
IMPLEMENTATION OF CURRICULUM 2013 AS DYNAMICS OF TEACHER TASK CHALLENGE

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ABSTRACT

This article aims to discuss changes as the dynamics of strategic environments that must be faced by teachers in carrying out their duties. The main question to be answered in this article is, what is the nature of the challenges of teacher assignments and what must be done to deal with these challenges? This question is answered by conducting a literature study of a number of references and interviews with a number of resource persons who are directly involved in the implementation of the Curriculum 2013. However, some teachers still experience difficulties in implementing various approaches and new ideas contained in the mentioned curriculum. For that reason, it is recommended that teachers must always carry out Continuing Professional Development (CPD) which is also an obligation for other professions. This activity can be carried out in teacher working groups (KKG) for primary school teachers, and in subject teacher consultations (MGMP) for secondary school teachers.

Keywords: Curriculum 2013, Teacher's Challenge, CPD.

1. INTRODUCTION

The monumental policy made by Muhammad Nuh before ending his tenure was to enact the Curriculum 2013. The curriculum contained many new ideas, concepts, and approaches for many teachers who were still unfamiliar. However, in applying the curriculum, of course, the teacher holds a very strategic role because "The teacher is reviving the curriculum and the teacher is a living curriculum (Gintings, 2009)." Therefore, it should be revealed and discussed what the difficulties faced by teachers and the solution must be done to overcome them.

Objective

This article aims to discuss changes as the dynamics of a strategic environment that must be faced by teachers in carrying out their duties. The main question to be answered in this article is, what is the nature of the challenges of teacher assignments and what must be done to deal with these challenges. This question was answered by conducting a literature study of a number of references and interviews with 3 (three) resource people who were directly involved in the implementation of the Curriculum 2013. One was a Curriculum 2013 developer, and 2 (two) were national level teacher trainers implementing the same curriculum.

2. LITERATURE REVIEW

Teacher's Tasks in Achieving the National Education System Objectives

Bloom, a psychologist, learned to put forward his theory about 3 (three) domains that became the focus of education, namely affective, cognitive, and psychomotor. Referring to the theory, there are 3 (three) main teacher tasks known as dikjartih, acronyms of education, teaching, and training.

Educational assignments

The task of education is a task related to the formation of attitudes of students. In this domain the teacher is responsible for transferring the values that apply in society from local, national, to universal. The purpose of planting these values is for students to have noble values so that they have a strong motivation to be together with other community members to create a safe, peaceful and prosperous life.

Teaching assignments

This task is to transfer knowledge so that students have good knowledge. By having knowledge, a human being will be able to understand natural and social events rationally and make logical decisions. Armed with human knowledge can create new

ways to solve problems, and also be able to avoid being deceived and exploited by other humans.

Training assignments

Training is the teacher's job in the domain of psychomotor behavior which is an effort to make students skilled in doing a job. The skills to do the work are not only jobs in the workforce but also in carrying out daily activities and the like. Including the purpose in this task domain is to prepare future generations to be able to apply and use the latest technology to make it easier for humans to fulfill their life needs.

The equilibrium triangle in education

Seteven J. Gross in his book entitled *Staying Centered* (1998) presents his concept of the balance of 3 (three) main elements of education; curriculum, learning and evaluation. Figure 1a shows the condition of the three main elements of education in a balanced condition. The three form an equilateral triangle.

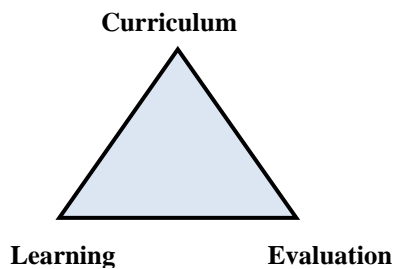


Figure 1. Equilateral triangle illustrates balance of three aspects of education.

Furthermore, look at Figure 1.b. which shows the occurrence of a curriculum change that results in an equilateral triangle shape changing to an isosceles triangle because Learning and Evaluation is still remain fixed when the curriculum changes.

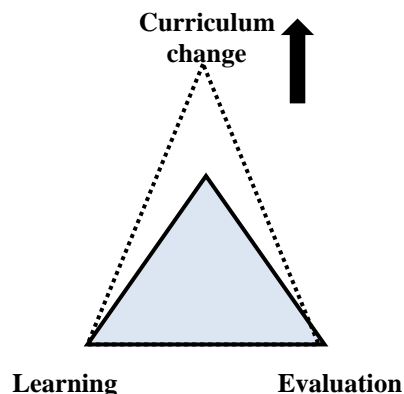


Figure 1.b. Curriculum changes that change the balance of the triangle

In order for harmony and synergy of the three elements to be maintained, Gross (10-11) suggested that changes be made to the other two main elements, namely learning and evaluation. Adjustment of the other two elements with curriculum changes will form an equilateral triangle with new equilibrium among the three main elements of education as can be seen in Figure 1.c. the following.

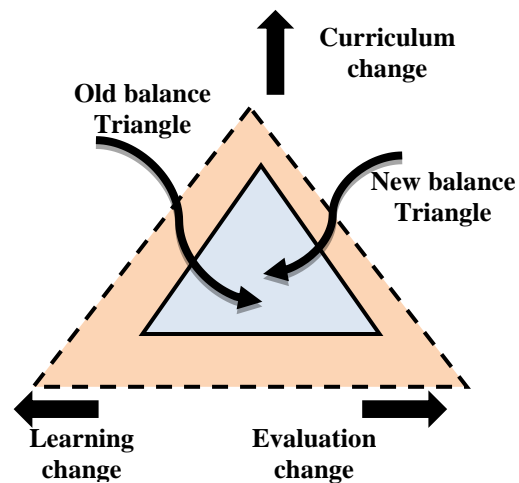


Figure 1. Change in the three elements towards a new balance

3. DISCUSSION

Teacher challenges in implementing Curriculum 2013

The Curriculum 2013 is an improvement from the 2006 Educational Unit Level Curriculum (KTSP). Referring to the concept proposed by Gross, there is a change in the process or learning standards and assessment standards or evaluation aspects that must be understood and mastered by the teacher. To get an overview of the differences in the standards of the two aspects between those applied in the KTSP 2006 and the Curriculum 2013 are summarized as follow.

Learning Aspects

Referring to Minister of Education and Culture Number 41 of 2007, the implementation of learning consists of 3 stages of activities; preliminary activities, core activities, and closing activities. The core activities consist of;

exploration, elaboration and confirmation. The standard process according to Curriculum 2013 as contained in Permendikbud Number 22 Year 2016 concerning Standard Process of Basic and Secondary Education concerning the implementation of learning, there are similarities in 3 (three) stages of learning activities with the standard process of the previous namely; preliminary activities, core activities, and closing activities. A very conceptual difference is in core activities. According to the standard process at

Kurikulum 2013, core activities consist of 5 (five) activities namely; (1) make observations; (2) ask; (3) collecting information; (4) associating information that has been obtained; (5) and communicate the results. Changes of the process standard according to Fedi (2013: 12) can overcome a number of learning problems according to the 2006 KTSP process standards including learning emphasized in mastering concepts so that the learning process takes place more in class and focuses on the teacher. This is contrary to the pedagogical principle: the curriculum is an educational design that provides opportunities for students to develop their potential in a pleasant learning environment and in accordance with their ability to have the qualities desired by the community and nation (Kemdikbud, 2012, in Fedi: 16). To overcome the weaknesses that occur in the application of the 2006 KTSP, it is necessary to make changes in the learning process in the Curriculum 2013. These fundamental and conceptual changes include the applied learning approach as follows.

Integrative thematic approach

Integrated thematic and / or thematic approach: each subject makes integrated integrated learning. This means that KD between subjects does not run individually and does not ignore each other, but is bound by the demands of the formation of core competencies: attitudes, knowledge and skills (Fedi; 16).

Scientific approach

This approach implies through inquiry activities and disclosure (discovery) of real problems in daily life carried out by students in a structured and independent manner with minimal intervention from the teacher. Learning activities are directed to produce works that are problem solving and reported in a class discussion to get responses from colleagues and teachers. Thus learning which tends to cultivate concepts based on

textbooks alone and teacher-centered can be avoided.

Evaluation Aspect

One thing that needs to be underlined, that Curriculum 2013 is the first curriculum in Indonesia that explicitly integrates affective aspects into cognitive and psychomotor learning activities. This is reflected by the strategy of mastering basic competencies (KD) consists of 4 (four) core competencies (KI) as follows:

- KI-1 is related to attitude towards God Almighty.
- KI-2 deals with personal character and social attitudes.
- KI-3 contains KD about knowledge of teaching material
- KI-4 contains the KD about the presentation of knowledge

As confirmed by Hery Widayastono, Head of Middle Education Curriculum of Research and Development Agency, Ministry of Education and Culture, (2018) all educational curriculums in Indonesia since the implementation of the Instructional System Development Procedure (PPSI) model in 1975/1976 have included the three domains, cognitive, psychomotor, and affective as part of the learning objectives that must be evaluated. However, agreeing with Hery, in the previous curriculum the operationalization of attitude formation in the learning process and its assessment were not explicitly applied. As proof of these differences can be observed in the form of student report book that contain the value of student learning outcomes. Only in the Curriculum 2013, the three competency domains were considered explicitly.

Difficulties of teachers in implementing Curriculum 2013. Because it contains a variety of new approaches and ideas, so that until the time this article was written, there were still many teachers who had difficulty in applying it in managing learning subjects that they were teaching. Answers to various questions asked in interviews with 2 (two) national instructors in education and training (training) The following Curriculum 2013 provides an overview of these difficulties.

1) Faried Behweretz S.Pd. M.Pd. Elementary School Teacher Training Instructor, Central Sulawesi LPMP Lecturer:

Thematic learning at the elementary school level has been applied since the previous curriculum, therefore they have no serious difficulties when applying it in the Curriculum 2013. However, some

elementary school teachers still do not understand correctly applying thematic learning in the level of creative competence. This is because in the previous curriculum these competency levels have not been taught. Elementary teachers also have difficulty changing methods that focus on the teacher to be focused on students because they are used to teaching with the behavioristic approach rather than learning from a contextual approach. As a result they also experience difficulties in facilitating students to carry out 5M activities which are the actualization of contextual learning. In the aspect of learning evaluation, elementary school teachers generally have difficulty in developing measurable and observable attitude indicators to be used as guidance in carrying out authentic assessments. This difficulty is caused by all this time they only carry out assessments through written tests.

2) Helys Elsaia, S.Pd. M.Pd., National Instructor for Junior High School Teacher Training, Middle School MGMP Management, Sumedang Regency, West Java:

Many junior high school teachers still face difficulties in developing thematic learning because they have never applied it since in the previous thematic curriculum did not become an approach to learning in junior high school. Considering that before the teacher only applied the teacher-centered method, most of them had not been able to design student-centered learning activities by stimulating students to do 5M. In the case of learning evaluation, teachers have difficulty in implementing authentic multi-dimensional assessments because so far the assessments carried out are generally in the form of written examinations. There are also many teachers who have not been able to develop the levels of Higher Order Thinking Skills (HOTS), especially in problem solving-based creations. So far they have developed more questions in the form of multiple choices and descriptions that are only for measuring mastery of concepts.

The term Continuing Professional Development (CPD) is the title of activities carried out by the professional community including teachers to improve and refresh their competence in carrying out their professional duties. The aim of obliging members of the professional community including teachers to implement PKB is so that all individuals who have a guaranteed professional certificate are able to provide professional services in accordance with the development of Science and

Technology related to the field of work and techniques in providing professional services.

CPD activities can be individual activities carried out formally, non-formally, or informally (Nkonki, 2016). According to Gintings (2014: 91), PKB activities can also be carried out in groups, for example in the Teacher Working Group (KKG) container for Elementary School and Subject Teacher Consultation (MGMP) teachers for Junior High School (SMP), Middle School teachers Upper (High School), and for Vocational High School (SMK). Activities can take the form of participation in scientific meetings such as seminars or the like, participating in functional training organized by training providers or training providers such as the Education Quality Assurance Agency (LPMP) and the Center for Development and Empowerment of Educational Educators and Staff (P4TK), developing learning media, compiling learning modules, conducting research, and making scientific papers. This activity must of course contribute to improving the competency of the teacher concerned and the quality of education services that he provides. The results of the implementation of the PKB in the form of portfolios were collected as evidence of the implementation of the activities and were assessed based on provisions that were applied to obtain professional credit points.

At least there are 4 (four) reasons why teachers must implement CPD as part of the implementation of their duties, namely:

- 1) The dynamic of the teacher's strategic environment that continues to change and develop quickly and unexpectedly.
- 2) As professionals, teachers must always improve and refresh their professionalism so that they can provide quality and appropriate educational services for the times and policies including the application of the Curriculum 2013.
- 3) Regulations from the Minister of State Apparatus and Indonesian Bureaucratic Reform (PAN-RBI) No: 16 Year 2009 is a legal umbrella requiring teachers to implement CPD which are considered as credit points for the implementation of professional duties.
- 4) All professional associations require members to implement CPD to maintain their professionalism.

According to Kris Powers (2014), the implementation of CPD by members of the

teaching profession community will benefit as follows.

- 1) Develop new skills and gain competitive advantage. It's never good to be satisfied with your own professional development. The world of education is very appreciative of teachers who try to maintain the harmony of their skills with current and future needs.
- 2) Stay up-to-date with the strategic education environment that is priceless. It is important to keep abreast of the latest information, from regulations to actual techniques and methodologies.
- 3) Refresh a teacher's memory and relearn old techniques and theories about why certain things are done as they are and explore the latest advances that might show better ways to get the job done.
- 4) Network with friends as a means of sharing competencies and experiences for mutual benefit.
- 5) Re-energizing and triggering creativity, to overcome the boredom that can arise due to work routines and without variation.

Looking at the reasons and benefits of implementation, CPD activities can be seen as a form of re-education for teachers according to Zaltman and Duncan (In Sa'ud, 2011: 65): "... with this strategy maybe someone must learn about something that is forgotten that he actually learned before learning new behaviors or attitudes. "

4. CONCLUSION

- 1) As stated by Gross, changes in curriculum will change the balance of the three main elements of education, so it must be followed by changes in learning and evaluation changes. Thus a new balance will be achieved which guarantees the synergy of the main elements of education.
- 2) In the context of forwarding the 2013 Curriculum which contains many aspects of change and renewal in both the learning aspects and the assessment aspects, teachers are required to adjust their professionalism in order to be able to provide educational services to students optimally.

5. RECOMMENDATIONS

- 1) Governments both at the central and regional levels organize various training programs to empower teachers to be able to apply the 2013 Curriculum. Diklat held must be designed and organized with quality by applying the principles proposed by Rae (2005: 58), namely

SMART; Specific, Measureable, Achievable, Relevant, and Time-bound (in limited time).

- 2) Given the limited number of functional training participants held by the Ministry of Education and Culture each year, it is recommended that teachers actively carry out KKG and MGMP-based CPD activities to accelerate the readiness of all teachers to implement the curriculum.
- 3) Teachers should not view the application of the Curriculum 2013 as a problem and complain, but face it as a challenge which if it can be overcome will make it a professional teacher in carrying out learning for their students not only to provide instruction based on textbooks, but more than being a true teacher never stopped creating to strive for fun learning as suggested by Gorky Sembiring (2009: 64).

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