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**IMPLEMENTATION OF THE 2013 CURRICULUM IN IMPROVING THE QUALITY OF EDUCATION AT VILLANOVA JUNIOR HIGH SCHOOL, WEST PAPUA**

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**ABSTRAK**

Penelitian ini mengkaji implementasi Kurikulum 2013 dalam upaya meningkatkan mutu pendidikan di SMP Villanova, Papua Barat. Menggunakan pendekatan kualitatif, studi ini meneliti proses adaptasi kurikulum nasional dalam konteks lokal Papua Barat. Hasil penelitian menunjukkan bahwa SMP Villanova telah berhasil mengintegrasikan pengembangan sikap, pengetahuan, dan keterampilan siswa sesuai tuntutan Kurikulum 2013, sambil memperhatikan kearifan lokal. Tantangan utama meliputi kesiapan guru dalam menerapkan pendekatan saintifik dan penilaian autentik, serta keterbatasan infrastruktur. Sekolah telah mengambil langkah-langkah strategis untuk mengatasi tantangan ini, termasuk pelatihan guru dan optimalisasi sumber daya. Pengembangan kurikulum kontekstual yang mengintegrasikan budaya Papua Barat dan melibatkan tokoh adat telah berdampak positif pada partisipasi siswa dan pengembangan kemampuan berpikir kritis. Kolaborasi dengan pemangku kepentingan dan pengembangan program inovatif seperti literasi digital menjadi faktor pendukung keberhasilan. Meskipun telah menunjukkan kemajuan, masih diperlukan upaya berkelanjutan terutama

dalam penilaian autentik dan pemanfaatan teknologi. Penelitian ini menyimpulkan bahwa SMP Villanova berpotensi menjadi model keberhasilan implementasi Kurikulum 2013 di wilayah timur Indonesia, menunjukkan bahwa peningkatan mutu pendidikan dapat dicapai meskipun menghadapi berbagai keterbatasan geografis dan infrastruktur.

**Kata Kunci:** Implementasi, Kurikulum 2013

### **ABSTRACT**

*This research examines the implementation of the 2013 Curriculum in an effort to improve the quality of education at Villanova Middle School, West Papua. Using a qualitative approach, this study examines the process of adapting the national curriculum to the local context of West Papua. The research results show that Villanova Middle School has succeeded in integrating the development of students' attitudes, knowledge and skills according to the demands of the 2013 Curriculum, while paying attention to local wisdom. The main challenges include teacher readiness in implementing scientific approaches and authentic assessment, as well as limited infrastructure. Schools have taken strategic steps to overcome these challenges, including teacher training and resource optimization. The development of a contextual curriculum that integrates West Papuan culture and involves traditional leaders has had a positive impact on student participation and the development of critical thinking skills. Collaboration with stakeholders and the development of innovative programs such as digital literacy are supporting factors for success. Even though progress has been shown, continued efforts are still needed, especially in authentic assessment and use of technology. This research concludes that Villanova Middle School has the potential to become a model for successful implementation of the 2013 Curriculum in the eastern region of Indonesia, showing that improving the quality of education can be achieved despite facing various geographic and infrastructure limitations.*

**Keywords:** Implementation, 2013 curriculum.

### **INTRODUCTION**

The 2013 curriculum is an effort to develop and refine the previous curriculum (KTSP) with an emphasis on competency and character (Mulyasa, 2013). Since Indonesia's independence until now, it is known that efforts to improve education have been carried out by establishing a curriculum as a reference for education at all levels of education. If you pay attention, there have been at least 14 changes to the curriculum since Indonesia's independence until now. According to Suparlan (2012), the first curriculum was the Lesson Plan in 1947, then the 1950 Lesson Plan, the 1958 Lesson Plan and the 1964 Lesson Plan. The term lesson plan changed to Curriculum in 1968, 1973, 1975, 1984, 1994 Competency-Based Curriculum (KBK), 1997, 2004, 2006, Education Unit Level Curriculum (KTSP), and the 2013 Curriculum as well as the current addition to the independent learning curriculum which has started in 2022.

Curriculum changes are dynamics in the educational sphere as a result of the government's awareness of the importance of educating the nation's children (Hamalik, 2013). Awareness of the importance of education for the nation's children is clearly stated in the national education objectives of the 2013 curriculum, namely to form students who have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and

affective and are able to contribute to the life of society, the nation and countries and world civilization (Loekloek & Sofan, 2013).

The educational objectives as stated in the 2013 curriculum are an important basis for implementing the curriculum in education in Indonesia. Since July 15 2013, it is known that the 2013 curriculum has been implemented in education in schools based on the Circular Letter of the Director General of Education Number SE/DJ.I/PP.00/50/2013 concerning the Implementation of the 2013 curriculum in Madrasas/Schools. The targets for implementing this curriculum are competency and character through an integrative thematic approach.

If you look at the previous curriculum, there are 4 fundamental changes that occurred in the 2013 curriculum, as stated by the Deputy Minister of Education and Culture for Education on January 14 2014, namely changes to the concept of curriculum, books, learning and assessment. Regarding changes to the curriculum concept, the 2013 curriculum concept is balanced between hard skills and soft skills, starting from Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards; the books used are activity based (Activity Base) and for elementary school they are written in an integrated manner (integrated thematic); for learning, the learning process supports students' creativity through a scientific approach (observing, asking, trying, reasoning, creating and communicating); while the assessment process is expected to support student creativity (Sani, 2014).

Through the implementation of the 2013 curriculum, it is hoped that it can improve the quality of educational processes and outcomes that lead to the formation of good character and noble morals in students (Kurniasih & Sani, 2014). Since its implementation in school education, the 2013 curriculum has become a reference and guide for educational institutions in planning, preparing and implementing educational programs. Teachers in schools are required to design learning effectively, professionally, using the right approach, determining learning procedures and forming student competencies effectively and determining criteria for learning success (Fadlillah, 2014).

In the experience of implementing or implementing the 2013 curriculum, it is known that this implementation is not evenly carried out in all schools in Indonesia. This is due to the differences in school characteristics and culture across schools in Indonesia. Initially, in the 2013/2014 academic year, this curriculum was implemented only for grades 1 and IV of SD/Madrasah Ibtidayah (MI), class VII of SMP/MTs and class X of SMA/SMK/MA/MAK. And in the 2017/2018 school year it is hoped that it can be implemented in all classes from class I to class -19 with the implementation of the independent learning curriculum from 2022.

Villanova Middle School is one of the schools that has implemented the 2013 curriculum. Previously, Villanova Middle School had also implemented the Competency Based Curriculum (KBK) and also the Education Unit Level Curriculum (KTSP). In line with the release of the New Curriculum in 2013 with an emphasis on character and competency education in the form of integrated thematic education, schools are also making adjustments to respond to government recommendations. Based on this reality, the presentation of this paper will look at how the 2013 curriculum is implemented in schools as a literary study using a literature study approach with the aim of finding out to what extent the implementation of the 2013 curriculum has been implemented in Indonesia, especially at Villanova Middle School in improving the quality of education.

### **Basic Concepts of the 2013 Curriculum and Curriculum**

Theoretically, the terminology of the word curriculum comes from the Greek word 'curir', which means 'learn' and the word 'curere' which means 'place to race'. In English, there is the term curriculum which means lesson plan. If you look at the Big Indonesian Dictionary (1995:546), the word "curriculum" means: a set of subjects taught at an educational institution or a set of subjects regarding a special area of expertise. Lexically, the term curriculum is

defined by Law Number 20 of 2003 concerning the National Education System Article 1 paragraph (19) as "A set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve the objectives certain education." This understanding was further revealed in Government Regulation Number 19 of 2005 concerning National Education Standards as: "a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals." (Article 1 number (13)). Based on the explanation above, it can be concluded that the curriculum is a tool or guideline designed by the government to plan and organize educational institutions in achieving national education goals.

The 2013 curriculum is a curriculum that began to be implemented in the 2013/2014 academic year and is a development of the previous curriculum. The characteristics and distinctiveness of the 2013 curriculum are changes to 4 basic components, namely curriculum concepts, books, learning and assessment. Regarding changes to the curriculum concept, the 2013 curriculum concept is balanced between hard skills and soft skills, starting from Graduate Competency Standards, Content Standards, Process Standards and Assessment Standards. Second, the books used are activity-based (Activity Base) and for elementary school are written in an integrated manner (integrated thematic). Third, learning: the learning process supports students' creativity through a scientific approach (observing, asking, trying, reasoning, creating and communicating). And fourth, the assessment process is expected to support student creativity (Hosnan, 2014).

Based on the explanation above, it can be seen that the presence of the 2013 curriculum seeks to instill values that are reflected in the attitudes and skills that students acquire in school education. There are efforts to improve students' soft and hard skills to operate in a balanced manner both within the school environment and as a result in society. The 2013 curriculum is an effort to integrate thematic education with the target of developing student competence and character (Abidin, 2014).

The main basis for the application or implementation of the 2013 curriculum is the Decree of the Minister of Education and Culture regarding the Implementation of the 2013 Curriculum. Article 1. Implementation of the 2013 Curriculum in elementary schools/madrasah ibtidaiyah (SD/MI), junior high schools/madrasah tsanawiyah (SMP/MTs), secondary schools upper/madrasah aliyah (SMA/MA), and vocational high school/vocational madrasah aliyah (SMK/MAK) will be implemented in stages starting in the 2013/2014 academic year; and Article 2. Curriculum implementation at SD/MI, SMP/MTs, SMA/MA, and SMK/MAK uses curriculum implementation guidelines which include: (1) Guidelines for preparation and management. (2) Guidelines for developing local content. (3) Guidelines for extracurricular activities. (4) General learning guidelines. And (5) curriculum evaluation guidelines (Kemendikbud, 2013).

### **Dynamics and Characteristics of the 2013 Curriculum**

The challenges and hopes for the future of the world with rapid changes in various aspects of life are causing changes in all aspects of life, including education. Globalization with the presence of the WTO, ASEAN Community, APEC, CAFTA as well as environmental problems, advances in information technology which have brought the rise of creative and cultural industries as well as shifts in world economic power have resulted in the need for quality development, investment and transformation in the education sector (Mulyoto, 2013). This is of course the basis for thinking about how an education system needs to be transformed to answer the challenges of the times. According to the Deputy Minister of Education and Culture, the main reasons for developing a curriculum for future competencies are communication skills, the ability to think clearly and critically, the ability to consider the moral

aspect of a problem, the ability to be a responsible citizen, the ability to try to understand and be tolerant of different views, the ability to live in society who is global, has a broad interest in life, has a readiness to work, has intelligence in accordance with talents and interests, and has a sense of responsibility towards the environment (Yani, 2014). The reason for this future is expressed as an effort to be achieved in the development of education considering that currently negative phenomena that have emerged in education include student fights, drugs, corruption, plagiarism, cheating in exams, and social unrest (Sunarti & Rahmawati, 2014).

In line with the instructions of Law Number 20 of 2003, Article 35: "graduate competency can be in the form of graduate capacity that combines thought patterns, information and abilities in accordance with agreed national standards." Therefore, the orientation of the 2013 education program is to expand and adapt the competencies of mindset, talent and information (Majid, 2014).

Conceptually, the differences between the 2013 curriculum and the 2006 KTSP curriculum are:

1. In the 2006 KTSP, graduate competency guidelines were based on content measures, while in the 2013 education program, graduate competency standards were based on community needs.
2. In the 2006 KTSP the Substance Standards were determined from the Subject Competency Guidelines for Graduates, whereas in the 2013 Education program the Content Guidelines were determined from the Graduate Competency Measures.
3. In the 2006 KTSP there was a divide between the subjects of attitude regulation, talent formation and information management, whereas in the 2013 Education program all subjects had to contribute to the regulation of states of mind, abilities and information.
4. In the 2006 KTSP, competencies are concluded from subjects, whereas in the 2013 Education module, subjects are determined from the competencies to be achieved.
5. In the 2006 KTSP, subjects were separated from each other, like a group of partitioned subjects, whereas in the 2013 Education Program all subjects were tied together based on core competencies (each lesson)
6. In KTSP in 2006 the increase in education modules reached essential competencies, while in 2013 the increase in education programs in the KTSP education program reached course readings and educator manuals.
7. In the 2006 KTSP it is topical for classes I-III (refers to subjects), while in the 2013 Education module it is integrative for classes I-VI (refers to competencies).

According to the Minister of National Education (2014) the main competencies contained in the 2013 Curriculum are:

1. The substance or substance of the educational program, including certain competencies, is communicated within the framework of the Competency Center (KI) for the courses and the ins and outs are encouraged in the Essential Competency (KD) subjects.
2. Central Competency (KI) is a categorical description of competence in terms of attitudes, information and abilities (cognitive and psychomotor) that students must learn for a school level, course and subject. Central Competencies are characteristics that a student must have in each course through KD learning which is held in a dynamic student learning forum.

3. Basic Competencies (KD) are competencies that students learn for an SD/MI topic, and for subjects in certain classes for SMP/MTS, SMA/MA, SMK/MAK.
4. Central Competencies and Essential Competencies at the auxiliary coaching level are prioritized in the realm of state of mind, while at the auxiliary coaching level it focuses on mental capacity (high cognitive capacity).
5. Central Competency is an organizational component (organizing element) of Basic Competency, namely all KD and forms of learning created to realize competence in Central Competency.
6. The syllabus is created as a learning structure for one topic (SD/MI) or one subject and one subject (SMP/MTS, SMA/MA, SMK/MAK). The syllabus records all KD for the topics or subjects in the course.
7. Learning Implementation Plans are developed for each KD for that subject and lesson. The created Essential Competencies are based on collective rules, which generally fortify and improve across subjects and levels of teaching (flat and vertical organization).

### **Implementation of the 2013 Curriculum**

The implementation of the 2013 Education Module is learning that must be actualized in all educational units in Indonesia based on the choice of Teaching and Culture Positions in 2013. The implementation of this educational program places instructors to continue to play an important role, especially in realizing learning. However, in the 2013 education program there was a decrease in the role and work of teachers, while the workload was mainly regulatory work (Hidayat, 2013). Implementation of the 2013 education program which is based on character and competency, the teacher's role is to shape the character and competency of students, who must be creative in selecting and sorting, as well as creating learning strategies and materials. Agree with Mulyasa (2014:4), In realizing the 2013 education module, teachers must be able to shape students' character and competencies according to their personal characteristics and must appear attractive to students in any condition and environment.

Legislation and Cultural Control Regulation Number 65 of 2013 concerning Guidelines for Preparing Important and Supporting Instructions states that, "In the sense of Graduate Competency Benchmarks, learning targets include the creation of spaces for thought, information and talent which are described in each educational unit. "These three competency spaces have various procurement directions (mental forms). Competency characteristics and differences in securing directions also have an impact on the characteristics of handling benchmarks. To fortify the logical (logical) approach, coordinate topical (topical between subjects) and topical (within a subject), it is important to apply discovery/research based learning (discovery/inquiry learning). To stimulate students' ability to create relevant work, either individually or in groups, it is highly recommended to use a learning approach that produces work based on problem handling ( extend based learning).

The implementation of developing attitudes, skills and knowledge can be seen in the following table:

**Table 1**  
**Implementation of Attitudes, Knowledge and Skills**

| ATTITUDE | KNOWLEDGE | SKILLS  |
|----------|-----------|---------|
| Accept   | Remember  | Observe |

|                      |                               |              |
|----------------------|-------------------------------|--------------|
| Operate              | Understand                    | Ask          |
| Value                | Apply                         | Try          |
| Embrace it           | Analyze                       | Reasoning    |
| Practice             | Evaluate                      | Serve        |
|                      |                               | Create       |
| ( theory Karthwohl ) | ( Bloom and Anderson theory ) | Dyers theory |

If we look at the implementation of the 2013 curriculum from the aspect of its development from the previous curriculum, it actually contains noble goals for developing the quality of children's education, however, in its implementation it has encountered problems so that its implementation is not evenly distributed across all educational units. At least until the end of 2018 in eastern Indonesia, such as North Sulawesi, North Maluku, Maluku and Papua, there were still schools that had just introduced and trained on the implementation of the 2013 curriculum. In certain schools, the implementation was only carried out in certain classes and was not comprehensive. However, it can finally be implemented in all educational units throughout Indonesia.

The table above shows that the competency characteristics in the 2013 curriculum consist of three domains, namely: attitudes, skills and knowledge. The attitude domain refers to Karthwohl's theory, the knowledge domain refers to Bloom and Anderson's theory and the skills domain refers to Dyers' theory as shown in the table above. Apart from that, the 2013 curriculum also contains 4 competency domains, namely: spiritual attitude competency (KI-1), social attitude competency (KI-2), knowledge competency (KI-3) and skills competency (KI-4). Based on the competency characteristics that are the reference for the 2013 curriculum, it is known that the implementation of the 2013 curriculum places character education within the framework of the dynamics and dialectics of the individual formation process in each education unit (Widyastono, 2014).

If you look at the results obtained in implementing the 2013 curriculum, then in fact the national exam is no longer a benchmark in determining the success or graduation of a student. This is because the curriculum target is not on national exam results, but on attitudes, skills and knowledge; Even in the 2013 curriculum, attitudes are contained in Core Competencies (KI) 1-4 and also included in Basic Competencies (KD) 1 and 2, while knowledge and skills are in KD 3 and 4 (Poerwati & Amri, 2013).

If we look at the essence of the 2013 curriculum, the implementation of the 2013 curriculum has actually been carried out in several Catholic schools for a long time, especially in boarding schools such as seminaries. In boarding schools such as seminaries, the education system not only emphasizes the aspect of knowledge, but the integration of attitudes, skills and knowledge as required by the 2013 curriculum competencies. Even though students in terms of knowledge have very brilliant knowledge intelligence and are proven by good academic grades, if is not supported by attitudes and skills as well as a good quality of spiritual life, then the student cannot be declared a graduate.

Guidelines for the Implementation of the 2013 Curriculum at the SD/MI, SMP/MTs and SMA/SMK/MAK levels in accordance with the Decree of the Minister of Education and Culture Article 2 are stated to cover 5 things, namely: guidelines for preparing and managing KTSP, guidelines for developing local content, guidelines for extracurricular activities, general learning guidelines, and curriculum evaluation guidelines (Kemendikbud, 2014).

## **RESEARCH METHODS**

This research adopts a qualitative methodology with a focus on literature studies, referring to the approach outlined by (Sugiyono, 2013). The research location is Villanova Catholic Middle School in Manokwari, West Papua, with the data collection period lasting from November to December 2023. The information collected is divided into two categories: primary and secondary data. Primary data was obtained directly from key parties in the research, including the Chair of the Foundation, Principal, and teaching staff. The main methods of collecting primary data include participant observation and in-depth interviews. Meanwhile, secondary data comes from various official documents, field notes, interviews with non-teaching employees, as well as visual material such as drawings and photos. In the context of this qualitative research, the data collection techniques used include observation, interviews, documentation, and triangulation as a combined method. This process is supported by research instruments, with the researcher himself acting as the main instrument, as stated by (Sugiyono, 2014:403). Data analysis was carried out using a qualitative approach, which took place continuously from the pre-research stage, during the research process in the field, to post-research when the final report was prepared. This method allows comprehensive and in-depth data processing throughout all research phases.

## **RESULTS AND DISCUSSION (RESULTS AND DISCUSSION)**

### **Dynamics of Educational Quality Development at Villanova Catholic Middle School**

Developing the quality of education in schools has been the goal and target of school leaders since its founding. This is in accordance with the school's vision and mission as well as the educational development targets stated in the Villanova Catholic Middle School school development master plan (RIPS). In RIPS, the school's vision is: 1) The formation of the whole person through quality junior high school education in a Catholic spirit that loves faith, morals and knowledge and has a national outlook, based on local Papuan wisdom and open to changing times. 2) The formation of the image of priests and scholars who love intelligence in the spiritual (sanctitas), intellectual (scientia) and physical-mental-moral (sanitas) aspects for the sake of realizing the eternal figure of the Church and Nation. This vision will be achieved with the mission:

- Participate in advancing National Education which aims to create conditions for the development of students' potential to become intelligent human beings: believers in God Almighty, have noble character, and are skilled at empowering themselves as painstaking and creative learners.
- Organizing quality junior high school education based on the multiple intelligence paradigm within the framework of the Education Unit Level Curriculum (KTSP) as a reflection of the contextualization of the National Curriculum (KURNAS) which summarizes local expectations and needs: regions and schools.
- Building a learning community that is empowered and competitive in a climate of love and brotherhood in order to achieve the basic competencies required for junior high school students.
- Presenting a learning community with a Catholic flavor: prioritizing quality and empowering learners as well as being open and tolerant in forming diverse social togetherness.



- Empowering students to love intelligence in terms of spiritual (sanctitas), intellectual (scientia), and physical-mental-moral (sanitas) for the sake of realizing the eternal figure of the Church and Nation.

Specifically regarding the curriculum, it is explained in the School RIPS that Villanova Catholic Middle School will become one of the educational units within the Manokwari Regency Youth and Sports Education Service, West Papua, implementing a contextualized National Curriculum (KURNAS). Contextualization was created to ground KURNAS at the school level as well as being a condition for accommodating local expectations and needs in accordance with the spirit of regional and school autonomy. In line with the latest KURNAS, this junior high school applies the Education Unit Level Curriculum (KTSP), based on KEPMENDIKNAS 23/2006 C.Q. Chapter III. B.3.b. and the 2013 Curriculum. The spirit of synchronizing the National Curriculum and accommodating school autonomy will be reflected in the following curriculum structure table:

**Tabel 2.**  
**Struktur Kurikulum SMP Villanova**

| Component   | Classes and Time Allocation |           |           |
|---|-----------------------------|-----------|-----------|
|   | VII                         | VIII      | IX        |
| <b>A. Subjects</b>                                    |                             |           |           |
| 1. Religious education                                | 2                           | 2         | 2         |
| 2. Civic education                                    | 2                           | 2         | 2         |
| 3. Indonesian   | 4                           | 4         | 4         |
| 4. English  | 4                           | 4         | 4         |
| 5. Mathematics  | 4                           | 4         | 4         |
| 6. Knowledge Knowledge Natural                        | 4                           | 4         | 4         |
| 7. Knowledge Knowledge Social                         | 4                           | 4         | 4         |
| 8. Art Culture  | 2                           | 2         | 2         |
| 9. Sports physical Education and health               | 2                           | 2         | 2         |
| 10. Skills / Technology Information and Communication | 2                           | 2         | 2         |
| 11. Payload Local :                                   |                             |           |           |
| a. Agriculture  |                             |           |           |
| b. Crafts   | 2                           | 2         | 2         |
| c. Counting   | 2                           | 2         | 2         |
| d. Reading / writing                                  | 2                           | 2         | 2         |
| e. Dance Arts   | 1                           | 1         | 1         |
|   | 1                           | 1         | 1         |
| <b>B. Development Self</b>                            | 2*)                         | 2*)       | 2*)       |
| 1. Service Counseling                                 |                             |           |           |
| 2. Scouting   |                             |           |           |
| <b>Amount</b>   | <b>40</b>                   | <b>40</b> | <b>40</b> |

2\*) Ekuivalen 2 jam pembelajaran

Based on the structure table, in this structure Religious Education is expanded to Religious Education and Religiosity. In accordance with its vision and mission, this institution

is determined to prioritize religiosity as the essence of religious education. This means that the education in question is not limited to knowledge of the Catholic Religion but extends to the cultivation of universal religious and human values. The catholicity of Catholicism actually appears when religiosity and universal humanity characterize its students. English is a compulsory field of study, as well as being an optional foreign language. To answer the demands of science and technology, this language is taught to students. Eighty percent (80%) of Indonesian people work as farmers. By understanding more about the world of agriculture, students are expected to love the economic resources of small people more. For Crafts subjects, this area tries to form students' creative competencies. Institutions also long for the formation of skilled people. Therefore, crafts are included as an additional area of learning. Numeracy is taught to help improve the quality of students' numeracy. Reading and writing. Through this field, students are encouraged to improve the quality of reading, as well as support writing competence so that students are accustomed to and skilled at writing. Dance is taught to invite students to love the rich artistic culture of Papua. And extracurriculars teach about scouting.

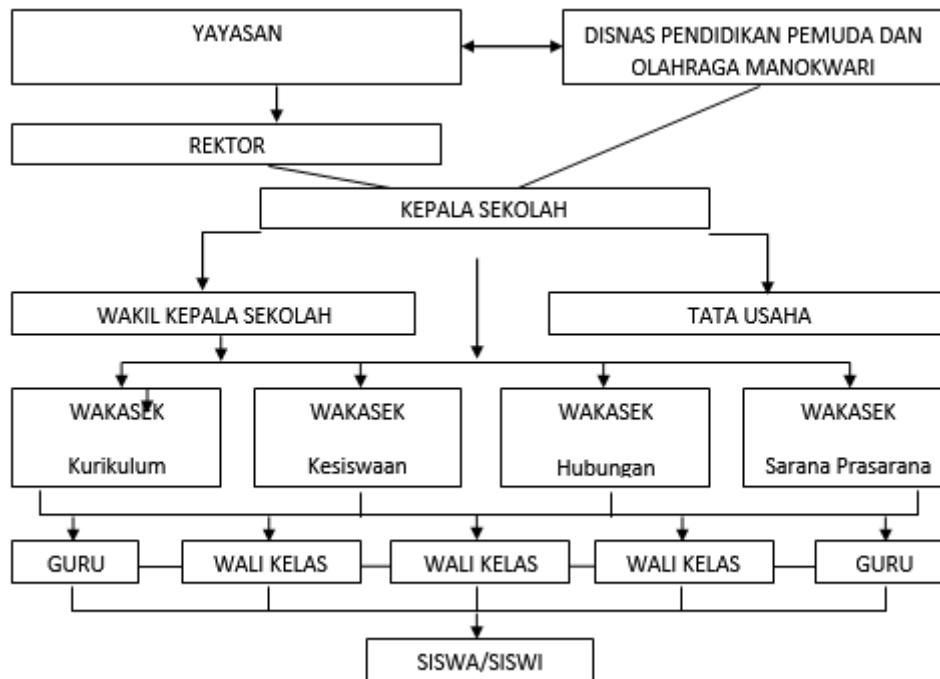
To support the implementation of adequate education in accordance with the 2013 Curriculum, schools are equipped with teaching staff who have the qualifications as shown in the following table:

**Tabel 3.**

**Tenaga Pengajar SMP Villanova**

| No. | Name                        | L/P | Teaching Field               | Position              |
|-----|-----------------------------|-----|------------------------------|-----------------------|
| 1.  | P. Anton Tromp, OSA         | L   | Guidance Counseling          | Chancellor / Teacher  |
| 2.  | Lusiana Maker, S. Hut       | P   | Knowledge Social Knowledge   | Head School / Teacher |
| 3.  | Hubertina Elmas , S. Ag     | P   | Religious Education, PKN     | Teacher               |
| 4.  | Adriana Tati Rambu , S.Pd   | P   | Knowledge Natural Knowledge  | Teacher               |
| 5.  | Yoserphi Nong Frande , SS   | L   | ICT, Mulok Agriculture       | Teacher               |
| 6.  | Swingli Vidi , S.Pd         | L   | Mathematics / Mulok Counting | Teacher               |
| 7.  | Redy Fatubun                | L   | Art Culture , Dance          | Teacher               |
| 8.  | Wiskanti                    | P   | Indonesian                   | Teacher               |
| 9.  | Glyselvy Payangan , S.Pd    | P   | English                      | Teacher               |
| 10. | P. Paulus W Ulipi , OSA, SS | L   | Mulok Reading / Writing      | Teacher               |
| 11. | NM Giovanni Namsa , SH      | L   | Crafts                       | Teacher               |
| 12. | Andreas Arifin Sado , S.Pd  | L   | physical education           | Teacher               |

Organizationally, the line of coordination and allocation of personnel duties for Villanova Catholic Middle School can be seen in the following organigram:



**Gambar 1. Struktur Organisasi Sekolah**

If we look at the implementation of the 2013 curriculum from the aspect of its development from the previous curriculum, it actually contains noble goals for developing the quality of children's education, however, in its implementation it has encountered problems so that its implementation is not evenly distributed across all educational units. At least until the end of 2018 in eastern Indonesia, such as North Sulawesi, North Maluku, Maluku and Papua, there were still schools that had just introduced and trained on the implementation of the 2013 curriculum. In certain schools, the implementation was only carried out in certain classes and was not comprehensive. However, it can finally be implemented in all educational units throughout Indonesia. In its implementation, Villanova Catholic Middle School has also implemented the 2013 curriculum in order to adapt to the demands of the national curriculum and specifically in an effort to improve the quality of students in the areas of attitudes, skills and knowledge as required in the 2013 curriculum.

Implementation of the 2013 Curriculum in improving the Quality of Education at Villanova Catholic Middle School In line with other educational institutions in Indonesia, Villanova Catholic Middle School implements the 2013 Curriculum as part of compliance with national policy. The implementation of this curriculum is a mandate from the Ministry of Education and Culture which has been in effect for all educational institutions in the country since 2013. In its implementation at Villanova Catholic Middle School, the school management foundation emphasized the crucial role of educators in realizing an effective learning process. Teachers are expected to be the main facilitators in character formation and student competency development. They are required to show creativity in selecting and developing teaching methods and materials. Teacher professionalism is the main focus, where they are expected to be able to shape character and develop student competencies by paying attention to each individual's uniqueness. Apart from that, teachers are also required to create a pleasant learning atmosphere in various situations and conditions. Villanova Catholic Middle School adopts learning process standards in accordance with Minister of Education and Culture Regulation

Number 65 of 2013. This regulation emphasizes the importance of developing three main domains in learning: attitudes, knowledge, and skills. These three aspects become a reference in designing and implementing the teaching and learning process in schools, in line with the established Graduate Competency Standards.

Implementation of the 2013 Curriculum in schools by educators includes developing students' attitudes, skills and knowledge through five main aspects:

1. Observation Although the lecture method is still used, its portion is reduced in the 2013 Curriculum. Students are encouraged to be more proactive in observing the phenomena being studied. This process is important because it allows students to experience the learning material directly, not just imagine it. Challenges arise in subjects with limited teaching aids, requiring teachers to be creative in presenting material concretely.
2. Ask questions. The 2013 curriculum encourages students to actively ask questions. Teachers begin learning by posing problems, focusing on "why" and "how" questions to stimulate students' critical thinking. This process allows students to explore the material more deeply and helps teachers assess their understanding.
3. Experimentation Students are encouraged to be directly involved in experiments or practice. For example, in science lessons, students carry out experiments, while in religion lessons, they practice worship rituals. This approach helps students understand the relevance of the material in everyday life.
4. Reasoning This aspect challenges students to understand the material in depth. Through the reasoning process, students are expected to be able to analyze information, differentiate between good and bad, and draw conclusions. The ability to concentrate is key at this stage.
5. Communication The final stage involves students in communicating the results of their learning, for example through presentations or practical demonstrations. This helps students internalize and apply their knowledge in real contexts.

These five aspects are interrelated and although some have been implemented previously, the 2013 Curriculum emphasizes the importance of deepening and refreshing in its implementation. The 2013 curriculum demands teacher professionalism in designing effective and meaningful learning, including choosing the right approach and determining success criteria. Assessment no longer focuses on national exam results, but rather on holistic development of attitudes, skills and knowledge. This concept has actually been implemented for a long time in several Catholic schools, especially boarding ones. Their education system not only emphasizes academic aspects, but also integrates the development of attitudes, skills and spirituality. Student graduation is not solely determined by academic achievement, but also by the development of their character and practical skills.

## **DISCUSSION**

Implementation of the 2013 Curriculum at Villanova Middle School, West Papua faces several main challenges. One of them is the teacher's readiness to apply a scientific approach and authentic assessment. Most teachers are still accustomed to the lecture method and have difficulty adopting a more student-centered approach. To overcome this, the school has held internal training, sent teachers to workshops and seminars, and carried out regular supervision. Nevertheless, continued efforts are still needed to improve teacher competency.

The location of Villanova Middle School in West Papua is also a challenge in providing facilities and infrastructure. Limited internet access, lack of reference books, and limited laboratories are the main obstacles. Schools have attempted to overcome this by working with local governments to improve internet infrastructure, optimize the use of digital libraries, and develop virtual laboratories.

On the other hand, Villanova Middle School has succeeded in developing a contextual curriculum by paying attention to local wisdom and the potential of the West Papua region. Schools integrate knowledge of local culture in learning, develop relevant local content, and involve traditional leaders in curriculum development. This shows the school's efforts to bridge the demands of the 2013 Curriculum with local needs and characteristics.

The implementation of the 2013 Curriculum at Villanova Middle School has shown progress in integrating the development of student attitudes, knowledge and skills. This can be seen from the increase in student participation in social activities, the development of critical and creative thinking skills, as well as increased communication and collaboration skills. However, further efforts are still needed to ensure more optimal integration, especially in terms of comprehensive assessment.

To address the implementation gap compared to schools in other areas, Villanova Middle School implemented several strategies. The school builds networks with leading schools in big cities, utilizes information technology to access online learning resources, optimizes the role of MGMP, and conducts comparative studies. The school has also optimized collaboration with various stakeholders, including local government, parents, universities and the business world.

The implementation of the 2013 Curriculum at Villanova Middle School has made a positive contribution to improving the quality of education, especially in developing student character. This can be seen from the increase in academic achievement, the development of attitudes of tolerance and social awareness, as well as the growth of students' creativity and entrepreneurial spirit. However, further evaluation is still needed to measure the long-term impact of curriculum implementation on the quality of graduates.

Authentic assessment is still a major challenge for teachers at Villanova Middle School. The complexity of the assessment instruments, difficulties in integrating the assessment of attitudes, knowledge and skills, as well as time constraints are the obstacles faced. Schools have taken steps to overcome this, such as holding special training, developing a bank of assessment instruments, and optimizing the use of technology in the assessment process.

Overall, the implementation of the 2013 Curriculum at Villanova Middle School shows a strong commitment to improving the quality of education according to the local context. However, there are still several aspects that need special attention, such as continuously increasing teacher competency, developing supporting facilities and infrastructure, strengthening collaboration with stakeholders, and optimizing authentic assessment.

One important aspect that needs to be considered in implementing the 2013 Curriculum at Villanova Middle School is the continuous development of teacher professionalism. Even though there have been training and mentoring efforts, a more structured and sustainable development program is still needed. This may include the creation of professional learning communities among teachers, mentoring programs, and the use of technology for access to online learning resources and training. By consistently improving teacher competency, it is

hoped that the quality of learning can continue to be improved in accordance with the demands of the 2013 Curriculum.

Curriculum adaptation to local needs is also a crucial aspect that needs to continue to be developed. Villanova Middle School can further explore the potential of West Papuan local wisdom and integrate it into various subjects. This could include the development of learning modules based on local culture, student research projects on local issues, or entrepreneurship programs that utilize local resources. Thus, the implementation of the 2013 Curriculum not only meets national standards but is also relevant and meaningful for the local context.

The use of information and communication technology (ICT) in learning also needs to be improved. Despite infrastructure limitations, schools can optimize the use of available technology to support active and interactive learning. This could include developing local digital content, utilizing offline learning applications, or virtual collaboration with schools in other areas. With creativity and innovation, limited internet access can be overcome to continue to provide a rich learning experience for students.

Strengthening character education as one of the focuses of the 2013 Curriculum also needs special attention. Villanova Middle School can develop programs that explicitly instill character values, both through intracurricular and extracurricular activities. This could include community service projects, peer mentoring programs, or the integration of character values into each subject. With a holistic approach, it is hoped that student character development can go hand in hand with increasing academic competence.

Continuous evaluation and improvement is also the key to successful implementation of the 2013 Curriculum. Villanova Middle School needs to develop a systematic monitoring and evaluation mechanism to measure the effectiveness of curriculum implementation. This can include regular data collection, analysis of student outcomes, as well as feedback from various stakeholders. The results of this evaluation can then be used to make improvements and adjustments in curriculum implementation.

Lastly, strengthening collaboration with various parties needs to continue to be developed. In addition to existing collaborations, Villanova Middle School can explore partnerships with research institutions, non-governmental organizations, or even international schools to enrich perspectives and resources in curriculum implementation. This kind of collaboration can open up new opportunities for developing teacher capacity, enriching student learning experiences, and improving the overall quality of education.

By paying attention to these aspects, Villanova Middle School can continue to improve the quality of implementation of the 2013 Curriculum, overcome existing challenges, and ultimately provide quality and relevant education for its students in West Papua.

In an effort to increase the effectiveness of implementing the 2013 Curriculum, Villanova Middle School needs to pay attention to aspects of learning assessment and evaluation. Authentic assessment which is required by the curriculum is still a challenge for most teachers. Therefore, schools can develop a more comprehensive and integrated assessment system. This could include the development of more detailed assessment rubrics, the use of digital portfolios to facilitate documentation and analysis of student progress, and further training for teachers in designing and implementing various forms of authentic assessment.

Developing digital literacy is also an important aspect that needs to be considered. Despite limited internet access, Villanova Middle School can focus on developing basic digital

skills that can be applied in a variety of contexts. This could include training in the use of productivity applications, basic programming, or even an introduction to artificial intelligence concepts. By equipping students with relevant digital skills, schools can prepare them to face future challenges, despite current infrastructure limitations.

The integration of project-based learning can also be an effective strategy in implementing the 2013 Curriculum at Villanova Middle School. This approach can help students develop 21st century skills such as critical thinking, creativity, collaboration, and communication. The projects designed can be adapted to the local context of West Papua, for example environmental conservation projects, creative economic development based on local potential, or documentation of local wisdom. In this way, learning becomes more meaningful and relevant for students.

Strengthening guidance and counseling programs also needs to be a concern in the implementation of the 2013 Curriculum. Considering the complexity of the challenges faced by students, especially in the socio-cultural context of West Papua, effective guidance and counseling services can help students develop social-emotional skills, overcome academic stress, and planning a future career. Schools can consider developing mentoring programs, personal development workshops, or even collaboration with professional psychologists or counselors to strengthen these services.

Developing a culture of literacy is also an important aspect in implementing the 2013 Curriculum. Even though there is limited access to physical books, Villanova Middle School can develop an innovative literacy program. This could include developing a digital library with local content, a creative writing program that highlights local stories and legends, or even a student journalism project that documents local community life. By cultivating literacy, it is hoped that students can develop their critical thinking skills and creativity.

Collaboration with indigenous communities and local figures can also be strengthened in order to enrich the implementation of the 2013 Curriculum. Schools can invite traditional figures or local artists as guest teachers, organize field trips to cultural sites, or even develop internship programs for students in local industry. . By strengthening the relationship between school and community, learning becomes more contextual and students can better understand the relevance of their education to everyday life.

Lastly, Villanova Middle School needs to continue developing strategies to address the digital divide. This could include collaboration with telecommunications service providers to improve connectivity, the development of innovative offline solutions for digital content access, or even crowdfunding initiatives to improve school ICT infrastructure. By creatively addressing the digital divide, schools can ensure that students in West Papua have equal access to quality digital learning resources.

Through this comprehensive and innovative approach, Villanova Middle School can continue to improve the quality of implementation of the 2013 Curriculum, overcome various existing challenges, and ultimately provide quality, relevant and competitive education for students in West Papua.

## **CLOSING**

The implementation of the 2013 Curriculum at Villanova Middle School, West Papua has shown positive developments in efforts to improve the quality of education, although it still faces various challenges. This school has attempted to integrate the development of students' attitudes, knowledge and skills according to curriculum demands, while paying attention to the local context of West Papua. The main challenges faced include teacher readiness in implementing scientific approaches and authentic assessment, as well as limited infrastructure and internet access. However, Villanova Middle School has taken strategic steps to overcome this, such as holding internal training for teachers and optimizing the use of existing resources.

The school has succeeded in developing a contextual curriculum by paying attention to local wisdom, integrating West Papuan culture in learning, and involving traditional leaders in curriculum development. This has had a positive impact on increasing student participation, developing critical thinking skills, and improving communication skills.

Collaboration with various stakeholders, including local government, parents and the community, is an important factor in supporting the implementation of the 2013 Curriculum. Villanova Middle School has also developed innovative programs such as digital literacy and strengthening character education. Even though progress has been demonstrated, ongoing efforts are still needed to optimize implementation, especially in terms of authentic assessment and use of technology. With a comprehensive and contextual approach, Villanova Middle School has the potential to become a model for successful implementation of the 2013 Curriculum in the eastern region of Indonesia, proving that improving the quality of education can be achieved despite facing various limitations.

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