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MEDAN, 29 - 31 Oktober 2013

BUKU 2
MAKALAH
Sumbangan
Jurusan:
AP, TP, dan PAUD

T e m a:

PENGUATAN ILMU PENDIDIKAN UNTUK
MENGHASILKAN LULUSAN TERDIDIK DALAM
IMPLEMENTASI KURIKULUM 2013



PROCEEDING

Buku 2 : Makalah Sumbangan Jurusan : AP, TP, dan PAUD

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TERDIDIK DALAM IMPLEMENTASI KURIKULUM 2013

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Forum FIP-JIP pada tahun ini merupakan pertemuan yang istimewa mengingat bahwa pada tahun ini pula Kurikulum 2013 mulai diberlakukan. Ide-ide dan sumbangan pemikiran dalam rangka pengembangan pendidikan terutama pendidikan karakter bagi generasi muda dalam rangka menyongsong generasi emas 2045. Forum Fakultas Ilmu Pendidikan - Jurusan Ilmu Pendidikan ini sangat berarti bagi kemajuan pendidikan yang akan memberi corak dan warna pendidikan masa yang akan datang.

Buku Preceeding ini terdiri dari 3(tiga) Buku. Buku 1, memuat Makalah Utama terdiri dari Makalah dari Luar Negeri, Makalah Wajib, dan Makalah Terseleksi dari masing-masing Jurusan, Buku 2 dan Buku 3 adalah Makalah Sumbangan dari masing-masing Jurusan. Semoga Proceeding Seminar Internasional Forum FIP-JIP Se-Indonesia ini dapat mencapai tujuannya dengan memberi peluang jalan penyelesaian permasalahan pendidikan kita.

Namun demikian Panitia menyadari Proceeding ini jauh dari sempurna, untuk itu dimohon saran perbaikan dari pembaca, kelak dikemudian hari kita raih kesuksesan yang lebih bermakna.

Wassalam.

Panitia.

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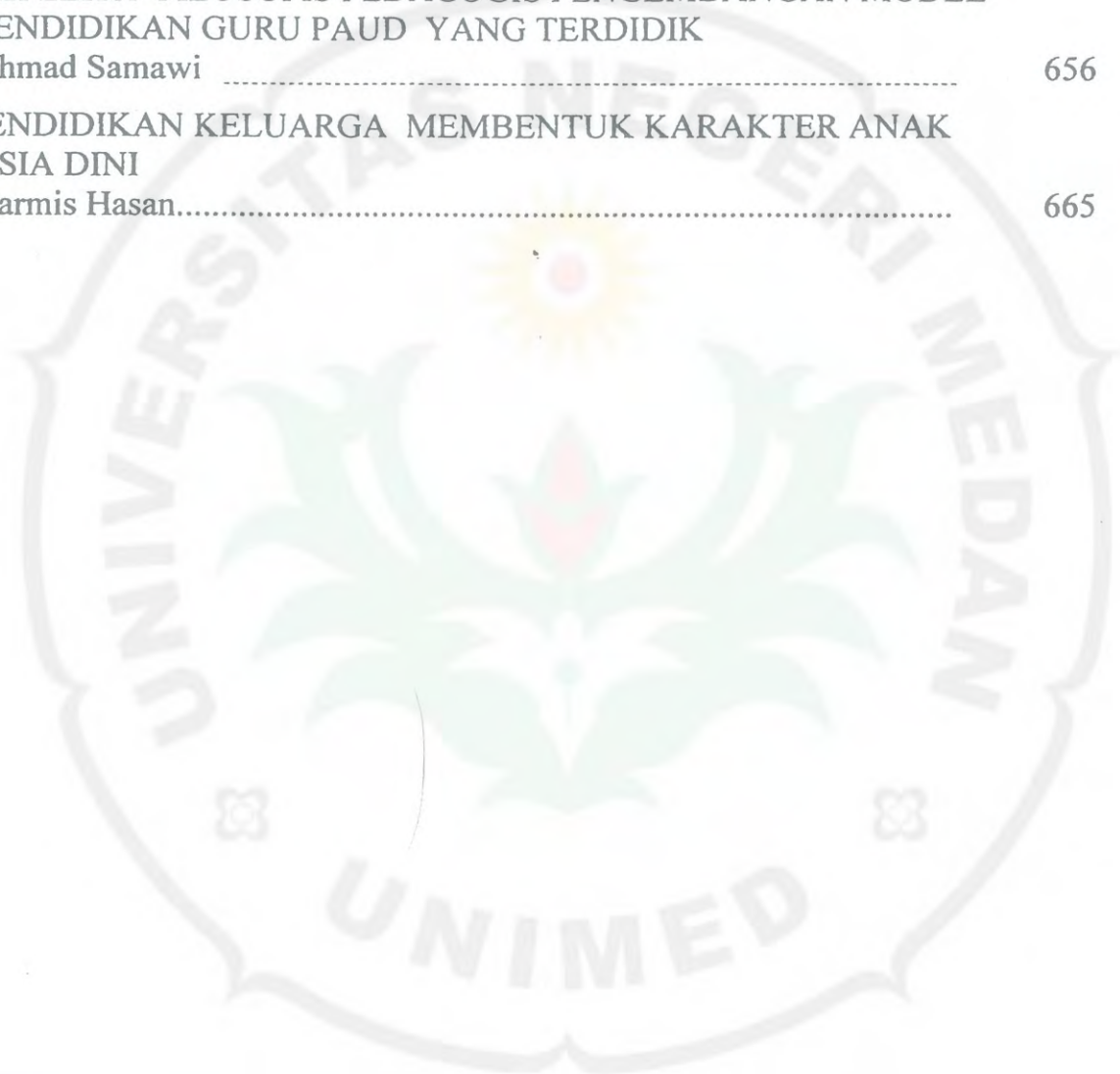
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EDUCATIONAL CHANGE AND IMPLEMENTATION IN TEACHING AND LEARNING PROCESS

Oleh:

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ABSTRACT: *Education is a set of process that make changes and innovation in human behavior and skills; which are intended to help learners to survive, to enhance the quality of teaching and learning. Learners need some tools consist of electronic learning resources, telecommunications, computer simulation, and the entire technology which make learning better, faster and cheaper, and will allow it to take place easily at home or in a variety of other individual or group settings. With the existence of hi-technology nowadays, it will surely impact on the ways of learning and as for teaching. The practice of teaching and learning process is shifting from traditional ways onto modern ways, in terms of how it proceed. Learners nowadays can have resources from everywhere through internet. Most likely they can study everything by themselves. Open sources of knowledge, e-book, and other resources made it possible to person with good comprehension developing their own understanding about one subject, but can they be an expertise without guidance by teacher: how nowadays teachers supposed to function in the learning process with this educational changes?*

Keywords: educational change, learning process, teaching, innovation

A. INTRODUCTION

Education is a process in instruction for students and young people in schools, colleges, which is designed to give knowledge and develop skills. To make education success in teaching and learning, teacher must know the effective instruction strategies and technologies for educational change. According to Salisbury (1996:5) there are five technologies for educational change consist of: 1) system thinking; 2) system design; 3) quality science; 4) change management; and 5) instructional technology.

System thinking allows us to avoid being continuously distracted by each passing educational fad it allows us to see which changes or improvement will have a powerful overall effect and which will likely be impotent or even counter-productive. Without system thinking, we can often make worst what we intend to make better. System design is the technology that enables us to make change in education have occurred in tiny amounts and have affected only a small portion of the total student population education environment. Most of these change have been piecemeal. That is, they change only aspect of the education process at a time, making a small improvement here, another there, in today's world of rapid change and increasing expectations, such a piecemeal improvement strategy is not enough. System design gives us the tools to create a whole new system and to plan a coherent strategy for

change. Quality science is the technology of producing a product or service that meets the customer's demands and expectations. Quality science is comprised of a set of scientific and mathematic principles that allow us to continuously improve our processes, obtain a good return on the investment of our human or other resources. Quality science has been the most valuable tool in the revolutionary change that has occurred in business and industry, but it is used very little in education. It is one of the five technologies that are crucial for meaningful school restructuring. Change management is a way to guide creative energy toward positive change.

Burden, R. Paul (1999: 163) Since classroom management deal with establishing and maintaining order in the classroom, it is important to consider several fundamental about order and then to examine strategies to achieve order. There are several important issues concerning order. First, classroom order is achieved within the context of the classroom, and each context makes different demand on the class members. For instance, rules are often tied to the context or phases of a class session. All rules may not be in effect when students enter the room, settle down or prepare for class, attend to the lesson itself, clean up at the end of a lesson, or exit the classroom. Second, learning and other in the classroom are closely related, and a minimal level of other lines is necessary for instruction to occur. Learning is served by instructional function such as covering in curriculum and promoting mastery to be content.

Instructional technology actually consists of two parts electronic learning tools (computer, computer networks, and multimediatelecommunications) and the instructional design methods and strategies that are necessary to make these electronic learning tools are changing and will continue to change the way we communicate and learn. We will one day come to look at the idea of a student working only with a pencil, textbook, and counterproductive, there will be better, quicker, easier, and cheaper ways acquire knowledge and skill. Instructional technology is system thinking applied to instruction and learning.

B. EDUCATIONAL CHANGE AND IMPLEMENTATION IN TEACHING AND LEARNING

The implementation of educational change involves "change in practice". Although change in practice can occur at many levels. For example, the teacher, and the school. When we ask which aspects of current practice would be altered, if given educational changes were to be implemented, the complexity of defining and accomplishing actual change begins to surface. The difficulty is that educational change is not a single entity, even if we keep the analysis at the simplest level of an innovation in a classroom. Innovation is multidimensional. Rogers, M. E. (2002: 12) says that an innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. The perceived newness of the idea for the individual determines his or her reaction to it. If an idea seems new to the individual, it is an innovation.

Fullan, Michael (2007:20) There are at least three components or dimensions at stake in implementing any new program: (1) the possible use of new or revised

materials (instructional resources such as curriculum, materials or technologies), (2) the possible use of new teaching approaches (new teaching strategies or activities), and (3) the possible alteration of beliefs (pedagogical assumptions and theories underlying particular new policies or programs). All three aspects of change are necessary because together they represent the means of achieving a particular educational goal or set of goals. It is clear that any individual may implement all three dimensions. A teacher could use new curriculum materials or technologies without altering the teaching approach. Teacher could use the materials and after some teaching behaviors without coming to grips with the conceptions or beliefs underlying the change. Some teacher operated at the level of surface curriculum, focusing on materials and seeing that students were busy. The teacher tried to address education goals literally, but did not comprehend the underlying purpose. For example, teacher wanted to ensure that children were learning to share materials, to take turns, to respect the property of others, and so on, with the focus of concern being the manifestation of these behaviors rather than concomitant attitude and understanding, it was these teachers who reacted to the problem of ambiguity by requesting further guidance on what exactly has to be covered. Other teacher developed a basic understanding of the principles of education and concrete activities that reflected them. Teachers ranged from those who felt that children's ability to choose was unreliable to those who assumed and experienced that all children have interests and who were able to relate individualized interest to common educational goals across the curriculum.

There are three difficulties in implementing program Fullan, Michael (2007:31). First, in identifying the three aspects of change, there is no assumption about who develops the materials, defines the teaching approaches. Whether these are done by researchers, or an external curriculum developer, or a group of teacher is an open question. Second, and partly related, there is dilemma and tension running through the educational change literature in which two different emphases or perspectives are evident: the fidelity perspectives and the mutual adaptation or evolutionary perspective. The fidelity approach to change, as the label indicates, is based on the assumption that an already developed innovation exists and the task is to get individuals and groups of individuals to implement it faithfully in practice that is, to use it as it is "supposed to be used" as intended by the developer. The mutual adaptation or evolutionary perspective stresses that change often is and should be a result of adaptation and decisions made by users as they work with particular new policies or programs, with the policy or program and the users' situation mutually determining the outcome. Third, we can see that it is very difficult to define once and for all exactly what the objective dimensions of change are with respect to materials, teaching approach, and beliefs, because they may get transformed, further developed, or otherwise altered during implementation. Nonetheless, there is value in conceptualizing change (in order to define it over time) in terms of the three dimensions. Some example illustrate this point.

According to Fenstermacher, Gary D. (2004: 5) there are approaches to teaching instead of: The first approach, the teacher as executive, views the teacher as a

manager of complex classroom processes, a person charged with bringing about certain outcomes with students through using the best skills and techniques available. They provide the teacher with techniques and understandings to use in the management of the classroom and the production of learning. The facilitator approach is the second of the three approaches. It places a high value on what students bring to the classroom setting. It places considerable emphasis on making use of students' prior experience. Education is a set of processes that make changes and innovation in human behavior and skills; which are intended to help learners to survive, to enhance the quality of teaching and learning, therefore the students need some tools consist of electronic learning resources, telecommunications, computer simulation, and the entire technology which make learning better, faster and cheaper, and will allow it to take place easily at home or in a variety of other individual or group settings an empathetic person who believes in helping individuals grow personally and reach a high level of self-actualization and self-understanding.

According to Patru M (2002:10), to effectively use the power of the new information and communication technology to improve learning, the following essential conditions must be met: a) students and teachers must have sufficient access to digital technologies and the internet in their classroom, schools, and teachers education institutions; b) high quality, meaningful, and culturally responsive digital content must be available for teachers and learners; c) teachers must have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards.

Teachers' education institutions are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in teaching practices. For many teacher education programs, the daunting task requires the resources, expertise and careful planning. In approaching this task it is helpful to understand: a) the impact of technology on global society and the implications for education; b) the extensive knowledge that has been generated about how people learn and what this means for creating more effective and engaging student centered learning environments; c) the stages of teacher development and the levels of adoption of ICTs by teachers; d) the critical importance of context, culture, leadership and vision, lifelong learning, and change process in planning for integration of technology into teacher education; e) The ICT competencies required of teachers related content, pedagogy, technical issues, social issues, collaboration, and networking; f) the importance of developing standards to guide implementation of ICT in teacher education; g) the essential conditions for successful integration of ICT in teacher education; h) important strategies to consider for planning for the infusion of ICTs in education and managing to change management. Patru M. (2002:11).

The liberationist approach, the third and final approach, views the teacher as one who frees and opens the mind of the learner. Although there is much to learn about these different approaches to teaching, it is, of course, possible to teach without thinking about one's approach. Just as one can be a lover or a parent without giving much thought to the meaning of love or the responsibilities of parenting, one can teach without engaging in deep reflection on the nature and purpose of the activity.

Change in teaching approach or style in using new materials presents greater difficulty if new skills must be acquired and new ways of conducting instructional activities established. Burden (1999:116), many instructional strategies to the presentation of content can be used, ranging from teacher-centered, explicit approaches to student-centered, less explicit approaches. Teacher-centered approaches include lectures, demonstrations, questions, recitations, practice and drills, and reviews. Student-centered approaches include inquiry approaches, discovery learning and problem solving, role playing and simulation, gaming, laboratory, activities, computer-assisted instruction, and learning or activity centers.

Changes in beliefs are even more difficult. They challenge the core values held by individuals regarding the purpose of education. Moreover, beliefs are often not explicit, discussed, or understood, but rather are buried at the level of unstated assumptions. And the development of new understandings is essential because it provides a set of criteria for overall planning and a screen for sifting valuable from not-so-valuable learning opportunities. The ultimate question, of course, is how essential are all three dimensions of change. The use of new materials by themselves may accomplish certain educational objectives, but it seems obvious that developing new teaching skills and approaches and understanding conceptually what and why something should be done, and to what end, represents much more fundamental change, and as such will take longer to achieve but will have a greater impact once accomplished.

C. CONCLUSION

There are always difficulties and resistance in delivering changes even if it is bring good value with it. Technologies bring changes in education which is the shifting of teaching and learning process. With those changes, teachers are expected to change as well, on how they manage the students, how they manage the classroom and delivering the subject to students. By many resources exist through Internet, students can have their own ways in learning. The challenge for teachers nowadays is getting bigger and in very short time teachers must cope with the changes or else they will get behind their students.

Change in teaching approach or style in using new materials presents greater difficulty if new skills must be acquired and new ways of conducting instructional activities established. There are approaches to teaching instead of: The first approach, the teacher as executive, views the teacher as a manager of complex classroom processes, a person charged with bringing about certain outcomes with students through using the best skills and techniques available. They provide the teacher with techniques and understandings to use in the management of the classroom and the production of learning. The facilitator approach is the second of the three approaches. It places a high value on what students bring to the classroom setting.

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