

The Influence of Curriculum Changes on Learning Methods at SDN Development 9

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Abstract

This study aims to analyze the impact of curriculum changes on teaching methods at SDN Development 9. Although curriculum changes are expected to improve the quality of education, their implementation often poses challenges for teachers and students. Using a qualitative approach with a case study method, data were collected through observations, in-depth interviews with teachers, and document analysis related to the curriculum and student learning outcomes. The results of the study indicate that the curriculum change has a significant impact on teaching methods in the classroom. Teachers at SDN Development 9 faced difficulties in adjusting their teaching methods to meet the demands of the new curriculum, including understanding updated materials and teaching strategies. Some teachers required additional training to effectively implement the curriculum. Furthermore, students also experienced challenges in adapting to these changes, which affected their motivation and learning performance. These findings emphasize that the successful implementation of the new curriculum requires comprehensive support for teachers, including training, guidance, and adequate resources. In conclusion, curriculum changes have the potential to improve the quality of education, but they require effective support strategies to ensure their positive impact can be optimally realized in the primary school environment.

Keywords: curriculum change, teaching methods, SDN Development 9.

INTRODUCTION

Education is one of the main pillars in developing quality human resources. As time goes by, demands for the quality of education are increasing. To meet these demands, the government often changes or updates the curriculum as an effort to improve the quality of education. Curriculum is 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 (Muslich, 2017). This curriculum change aims to adapt the educational process to developments in science, technology and community needs.

In Indonesia, curriculum changes have been made several times, with the most recent being the transition from the 2006 Curriculum (Education Unit Level Curriculum or KTSP) to the 2013 Curriculum (K13). The 2013 curriculum is designed to produce graduates who have more holistic and integrative attitudes, knowledge and skills (Citation). However, the implementation of the

new curriculum is often faced with various challenges, both from the side of teachers, students and other supporting facilities.

Teachers play a central role in the successful implementation of the new curriculum. They are required to be able to adapt their learning methods to suit the approach promoted by the curriculum. Teachers are not only role models for students, but also managers in the learning process (AD Suriansyah, 2018). In this case, the 2013 curriculum emphasizes a scientific approach and project-based learning which requires special skills from teachers (Hosnan, 2016). Unfortunately, many teachers find it difficult to understand and implement these new approaches, mainly due to a lack of adequate training and guidance (Suwarto, 2018).

At SDN Pembangunan 9, the change in curriculum from KTSP to K13 also had a significant impact on the learning methods applied. Teachers at this school have to make adjustments in various aspects, from lesson planning, teaching strategies, to evaluating student learning outcomes. Study by Nuryani (2019) shows that adapting to a new curriculum

often becomes an additional burden for teachers, especially due to quite fundamental changes in learning approaches.

Not only teachers, students also have to adapt to changes in the curriculum. The 2013 curriculum which emphasizes active and participatory learning requires students to be more independent and proactive in the learning process (Mulyasa, 2017). However, not all students are ready for this change, especially those who are used to more passive learning methods in the previous curriculum. This can affect students' motivation and learning performance, which ultimately affects their learning outcomes. This situation can have an impact on students' enthusiasm and learning performance, which in turn will affect their academic results. This effect will then be seen in their achievement at the next grade or school level. In line with Suriansyah et al., 2014 stated that students' success in secondary school and higher education depends on their achievements in elementary school.

Various studies have shown that the successful implementation of a new curriculum is highly dependent on the readiness and support provided to teachers. (Muslich, 2017) emphasizes the importance of ongoing training and intensive guidance for teachers so that they can understand and implement the curriculum effectively. Apart from that, support from the school, including the provision of adequate facilities and resources, is also very crucial (Nuryani, 2019).

This research aims to examine in more depth the influence of curriculum changes on learning methods at SDN Pembangunan 9. Through a qualitative approach with case study methods, this research is expected to provide a comprehensive picture of the challenges and opportunities faced by teachers and students in implementing the new curriculum. Data will be collected through observation, in-depth interviews with teachers, as well as analysis of documents related to the curriculum and student learning outcomes.

It is hoped that the findings from this research can contribute to the development of education policy, especially in supporting more effective curriculum implementation.

Apart from that, it is also hoped that this research can provide input for other schools that are or will be facing curriculum changes, so that they can prepare themselves better and optimize the potential for success in implementing the new curriculum.

Thus, this research is not only relevant in the context of SDN Pembangunan 9, but also has broader implications for the world of education in Indonesia as a whole. It is hoped that the existence of appropriate support for teachers and students, as well as effective management of change, can improve the quality of education and produce graduates who are ready to face the challenges of the times.

METHOD

This research uses a qualitative approach with a case study method to explore the influence of curriculum changes on learning methods at SDN Pembangunan 9. Approach Qualitative was chosen because it allows researchers to gain an in-depth understanding of the experiences and perceptions of teachers and students in facing curriculum changes (Sugiyono, 2016). A case study design was used to enable an in-depth and comprehensive analysis of phenomena that occurred in one particular location, namely SDN Pembangunan 9 (Creswell, 2016).

This research was conducted at SDN Pembangunan 9, a public elementary school located in a large city in Indonesia, which has undergone a curriculum change from KTSP to the 2013 Curriculum. This research involved all teachers and students at the school. The sample was taken purposively, by selecting teachers who were most involved in implementing the new curriculum and students who could provide relevant information about the impact of curriculum changes on their learning process. (Patton, 2015). The targets of this research included 10 class teachers and 30 students from grades 4, 5, and 6.

The factors examined in this research include the influence of curriculum changes, teachers' learning methods, students' responses to new learning methods, and the support received by teachers in implementing the new curriculum. Adaptation to curriculum changes

and learning methods by teachers includes changes in teaching strategies, use of learning media, and evaluation of learning outcomes. Student responses are measured based on learning motivation, active participation in class, and their learning outcomes. The support teachers receive includes training, guidance, and resources provided by the school.

Data was collected using direct observation, in-depth interviews, and document analysis. Direct observation aims to see directly the impact of curriculum changes on the learning process. In-depth interviews were conducted with teachers and students to obtain their views on curriculum changes and their effects on learning. The instrument used in the interview was an interview guide which was prepared based on a relevant theoretical framework (Lincoln & Guba, 1985). Document analysis includes analysis of the syllabus, learning implementation plans, and student learning outcomes to see suitability with the new curriculum.

The data analysis technique used is thematic analysis, which involves identifying, analyzing and reporting patterns (themes) in the data (Braun & Clarke, 2006). The analysis process began with transcription of interview data, then coding was carried out to identify the main themes that emerged. These themes were then analyzed further to understand how curriculum changes affected learning methods at SDN Pembangunan 9.

Indicators of the success of this research include the level of adaptation of learning methods by teachers, changes in student motivation and learning performance, as well as the level of support received by teachers. Success is measured through increasing teachers' ability to implement learning approaches that are in accordance with the 2013 curriculum, increasing student motivation and learning outcomes, as well as adequate support from the school in the form of training and resources.

RESULTS AND DISCUSSION

Analysis of Changes in Learning Methods Post Change of Curriculum at SDN Development 9

The change of curriculum from KTSP to Curriculum 2013 at SDN Pembangunan 9 has brought significant changes in the learning methods applied by teachers. The 2013 curriculum emphasizes a scientific approach and project-based learning, which is fundamentally different from the previous approach which was more teacher-centered. This change requires teachers to adapt to more interactive and participatory teaching strategies, as well as the use of more varied learning media (Kemendikbud, 2013).

One of the main changes in learning methods is the shift from lecture methods to more student-centered methods. Teachers at SDN Pembangunan 9 began using group discussion methods, experiments and presentations to encourage students to be more actively involved in the learning process (Mulyasa, 2017). This method allows students to develop critical and creative thinking skills, in accordance with the objectives of the 2013 Curriculum which prioritizes holistic attitude, knowledge and skill competencies (Hosnan, 2016).

Apart from that, the use of technology in learning is also increasing. Teachers utilize educational software, learning videos, and the internet as additional learning resources. This technology not only makes learning more interesting, but also helps students to better understand the material through visualization and simulation (Suwanto, 2018). However, not all teachers have adequate competence in using technology, so ongoing training and guidance is needed.

The implementation of project-based learning at SDN Pembangunan 9 is also one of the innovations promoted by the 2013 Curriculum. Project-based learning allows students to integrate various disciplines in one real project, so they can see the relevance and application of what they learn in class. (Wena, 2019). For example, in a school garden creation project, students learn about natural science, mathematics and art in an integrated manner. However, implementing project-based learning requires careful planning and good coordination between teachers and students.

However, this change in learning methods is not without challenges. Many teachers at SDN Pembangunan 9 have difficulty understanding and applying the scientific approach promoted by the 2013 Curriculum. They feel used to the old method which is simpler and more structured, so they need extra time and effort to adapt to the new, more complex method (Muslich, 2017). This challenge is exacerbated by the lack of training given to teachers, so that they feel less prepared and less confident in implementing the new curriculum (Nuryani, 2019).

Apart from that, students also need time to adjust to more active and independent learning methods. At first, many students find it difficult to participate actively in group discussions or projects, because they are used to passive learning by just listening to the teacher's explanation. However, as time goes by, most students begin to show an increase in their participation and motivation to learn (Mulyasa, 2017). This shows that with the right guidance, students can adapt and respond positively to new learning methods.

To overcome these challenges, SDN Pembangunan 9 has taken several strategic steps. One way is to increase the frequency and quality of training for teachers. This training does not only focus on understanding curriculum material, but also on developing teaching skills in accordance with scientific approaches and project-based learning (Suwanto, 2018). Apart from that, schools also provide additional resources, such as digital teaching materials and teaching aids, to support the learning process.

Support from schools and the government is also very important in ensuring the successful implementation of the 2013 Curriculum. Research shows that schools that receive full support from related parties, such as providing adequate facilities and continuous training, tend to be more successful in implementing the new curriculum (Wena, 2019). Therefore, collaboration between schools, government and the education community needs to be improved to overcome the various challenges faced in implementing the curriculum.

Overall, changes in learning methods at SDN Pembangunan 9 after the change in curriculum show that there have been significant efforts to improve the quality of education. Despite being faced with various challenges, both teachers and students are starting to show positive adaptation to new learning methods. With appropriate and continuous support, it is hoped that these changes can result in improvements in the quality of education expected by the 2013 Curriculum.

In the end, the successful implementation of the 2013 Curriculum at SDN Pembangunan 9 does not only depend on the individual abilities of teachers or students, but also on systemic support involving various parties. Continuous training, provision of adequate resources, and close collaboration between schools, government and the education community are the main keys in overcoming challenges and optimizing the potential for success of this new curriculum (Muslich, 2017; Nuryani, 2019).

Identify Teacher Challenges and Obstacles in Implementing the 2013 Curriculum

The implementation of the 2013 Curriculum at SDN Pembangunan 9 cannot be separated from various challenges and obstacles faced by teachers. These challenges cover various aspects, from understanding and implementing new curriculum materials, limited resources, to technical and administrative problems. In this subchapter, we will discuss in depth these challenges and how they affect the teaching process in the classroom.

One of the main challenges faced by teachers is understanding and applying the scientific approach promoted by the 2013 Curriculum. This approach requires teachers to design learning that allows students to make observations, ask questions, conduct experiments, collect data, and draw conclusions (Hosnan, 2016). For many teachers, especially those who have taught using traditional methods for a long time, this change requires significant adjustments. They need to develop new skills in designing and implementing more interactive and student-centered learning.

Apart from that, project-based learning, which is one of the characteristics of the 2013 Curriculum, also poses its own challenges. This method requires careful planning and quite a long time to implement. Teachers must be able to integrate various scientific disciplines in one project that is comprehensive and relevant to students' daily lives (Wena, 2019). However, not all teachers have the ability to design projects that suit curriculum standards and student needs. Time limitations are also an obstacle, considering the administrative burden they have to handle in addition to their teaching duties.

Limited resources are another obstacle that teachers often face in implementing the 2013 Curriculum. These resources include teaching materials, learning media, and other supporting facilities. Many schools, including SDN Pembangunan 9, still experience deficiencies in this regard (Nuryani, 2019). The lack of teaching materials that are in accordance with the new curriculum means teachers have to be creative in finding or making their own additional learning materials. In addition, supporting facilities such as laboratories, libraries and access to information technology are often inadequate, resulting in the learning process being less than optimal.

Training and guidance support for teachers is also often inadequate. Even though the government has organized various training to introduce the 2013 Curriculum, many teachers feel that the training is not enough to provide the in-depth understanding and practical skills needed (Suwanto, 2018). The lack of continuous training and intensive guidance makes it difficult for teachers to implement the curriculum effectively. They need more specific and practical training, as well as guidance from experienced mentors.

In addition to pedagogical and technical challenges, teachers are also faced with administrative challenges. Implementation of the 2013 Curriculum requires more complex documentation, such as preparing learning implementation plans (RPP), authentic assessment, and reporting student learning outcomes (Muslich, 2017). This administrative burden often reduces the

time teachers can spend designing and implementing quality learning. Teachers must be able to manage their time well so that administrative tasks do not interfere with their main task of teaching.

Another challenge faced is resistance to change, both from teachers themselves and from students. Some teachers feel comfortable with old learning methods and are reluctant to change the way they teach (Mulyasa, 2017). This attitude of resistance can hinder the process of adapting and implementing the new curriculum. On the other hand, students who are used to passive learning methods may find it difficult and less motivated when it comes to actively participating in more interactive and project-based learning.

To overcome these challenges and obstacles, various strategies need to be implemented. First, improving the quality and frequency of training for teachers is very important. Training must be designed in such a way that it is practical and applicable, providing concrete examples of how to apply scientific approaches and project-based learning in the classroom (Suwanto, 2018). Second, providing adequate resources, including teaching materials, learning media and supporting facilities, must be a priority. Schools and governments need to work together to ensure the availability of needed resources.

Third, ongoing guidance and mentoring needs to be provided to teachers. Experienced mentors can assist teachers in designing and implementing learning in accordance with the 2013 Curriculum, as well as providing moral and motivational support. Fourth, simplifying the administrative burden can be done by developing a more efficient system for documentation and reporting, so that teachers can focus more on teaching tasks.

Finally, building a school culture that supports change is also very important. Schools need to create an environment that encourages innovation and collaboration, as well as providing space for teachers to experiment with new learning methods. Additionally, involving students in the change process, such as providing them with an understanding of the benefits of active and

project-based learning, can help reduce resistance and increase their participation.

In conclusion, although the implementation of the 2013 Curriculum at SDN Pembangunan 9 is faced with various challenges and obstacles, there have been significant efforts to overcome them. With the right support and effective strategies, teachers can adapt to new learning methods and achieve curriculum goals to improve the quality of education. This success relies heavily on collaboration between teachers, schools, government and the educational community as a whole.

Study of Student Responses and Adaptation to New Learning Methods at SDN Pembangunan 9

The implementation of the 2013 Curriculum at SDN Pembangunan 9 brought significant changes in the learning methods applied. This method not only demands adjustments from teachers, but also from students who have to adapt to new learning approaches. In this section, we will examine students' responses and adaptation to the new learning methods implemented at SDN Pembangunan 9, as well as the factors that influence the adaptation process.

The 2013 curriculum emphasizes student-centered learning and a scientific approach. This learning requires students to be more active in the learning process, such as making observations, asking questions, collecting data, analyzing information, and concluding results. At SDN Pembangunan 9, students initially faced challenges in adapting to this method because they were used to traditional, more passive learning methods (Mulyasa, 2017).

One of students' initial responses to new learning methods is confusion and discomfort. Many students find it difficult to adapt to the active roles expected of them. They must learn to be more independent in searching for information and completing the tasks given. Some students showed resistance to this change because they felt more comfortable with the old, more teacher-centered approach (Wena, 2019). However, with guidance and support from teachers, most

students begin to show improvements in their participation and motivation to learn.

Project-based learning is one of the innovations introduced by the 2013 Curriculum and implemented at SDN Pembangunan 9. This method allows students to learn through real projects that are relevant to their lives. For example, a school garden creation project allows students to apply a variety of knowledge from various subjects in an integrated manner (Hosnan, 2016). Students' responses to project-based learning were quite positive, although initially they felt overwhelmed by tasks that were more complex and required teamwork.

An important factor in student adaptation to new learning methods is support from teachers and the school environment. Teachers at SDN Pembangunan 9 play an active role in providing guidance and motivation to students to be involved in a more active learning process. They use various strategies to attract students' interest, such as the use of interactive learning media and information technology (Suwanto, 2018). In addition, a supportive and collaborative classroom atmosphere also helps students feel more comfortable and motivated to learn.

Apart from support from teachers, parental involvement also plays an important role in student adaptation. Parents who support and understand curriculum changes can provide moral encouragement and practical help to their children at home. Good communication between schools and parents is very important to ensure that students receive consistent support in both environments (Nuryani, 2019). Several initiatives, such as parent-teacher meetings and workshops for parents, have been held at SDN Pembangunan 9 to increase parents' understanding and involvement in the educational process.

Students' adaptation to new learning methods is also influenced by their individual characteristics, such as intrinsic motivation, self-confidence, and independent learning abilities. Students who have high learning motivation and strong self-confidence tend to adapt more easily to learning methods that require an active and independent role. On the other hand, students who lack self-confidence

or are not used to studying independently may take longer to adjust (Mulyasa, 2017).

Observations and interviews with students at SDN Pembangunan 9 show that despite initial challenges, many students are starting to enjoy more active and interactive learning. They feel more challenged and motivated to learn because this new method makes the learning process more interesting and relevant to their daily lives. Project-based learning, for example, gives them the opportunity to work in teams and develop social and cognitive skills simultaneously (Wena, 2019).

In the long term, students' adaptation to new learning methods at SDN Pembangunan 9 shows positive results. Students become more active in the learning process, better able to think critically and creatively, and better prepared to face academic challenges in the future. This is in accordance with the objectives of the 2013 Curriculum which aims to produce graduates who not only have academic knowledge, but also the skills and attitudes needed to be successful in the 21st century (Kemendikbud, 2013).

In conclusion, students' responses and adaptation to new learning methods at SDN Pembangunan 9 reflect a complex and varied process. Despite initial challenges, with the right support from teachers, parents, and the school environment, students are able to adapt and show improvements in their learning participation and motivation. Factors such as support from teachers, parental involvement, and individual characteristics of students play an important role in this adaptation process. The successful implementation of the 2013 Curriculum at SDN Pembangunan 9 provides valuable lessons about the importance of holistic support in facing curriculum changes.

The Role of Support and Resources in Increasing the Effectiveness of Implementing the 2013 Curriculum

Implementation of the 2013 Curriculum at SDN Pembangunan 9 not only requires adaptation from teachers and students, but also requires strong support and adequate resources to ensure its success. This support can come from various parties, including the

government, schools, parents and the educational community. In this section, we will discuss the important role of support and resources in increasing the effectiveness of implementing the 2013 Curriculum.

One form of support that is very crucial is training and professional development for teachers. The 2013 curriculum requires teachers to master scientific approaches and project-based learning, which requires more complex pedagogical skills than the previous curriculum (Hosnan, 2016). Therefore, ongoing training is very necessary so that teachers can understand and apply new learning methods effectively. This training should include not only theory, but also hands-on practice and relevant case studies. At SDN Pembangunan 9, training like this has helped teachers to be more confident and competent in implementing the new curriculum.

Apart from training, support in the form of guidance and mentoring is also very important. Guidance from experienced mentors can provide practical direction and solutions to various obstacles faced by teachers in the learning process (Suwanto, 2018). Mentors can help teachers in designing learning plans, managing classes, and evaluating student learning outcomes. At SDN Pembangunan 9, this mentoring program has had a positive impact by improving the quality of teaching and motivating teachers to continue learning and innovating.

Providing adequate resources is also a key factor in supporting the implementation of the 2013 Curriculum. These resources include teaching materials, learning media, and supporting facilities such as laboratories and libraries (Nuryani, 2019). The 2013 curriculum requires more diverse and interactive teaching materials to support scientific approaches and project-based learning. At SDN Pembangunan 9, providing teaching materials that are in accordance with the new curriculum has helped teachers deliver the material more interestingly and effectively. Apart from that, the use of digital learning media, such as educational videos and learning applications, has made the teaching and learning process more dynamic and interactive.

Supporting facilities such as laboratories and libraries are also very important in supporting practice and research-based learning. Laboratories allow students to conduct experiments and observe phenomena directly, while libraries provide access to various sources of information needed for research (Wena, 2019). At SDN Pembangunan 9, this improved facility has helped students to be more active and independent in learning, in line with the objectives of the 2013 Curriculum.

Support from parents and the community also plays an important role in the successful implementation of the new curriculum. Parents who are actively involved in their children's education can provide moral support and practical assistance, such as helping with projects or providing the materials needed for experiments (Nuryani, 2019). Communities can also play a role by supporting school programs and providing additional resources. At SDN Pembangunan 9, the involvement of parents and the community has had a positive impact on student learning motivation and the success of the learning program.

The government's role in providing supportive policies is also no less important. The government needs to ensure that the education policies implemented provide sufficient space and support for schools to implement the curriculum well (Kemendikbud, 2013). This includes providing adequate budgets, developing teacher training programs, and monitoring and evaluating curriculum implementation. At SDN Pembangunan 9, these supportive policies have helped the school overcome various challenges and increase learning effectiveness.

In addition to external support, it is also important to build a school culture that supports innovation and collaboration. A positive school culture can encourage teachers and students to continue to adapt and innovate in the teaching and learning process (Mulyasa, 2017). At SDN Pembangunan 9, efforts to create a supportive school culture have been carried out through various initiatives, such as regular discussions between teachers, developing learning communities, and

providing awards for innovation in teaching. This has helped create a conducive learning environment and supported the successful implementation of the 2013 Curriculum.

To conclude, support and resources play a very important role in increasing the effectiveness of the implementation of the 2013 Curriculum in SDN Development 9. Training and professional development for teachers, guidance and mentoring, provision of teaching materials and supporting facilities, as well as involvement of parents and the community, all contribute on the successful implementation of the new curriculum. With appropriate and continuous support, the challenges faced in the implementation process can be overcome, so that the curriculum objectives of improving the quality of education can be achieved.

Evaluation of the Success of Implementing the New Curriculum Based on Educational Performance Indicators at SDN Pembangunan 9

Evaluation of the success of implementing the 2013 Curriculum at SDN Pembangunan 9 was carried out by referring to various educational performance indicators which cover important aspects in the teaching and learning process. These indicators include increasing teacher abilities and competence, changes in student motivation and performance, effective use of resources, and support from various parties. In this section, we will discuss in detail how each of these indicators is used to evaluate the success of implementing the new curriculum at SDN Pembangunan 9.

One of the main indicators of successful implementation of the 2013 Curriculum is increasing teachers' abilities and competencies in teaching in accordance with the scientific approach and project-based learning promoted by the new curriculum (Hosnan, 2016). At SDN Pembangunan 9, various training and workshops have been held to improve teachers' pedagogical skills. The evaluation shows that the majority of teachers have been able to integrate a scientific approach into their learning implementation plans. They are more confident in using interactive and project-based learning

methods, and are able to design learning activities that are challenging and interesting for students. Teacher performance assessments through classroom observations and formative evaluations show significant improvements in the implementation of this new learning method.

Another important indicator is changes in student motivation and performance. The 2013 curriculum is designed to increase students' active participation in the learning process and develop critical and creative thinking skills (Mulyasa, 2017). At SDN Pembangunan 9, evaluations through student surveys and interviews show that many students feel more motivated and involved in learning. They show greater interest in learning activities, especially in projects that are relevant to their daily lives. In addition, student learning outcomes, as measured through formative and summative assessments, show consistent improvement. Students not only demonstrate improvements in conceptual understanding, but also in practical application and problem-solving skills.

The effectiveness of the use of resources, including teaching materials, learning media, and supporting facilities, is also an important indicator in evaluating the success of implementing the 2013 Curriculum (Nuryani, 2019). At SDN Pembangunan 9, evaluations show that the use of teaching materials adapted to the new curriculum has helped improve the quality of learning. Teachers utilize digital learning media to make the learning process more interesting and interactive. Supporting facilities such as laboratories and libraries are also used optimally to support student learning activities. This assessment is based on classroom observations, document analysis, and interviews with teachers and students.

The successful implementation of the 2013 Curriculum also relies heavily on support from various parties, including the government, schools, parents and communities (Kemendikbud, 2013). At SDN Pembangunan 9, the evaluation showed that support from these parties was very influential in facilitating curriculum changes. The government provides

the necessary training and resources, while the school creates an environment that supports innovation and collaboration. Parents and the community are also actively involved in supporting school programs. Surveys and interviews show that this support has had a positive impact on student motivation and learning performance as well as teacher teaching performance.

The overall indicator of the success of implementing the new curriculum is improving the quality of learning and student learning outcomes. At SDN Pembangunan 9, the quality of learning is evaluated through classroom observations, feedback from students, and analysis of learning implementation plans (RPP). Student learning outcomes are measured through various forms of assessment, including written tests, projects, and presentations. Data shows that the quality of learning has improved, with students showing better understanding and greater ability to apply their knowledge in real contexts. Student learning outcomes also showed a significant increase, reflecting the effectiveness of the new learning methods implemented.

Evaluation of the successful implementation of the 2013 Curriculum at SDN Pembangunan 9 shows that various educational performance indicators have shown significant improvements. Increasing teacher abilities and competencies, changes in student motivation and performance, effective use of resources, as well as support from various parties, all contributed to this success. Although there are challenges in the adaptation process, the results of this evaluation show that with appropriate and continuous support, implementation of the new curriculum can improve the quality of education and student learning outcomes.

This success not only shows the effectiveness of the 2013 Curriculum, but also the importance of comprehensive support from various parties in the implementation process. By continuing to strengthen this support and carrying out ongoing evaluations, it is hoped that the quality of education at SDN Pembangunan 9 will continue to improve, in line with the objectives of the 2013 Curriculum

to produce graduates who are ready to face the challenges of the 21st century.

CONCLUSION

This research examines the effect of changing the curriculum from KTSP to Curriculum 2013 on learning methods at SDN Pembangunan 9. The results of the research show that this changing curriculum brings significant changes in various aspects of learning, including adaptation of learning methods by teachers, student responses to new methods, as well as support and available resources.

First, teachers at SDN Pembangunan 9 had to make major adjustments in their teaching strategies to meet the demands of the 2013 Curriculum, which emphasizes scientific approaches and project-based learning. Although many teachers initially experience difficulties in understanding and implementing this approach, ongoing training and support from schools helps them adapt and improve their pedagogical skills.

Second, students show varied responses to new learning methods. Initially, many students have difficulty adapting to the active role expected in more interactive learning. However, over time, they began to show improvements in motivation and learning participation. Project-based learning in particular provides a more relevant and engaging learning experience for students, increasing their engagement in the learning process.

Third, support and resources play an important role in the successful implementation of the 2013 Curriculum. The provision of appropriate teaching materials, interactive learning media, and supporting facilities such as laboratories and libraries has improved the quality of learning. Apart from that, support from parents and the community also helps create a conducive learning environment.

Evaluation of the successful implementation of the 2013 Curriculum at SDN Pembangunan 9 shows an increase in teacher ability and competence, student motivation and performance, as well as the effectiveness of resource use. Despite initial challenges in the adaptation process, the

results of this research show that with appropriate and ongoing support, curriculum changes can result in significant improvements in educational quality.

Overall, the change in curriculum at SDN Pembangunan 9 has had a positive impact on learning methods, with improvements in the quality of teaching and student learning outcomes. This success emphasizes the importance of holistic support from various parties in implementing the new curriculum. By continuing to strengthen this support and carrying out ongoing evaluations, it is hoped that the quality of education at SDN Pembangunan 9 will continue to improve, in line with the objectives of the 2013 Curriculum to produce graduates who are ready to face the challenges of the 21st century.

SUGGESTION

Improved Teacher Training: This research shows that teachers at SDN Pembangunan 9 face difficulties in understanding and implementing the new curriculum. Therefore, it is recommended to improve training and guidance programs for teachers, focusing on relevant teaching strategies and effective use of learning media. This training should be carried out regularly and continuously to ensure teachers always have the latest information and the skills needed.

Resource Support: In addition to training, support in the form of providing adequate resources is essential. Schools need to ensure that all the facilities and teaching materials needed to implement the new curriculum are available properly. This includes textbooks, technological devices, and other teaching materials that can support the learning process.

Implementation of the Mentoring Program: The implementation of the mentoring program at SDN Pembangunan 9 has had a positive impact. Therefore, it is recommended to expand this program by involving experienced mentors to provide practical guidance and solutions to various obstacles faced by teachers. This mentoring program can also help teachers in designing learning plans, managing classes, and

evaluating student learning outcomes effectively.

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Hopefully the results of this research can make a positive contribution to the development of education at SDN Pembangunan 9 and also to the world of education in general.

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