some teachers take action by sending learning materials for the next meeting more quickly through media such as WhatsApp and Google Classroom to avoid network problems that can suddenly get bad so students can still learn and teachers only need to evaluate at the next meeting

c. The national education office has provided assistance by providing free study quotas for all students which are given each month

d. The teacher tries to provide directions to the parents of students to supervise their children during the learning process and contact parents if students are not present in online classes for a long period of time to present problems faced by students and find solutions together.

Conclussion

Based on the findings that have been found in the field, the researchers draw the following conclusions

1. **Learning Planning:** Teachers always make syllabus and lesson plans before carrying out learning activities. RPP is prepared based on the syllabus which is made with due observance of the educational calendar and semester programs. Meanwhile, the principal has done his best in providing guidance to teachers in implementing curriculum 2013 at SMA Negeri 1 Kawangkoan. When carrying out learning activities the teacher always does it based on the steps listed in the lesson plan

2. **Implementation of Learning:** The learning implementation is carried out based on the RPP that was prepared at the beginning of the semester. Before starting the learning activity, the teacher gave greetings and continued with a prayer by one of the students. The implementation of learning in the classroom is divided into three activities, namely, initial activities, core activities and closing activities. The learning methods and media used by each teacher are arranged according to the learning material that will be given to students.

3. **Evaluation:** At the end of each learning meeting the teacher will evaluate the learning as stated in the lesson plan. The evaluations carried out were various, such as questions and answers, drawing conclusions, making summaries and carrying out assessments through written tests, then the teacher always plans learning to be studied at the next meeting. Before closing the teaching and learning activity the teacher says greetings and closes with a prayer then closes the learning activity.

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