The Implementation of National Curriculum 2013 and International Baccalaureate (Study at Sampoerna Academy Medan)

by Mayolica Marsillam Toruan
The Implementation of National Curriculum 2013 and International Baccalaureate (Study at Sampoerna Academy Medan)

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\textbf{ABSTRACT}

This study aims to determine the implementation of National Curriculum 2013 and the International Baccalaureate curriculum and to compare student learning outcomes, especially in the field of Indonesian language studies at Sampoerna Academy Medan. The results show that there are differences in learning outcomes in the field of Indonesian language studies using National Curriculum 2013 and the International Baccalaureate. The difference in the level of ability of students in the field of Indonesian language studies is indicated by the average learning outcomes of Indonesian language studies with National Curriculum 2013 which is lower than the International Baccalaureate curriculum. The findings of this study indicate that the use of both National Curriculum 2013 and the International Baccalaureate has an impact on student learning outcomes at Sampoerna Academy Medan. This difference is due to differences in assessment standards, learning activities, communication both oral and written as well as the values of cultural and character development of each curriculum applied in schools.

\textbf{KEYWORDS}
Implementation; National Curriculum 2013; International Baccalaureate

\textbf{INTRODUCTION}

In an effort to improve the quality of human resources, the role of the curriculum in education is certainly one of the most important elements and components in the education system. In Indonesia today, the curriculum applied in the education system is the curriculum set by the Ministry of Education and Culture, namely National Curriculum 2013 (K-13) which is the development of the 2006 National Curriculum (KTSP). In National Curriculum 2013, it regulates the guidelines used to compile and develop learning tools including core competencies and basic competencies, where these two components can be developed in accordance with the demands of the needs of the education unit. Core competencies include four important values in the process of delivering knowledge which includes spiritual attitudes, social attitudes, knowledge and skills, where all four are designed as learning content that is integrated in achieving graduation competency standards. While basic competence contains a number of abilities that must be mastered by students in certain subjects which contain attitudes, knowledge and skills that are sourced from core competencies that must be mastered by students. In education units, the 2013 national curriculum is designed to provide opportunities for students to learn according to their interests, talents and abilities. In order for these three things to be served properly, National Curriculum 2013 provides students with the opportunity to choose subject groups based on students' interests so that they can add and develop their potential, insight, knowledge and knowledge in line with their future plans.
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