

THE CURRICULUM FACE OF INDONESIAN ELEMENTARY SCHOOL: CASE STUDY

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Abstract

Education is a human resource and vehicle to humanize itself. Through education, humans expected to be able to know themselves, establish harmonious relationships with others and the natural surroundings. This study uses descriptive qualitative; the purpose of this study is to determine the implementation of the curriculum. The research data collection uses documentation, observation, and interviews, and this research conducted at SDN 2 Jombong Boyolali district. The results showed that the implementation of the 2013 curriculum was only applied in grades II and IV, while classes I, III, and VI used KTSP. The curriculum that is continuously updated indicates that the face of our education is still too early to be at a quality level. Also, the lack of teacher competence in implementing the established curriculum influences the growth and development of our education world.

Keywords: Curriculum, implementation, a learning process

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I. INTRODUCTION

Education is an activity that is continuously carried out by humans throughout their lives (long-life education). Education has seen as a vehicle for development and a social change towards the progress of life. The purpose of education is to develop humans to become more human (Tapung, 2012: 18).

While in the national sphere, education expected to be able to produce a generation of Indonesian people who are religious and moral, able to master science and skills, and have a good and responsible personality. Also, National education expected to be able to invite every citizen to participate in national development and develop their full potential.

The development of science and technology (Science and Technology) has brought changes in almost all aspects of life. Therefore the world of

education needs to get serious attention from the government concerning the demands to produce quality human resources because through the process of education will be born qualified young generation who expected to be able to keep up with the changes and developments of the times in all aspects of life

Learning must also be under the standards of the education process. Educational process standards are national education standards relating to the implementation of learning in educational units to achieve graduate competency standards (Sanjaya, 2006: 4). The graduate competency standard, in essence, the quality of education is influenced by several factors, including the quality education curriculum.

However, the character of education in Indonesia still seems to be in the category of search and discovery of meaning and identity. It can see in

the climate of a curriculum that is always changing. Curriculum replacement in Indonesia since independence has experienced ten changes in curriculum. The curriculums have the same goals, but in their implementation, there is little difference. The curriculum itself is defined variously by experts. But in essence, all lead to the same understanding.

As mentioned above, several curricula have applied to the education system in Indonesia. Among them are the 1947 curriculum, the 1952 curriculum, the 1964 curriculum, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, KBK, KTSP, and the 2013 curriculum.

SDN 2 Jombang is one of the schools that implemented the 2013 curriculum; the teachers in this school still has many obstacles related to the implementation of the 2013 curriculum. The current 2013 curriculum socialization with the upgrading system is still minimal which causes uncertainty for SDN 2 Jombang teachers on some components in the 2013 curriculum. This situation can lead to ambiguity in school implementation. Teachers who teach one subject are required to hold a class and teach thematically by connecting all subjects continuously in one theme.

If you have to teach all subjects thoroughly, the teacher has difficulty.

Academically, the curriculum includes at least four main components, namely: 1) Educational objectives to be achieved. 2) Knowledge, data, activities, and experiences. 3) The methods and ways of teaching that students follow to motivate them under the objectives designed in the lesson plan. 4) Assessment methods and methods used in measuring and assessing the results of the educational process designed in the curriculum (Langgulung, 2003: 176).

Based on that, the researchers conducted a study of the 2013 curriculum, which was only implemented not as a whole at SDN 2 Jombang. Research on the implementation of the 2013 curriculum at SDN Jombang is important to carry out to determine the extent of understanding and delivery of education by implementing the 2013 curriculum.

II. METHOD

This research carried out at SDN 2 Jombang, located in Cepogo Boyolali district. This school has implemented the 2013 curriculum since the 2013/2014 school year. The implementation of K13 in SDN 2 Jombang has been running for six years. Therefore, it is necessary to conduct a study to find a picture of the implementation of learning by applying the 2013 curriculum in this school.

This study uses a qualitative approach to find findings that cannot achieve through statistics (Satori, 2009: 258).

In qualitative research, the main instrument for data collection and analysis are using as material for journal preparation. This type of research is a case study that reviews places and people used as data sources to study and interpret cases experienced by SDN 2 Jombang in applying K13.

Case studies conducted to obtain data and the reality of the learning process in the application of K13 in SDN 2 Jombang, which is the focus of research.

The focus of this study elaborated on in the context component of learning under the 2013 curriculum. Each of these components concerns the needs of schools for K13, students, infrastructure teachers, teaching and learning processes, learning outcomes, and relationships.

III. RESULT AND DISCUSSION

A. RESULT

Term The curriculum has Greek roots, during which means runner and curere, which means a race. So, etymologically the word curriculum relates to the world of sports in Ancient Greece, which has an understanding that is the distance traveled by runners from the start line to the finish line (Mida, 2013: 3). Today, the curriculum is oriented and used in the scope of the world of education.

Within the scope of education, the curriculum used as an instrument for the creation of integrated, effective, and efficient teaching and learning activities. Edward A. Krug stated that the curriculum seen as a way and effort to achieve educational goals. In general, "curriculums is a sequence of potential experiences set up in the

school to discipline children and youth in group ways of thinking and acting." (B. Nathaniel Smith in Moh Yamin, 2009: 24). The term curriculum in the world of education contains an understanding of the events that occur under the supervision of schools that include formal curricular activities as well as non-formal activities (Nasution, 2008: 3). The curriculum can also interpret as a plan, prepared to realize the teaching and learning process in the world of education towards better, effective, and quality under the supervision, guidance, and responsibility of the educational institution by reading and paying attention to the wheel of the times. The curriculum certainly includes plans for learning activities for students in schools. In this case, the curriculum refers to documents containing the formulation of objectives, teaching materials, teaching and learning schedules, and evaluation activities. The curriculum designed should be aligned with substantial matters that contain the participation of teachers in the search for and find quality curriculum models. In a certain sense, the curriculum is not just a design, material or learning activity but how the activists of the curriculum in responding to the situation and changing times to find forms and models of a good curriculum in teaching and learning activities.

To improve the quality of Indonesian education, the government continues to make various reforms in the field of education. And as a means to improve the quality of education, a curriculum is needed. The number of updates that occur is a lack of implementation due to the lack of knowledge and ability of teachers to understand the tasks that must carry out.

With different perceptions among the implementing components, namely the head of an office, supervision, school principal, and teacher because of the lack of ability to translate the curriculum into learning activities.

According to Rusman (2015: 106-112), there are six components of the curriculum, namely the subjects to be taught, general objectives, specific objectives, curriculum material, transactions, and results. The curriculum is an important part of the learning process, so the curriculum in the education unit needs to be updated. An effective curriculum update will produce learning output

that is in line with the development needs of the business community and the industrial world. Curriculum renewal, of course, is accompanied by different educational goals because, in each renewal, there is a certain goal to be achieved to advance national education.

Thijs & Akker (2009: 52-62) classifies curriculum in three perspectives, namely 1) substantive perspective which focuses on classical curriculum questions about good knowledge to use as learning, 2) technical professional perspective which refers to how to develop a curriculum specifically in the success of translating intentions the results of the curriculum itself which are used in practice and used as learning outcomes, and 3) socio-political perspective that refers to the curriculum decision-making process.

It is a public assumption that in making a curriculum, there are elements of a political constellation and certain interests of the authorities. A similar sentiment was expressed by M. Agus Nuryatno (2008: 2) in the book *Critical Education School* that education cannot separate from the wider social, cultural, economic, and political context.

Educational institutions are not neutral, independent and free from various interests, but instead, become part of other social institutions that become a battleground for power and certain interests. Instead of saying that curriculum changes occur to follow the development of science and technology, while the above assumptions are never relevant in the practice of curriculum changes.

For example, changes that occurred in the 1964 curriculum. Changes in the curriculum contain political intentions, namely to negate the MANIPAL-USDEK. Meanwhile, the 1975 curriculum was used for government political purposes to include Pancasila Moral Education. It meant that the moral doctrines of Pancasila were powerful so that all elements of society were reluctant or even nil to give criticism to the government.

Changes to the 1984 curriculum were used for political purposes to include subjects in the National History of Struggle Education (PSPB). With the inclusion of these subjects, students are taught about the historical doctrines of the nation's struggle but are not open to criticism.

Changes in the 2004 curriculum with the name of the competency-based curriculum (KBK), which perfected in its implementation in the 2006 curriculum unit education level (KTSP) theoretically, there were positive changes. However, in its implementation, these changes lead to measures of educational success based on cognitive aspects.

It causes the educational process is no longer based on the ability of students but more centered on the exploration of knowledge to pass the exam. In the 2013 curriculum, teachers often mistakenly understood the curriculum and often fell on the assumption that with this curriculum, the teacher did not need to explain the material to students in the class. Among other things, the learning burden of students and teachers is too heavy, so it takes a long time. Here are some basic things that might be outside the category of making the 2013 curriculum. Other than that, the 2013 curriculum appears to be infertile because an effective implementation process does not support it. De facto, regular learning activities are still found; namely, the learning process carried out without upholding the power of creativity; the emphasis is center on cognitive intelligence (Muhamedi, 2016: 49-70).

B. DISCUSSION

Some of the points discussed in this section include understanding the curriculum, curriculum changes, and curriculum implementation

From interviews at SDN 2 Jombang, teacher responses to curriculum changes and implementation in schools, that every curriculum change in Indonesia must have its own goals, but this change also has positive and negative impacts both for teachers and for students, who run and implement the curriculum the. At SDN 2 Jombang, schools and school committees develop educational unit level curricula in grades II, III, and VI while curriculum 13 is applying in grades II and IV. Following are the results of observations made at SDN 2 Jombang as follows:

1. Teacher

Law Number 14 of 2005 concerning teachers, which emphasizes that teachers must have academic, social, and competency qualifications. Teacher qualifications at SDN 2 Jombang have been well selected so that they meet the Permendiknas 26/2008 standards of personal,

social, pedagogical, and professional competencies, with seven teachers consisting of three men and four women. So that the learning process and school activities run smoothly.

The quality of learning in SDN 2 Jombang has been in the preparation of teaching programs by teachers according to the stages of child development, the design of teaching plans, the use of teaching materials, student learning activities to the implementation of learning evaluations. Professional teachers are all people who are authorized and responsible for guiding and fostering students, both individually and classically in school and outside of school "(Djamarah, 2000: 32).

In *aperception* activities at SDN 2 Jombang, teachers always greet students in a friendly manner and pray before learning activities begin. Then the teacher associates the theme of learning by exploring experiences that are appropriate to the situation and environmental conditions of students. The learning activities delivered by the teacher not only use the lecture method, but the teacher also uses using the STAD type cooperative learning model so that learning is fun. In learning activities, the source of information is not only the teacher but the students who become the center of information by exploring the knowledge and experience they have then presented in front of the teacher and other students.

Every student who dares to answer and present assignments, the teacher always gives awards. This award is in the form of slogans, claps, or songs that are considered capable of motivating student learning. At the end of the lesson, the teacher asks the student about the lesson that has been teaching, make some conclusions, and close the lesson.

2. Learners

During the observation activities, it shows that students are active in participating in teaching and learning activities in schools. It is because the material taught by the teacher is adjusted to the experience of the students, making it easier for students to learn the material taught by the teacher. Learners understand the subject matter by building understanding based on experience, telling, and then presenting an understanding with courage in front of the teacher and classmates.

The number of students at SDN Jombang in the 2018/2019 school year is 90 people from one village, with the majority of the religion being 100% Muslim.

3. Facilities and infrastructure

Based on observations, document analysis, and interviews at SDN Jombang, it can seem that this school has facilities in the form of 3 buildings, 15 rooms, seven electronic devices, 290 props with a total land area of 1,170 m².

The facilities owned by SDN 2 Jombang continue to be regularly inspected and improved for the smooth teaching and learning activities both in the classroom and outside the classroom.

4. Teaching and Learning Poses

Referring to interview observation data and analysis of teaching and learning process documents, the teacher uses an approach that refers to three aspects there are cognitive, affective, and psychomotor.

In the cognitive learning process includes changes in teaching material so that students know about "what." Affective aspects include changes in learning material so that students know about "why." Psychomotor aspects include changes in teaching material so that students know about "how."

Paying attention to these three domains can improve the ability of students to become good human beings (soft skills) and have the skills and knowledge to live properly from three aspects of competence.

5. Learning outcomes

Student learning outcomes reflected in the report card class IV 2018/2019 learning year, under the implementation of the 2013 curriculum, are students who have grades between 80 to 90. This value is obtained from three aspects of assessment, namely cognitive, psychomotor, and effective.

6. Resistance

The obstacles that often arise in learning at SDN 2 Jombang are; first, the teacher still has difficulty in integrating each learning into one theme. Second, the limitations of student books so that it inhibits the process of teaching and learning activities that are not effective. Third, the teacher has difficulty in assessing three aspects, namely cognitive, affective, and psychomotor simultaneously.

The lack of teachers hampers the process of evaluating these three aspects to do team teaching. One of the efforts made to overcome this is the teacher makes a mark on the attendance list of students each learning process takes place and collects the results of the work done by students to facilitate assessment.

V. RECOMMENDATION

The curriculum that is continually updated indicates that the face of our education is still too early to be at a quality level. Also, the lack of teacher competence in implementing the established curriculum influences the growth and development of our education world.

In curriculum development, two systems are consisting of components that need to be referring to environmental policy and curriculum system. The ecological system consists of several parts; Nature, Social, Culture, Politics, Economy, and Religion. While the curriculum system consists of several components as well; objectives, methods, material/content, and evaluation.

Each of the two systems must have relevance or compatibility between one another. The suitability of the existing system in the curriculum refers to the current system in the community environment. Therefore, the objectives, contents, and educational processes must be adjusting to the needs, conditions, characteristics, and developments that exist in the community environment.

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