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Forum FIP- JIP se Indonesia

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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PENGUATAN ILMU PENDIDIKAN UNTUK MENGHASILKAN LULUSAN
TERDIDIK DALAM IMPLEMENTASI KURIKULUM 2013

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KATA PENGANTAR

Assalamu 'alaikum Wr. Wb.

Puji, syukur kita panjatkan kehadirat ALLAH SWT, karena dengan seizin-NYA kita dapat melaksanakan Forum FIP-JIP se-Indonesia yang dirangkaikan dengan Seminar Internasional berlangsung dari tanggal 29 s.d 31 Oktober 2013 di Medan yang pada tahun ini dipercayakan kepada FIP Universitas Negeri Medan sebagai tuan rumah.

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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2013 CURRICULUM IMPLEMENTATION OF SCIENCE EDUCATION IN THE STRENGTHENING OF EDUCATIONAL LEARNING

by

BETTY EVA SIMANJUNTAK

Abstract : *Curriculum 2013 was born as a response to student and student brawls lively and loud indication that our current curriculum is overloaded, too many subjects are presented in school. Then teaching science and social studies in elementary deleted, inserted in the thematic subjects Indonesian, religion, or citizenship. The effect too much subjects is learning has led to shallow, not deep. Basic education was organized to develop the attitudes and skills as well as provide basic knowledge and skills necessary to live in the community and prepare students eligible to attend secondary education. With learning strategies that educate, right in implementing curriculum coupled with spirit is always the spirit of education on any teacher or educator and learners, it will achieve what the nature of education itself. The success and quality of education that depends on the hands of teachers, as students or pupils are expected to have the same understanding of the knowledge being taught. That is, what is understood by the teacher or teachers that must be understood by the students.*

CHAPTER I INTRODUCTION

A. BACKGROUND.

Organization of educational institutions in any country in the world is seen as a valuable strategic program . It is based on the assumption that the educational process is solely intended to educate the nation . Through the educational process will form the individual figures as a resource that plays a major role in the process of nation building and state . Education is very important because education is the key to creating quality human resources .³⁹

In creating quality human resources required curriculum . Because the curriculum is one element that can make a significant contribution to realizing the potential quality of the development process of students . So it can not be denied that the curriculum , which was developed with based on competency is required as an

³⁹ Dirto Hadisusanto, dkk. 1995. *Pengantar Ilmu Pendidikan*. Yogyakarta: FIP IKIP Yogyakarta, hal 15

knowledge and skills necessary to live in the community and prepare students eligible to attend secondary education .

In the era of globalization , educational institutions must be able to print out a formidable leader-leader and quality . Leader-leader in the future should be able to change the mindset to get things done with human strength (manpower) into a mindset of brain power (mindpower) . The concept of education must also be able to produce output that educational institutions can create a corporate culture , so as to conform to the prevailing norms of the time and in turn grow creativity and initiative , so it appears the new opportunities (new opportunity) . Education of future output is also expected to see man not as a worker but as a partner with a distinct advantage . Thus , a leader coming out of the global competition , should be able to see people as people , not workers.⁴¹

Given this basic education at the primary level , the rationale for making elementary education as a first step in improving the knowledge base of students to continue their education at a higher level and to develop themselves in line with the development of science , technology and the arts .

One of the educational problems faced by the nation of Indonesia is the low quality of education at all levels and educational unit . , Especially primary education . Various attempts have been made to improve the quality of national education . Nevertheless , the various indicators of the quality of education has not shown improvement evenly . Most schools , especially in the cities , showed an increase in the quality of education is quite encouraging , but many are still apprehensive .⁴²

Today we proceed from the assumption that one . Today we realize that we are not moving forward , and even experienced a setback . Not one , but several steps backwards . Today we are facing some evidence that our education generally , results in particular subjects in school , their quality deteriorated . Even the education we are in a groove that is " dead end " , and this deadlock is the enemy of progress , there is no education that can help generate progress.⁴³

The brawl problem performed at the high school level to college in decades past 5 years in the capital Jakarta is not diminished even further increased and more severe in the junior secondary level it began to spread . This makes things murky point in our

⁴¹ Darji Darmodiharjo. 1982. *Peranan Guru Dalam Peningkatan Mutu Pendidikan Dalam Analisis Pendidikan, Depdikbud*, Jakarta, hal. 34

⁴² Departemen Pendidikan Nasional. 2000. *Manajemen Peningkatan Mutu Berbasis Sekolah*, hal 3

⁴³ Winarno Surakhmad, *Guru dan Mutu*, Majalah Pendidikan Koridor, Edisi 3, Depdiknas Propinsi Jawa barat, Bandung, hal 43

Gestalt theory⁴⁴ is one of many theories that might be applied in education therefore many parties argued that gestalt theory will be applied in the preparation of curriculum 2013. The new curriculum is designed to prepare the next generation is more optimistic Indonesia , where there is a balance between the attitudes , skills , and knowledge . Applied curriculum is tailored to the times .

For comparison the Gestalt theory , which is used by the author is to lift behavioristik theory and constructivism . Because of the socialization by the Ministry of Education and Culture (Kemendikbud) against 33 schools located in Jakarta . The test is done by calling the teachers , members of the House , observers education universities and community organizations concerned in it .

Read the contents of Curriculum 2013 that exposure presented through socialization to the audience , looked behavioristik and constructivism⁴⁵ learning theory still dominates the stated learning -based approach to science . Learners will be introduced to a structure learning started looking , watching, listening , questioning, observation , so it is no longer oriented towards rote - memorizing the abstract . The strategy called integrated thematic approach to learning that allows teachers provide learning materials in their entirety to the themes that have dominated learners . Teachers become versatile creature in understanding contextual learning materials are integrated with the subject that is beyond their professional competence . In fact , the orientation of the learning process suggested is friendly technologies - to create conditions for Information Technologies in communicative interactions - allowing students to actively use the potential for him to master the learning material .

The curriculum is very important , but no less important is how or learning strategies that educated. With learning strategies that educate , right in implementing

⁴⁴ German psychologist Max Wertheimer is the inventor of *the Gestalt theory*. German derived word Gestalt means configuration or organization. Gestalt is a meaningful whole. Man can not live separately stimulus-stimulus, but the stimulus it together in unison into a meaningful configuration. The whole is more than sum of its parts. General principles of gestalt reads: 1) Overall is a primary or a primary, and a part or element is secondary or not the principal thing; 2) part or element has no meaning if not in the context of the whole; 3) Overall not simply the sum of the part.

⁴⁵ *Behavioristik* learning theory is a theory proposed by Gage and Berliner about changes in behavior as a result of the experience. It then evolved into the flow of learning psychology that influence the development of the theory and practice towards education and learning known as behavioristik flow. Constructivist learning theory donated by Jean Piaget, who was one of the figures being touted as a pioneer of constructivism. The views of a psychologist Jean Piaget Swiss-born (1896-1980), believed that learning will be more successful when tailored to the stage of cognitive development of learners. Learners are given the opportunity to experiment with physical object, which is supported by the interaction with peers and aided by the insight of the teacher questions. Teachers should provide a stimulus to many students to want to actively interact with the environment, seek and find a variety of things from the environment.

CHAPTER II DISCUSSION

A. Educating Against The Learning Elementary Education Curriculum Implementation In 2013 To Produce Graduates Educated In Step Strengthening Science Education .

Education curriculum is designed to give learners the opportunity to develop their potential in a fun learning environment and in accordance with his ability to have the desired quality community and nation . Juridically , the curriculum is a public policy that is based on the philosophical foundations of the nation and judicial decisions in the field of education .

Based on the function and purpose of the national education curriculum development must be rooted in the national culture , national life today , and the life of the nation in the future .

The curriculum was developed on the basis of the standard theory and the theory of education based on competency-based education . Standards based education is education that sets national standards as a minimum quality of learning outcomes which apply to any curriculum . National quality standards expressed as Competency Standards (SKL) . Competency standards are a minimum quality level or graduate education units Competency Standards include attitudes , knowledge , and skills.⁴⁶

Competence is the ability to act , using the knowledge and skills to perform a task in the school, community, and environment where the relevant interaction . The curriculum is designed to provide the widest possible learning experience for students to develop the attitudes , skills and knowledge required to build such capabilities . Results of the learning experience is the learning outcomes of students who describe human qualities expressed in SKL .

Curriculum is a set of plans and arrangements regarding the purpose , content , and teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals.⁴⁷ The curriculum is competency -based curriculum is designed in the form of documents , processes , and the assessment is based on the achievement of objectives , content and learning materials and learning organization based on the Competency Standards.

Learning is an expert service , because its application must always be based on a skill . Ranging from the preparation , the learning program organized towards

⁴⁶ Peraturan Pemerintah Nomor 19 Tahun 2005 tentang *Standar Nasional Pendidikan*

⁴⁷ UU Nomor 20 Tahun 2003 tentang *Pendidikan Nasional*; PP Nomor 19 Tahun 2005 tentang *Standar Nasional Pendidikan*

Principles of behaviorism learning theory proposed by Harley and Davis that are widely used : the process of learning can occur best when students are actively involved in it , the subject matter is given in the form of small units and organized in such a way that only need to provide a certain process alone , each response should be given direct feedback so that students can immediately find out if the correct response is given or not , and need to be given reinforcement whenever students responded whether positive or negative .

Learners are expected to have the same understanding of the knowledge being taught . That is, what is understood by the teacher or teachers that must be understood by the students . Similarly, in learning , learners regarded as passive objects are always in need of motivation and reinforcement of educators . Therefore , educators develop a curriculum that is structured using the standards specified in the learning process to be achieved by the learners . So also in the process of evaluating learners learning is measured only on the real thing and can be observed so that the things which are not observed in the evaluation process less accessible . The implications of the theory in the learning process behavioristik felt less provide free space for learners to be creative , experimenting and developing their own abilities . Because the learning system is automatic - mechanical deep linking stimulus and response so that it seems like the performance of a machine or robot . As a result, learners are less able to develop in accordance with the existing potential in them . Because behavioristik theory considers that knowledge has been structured and organized , the learner or the learner must be exposed to the rules clearly and strictly defined first . Habituation and discipline to be essential in learning , so that learning is associated with more discipline . Failure or inability of the addition of the knowledge categorized as a mistake need to be punished and learning success or ability to be categorized as a form of behavior worthy of reward . Similarly , adherence to the rules is seen as a determinant of learning success . Learner or learners are objects that behave according to the rules , so it must learn control held by the system that is outside the learner .

Learning objectives behavioristik theory focused on the addition of knowledge , while learning as a mimetic activity , which requires learners to revive the knowledge that has been learned in the form of reports , quizzes , or tests . Presentation of the contents or subject matter emphasis on isolated skills or accumulation of facts follows the order of the parts to the whole . Learning curriculum strictly follows the order , so that more learning activities based on the text books / books with an emphasis on the skills required to disclose the contents of a text book / books are mandatory . Emphasis on learning and evaluation of learning outcomes . Evaluation emphasizes the passive response , skill separately , and usually use a paper and pencil test . Evaluation of learning outcomes requires the right answer . That is when learners answer is " true " in accordance with the wishes of teachers , it indicates that the learner has completed the learning task . Evaluation of learning is seen as a separate

About changes in the curriculum, the Ministry of Education and Culture (Kemendikbud) stated that Curriculum 2013 has 3 (three) advantages better than the Education Unit Level Curriculum (SBC) or Curriculum 2006, which include: First, if the SBC curriculum subjects determined used to establish competency standards, then on Curriculum 2013 mindset is reversed.

Second, the new curriculum in 2013 has a more complete approach to the students based on creativity. This new curriculum is believed to have met the three main components of education, the knowledge, skills, and attitudes that will be the strengthening of the formation of character, and Third, the new curriculum competencies in elementary⁵¹, middle and high school is designed on going basis.

Meanwhile, to support the implementation of Curriculum 2013 readiness Kemendikbud explained that it had prepared a plan of action and strategies through three programs: First, prepare a reference book for teachers and students handle different content and weight. Second, set up a teacher training program and on going gradual realization will begin to teachers who teach in classes one and four in the elementary⁵², junior high in seventh grade, and tenth grade in high school / vocational school.

The third change the system of governance / management at every level of education unit / school. The reason is because the curriculum changes, the governance

⁵¹ 1. Pengurangan Number of Subjects to be 6 (six) than 10 (ten) of the lost points pelajaran. Mata Education, among others:

- IPA will be discussed together KTSP Indonesian language, mathematics, etc.
- IPS will be discussed together PPKn subjects, Bahasa Indonesia, etc.
- Mulok will be discussed together with the subjects of Arts, Culture, PE, etc.
- Self Expansion will put all subjects

2. Sekolah old will be added to increase the amount of 4 subjects per week

⁵² 2013 based on the science curriculum.

- Curriculum 2013 to SD, thematic integrative.
- Competencies to be achieved is impartial competence between attitudes, skills, and knowledge, as well as a holistic way of learning and fun.
- The learning process emphasizes cognitive, affective, psychomotor through test-based assessment and portfolios are complementary.
- The subjects (subjects) SD include:

Religious Education

Citizenship

Indonesian

mathematics

IPA

IPS

Arts and crafts (Local Content; Mulok)

Physical Education Sport and Health (Local Content; Mulok)

• Time allocation per elementary school hours 35 minutes

• Many hours of lessons per week = 30 hours of class I, class II = 32 hours, Grade III = 34 hours, Grade IV, V, VI = 36 hour

intellectual life of the nation , aimed at developing the potential of students to become human a faithful and devoted to God Almighty , noble , capable, creative , independent , and become citizens of a democratic and responsibility . So in addition to educating students , the goal of national education is character development . Character in question here is the character.

Formation of character in elementary students need to be adapted to the characteristics and stage of development . Based on the theory of constructivist / cognitive Jean Piaget,⁵³ elementary students entered the concrete operational stage , which means the students to think logically about concrete events / real . Students learn " something " (hard skills and soft skills) through a sample or model which is around including examples / models in cultivating character / personality in accordance with the existing norms . In the model the school students by observing the behavior of others , to imitate or mimic the behavior of others that became a model for him , this is called the process of observational learning . In the process of observational learning , behavior from the teacher that became a model for their students . So that the character of the students needed to grow " model of teacher character " anyway .

Curriculum 2013 strongly emphasizes the paradigm shift into thematic integrative learning , especially for students at elementary school (SD) . Meanwhile , based on the data from PGRI , academic qualifications among the lowest primary school teacher . This is evident from the results of teacher competency test held in 2012 by Kemendikbud . In addition , elementary teachers are very minimal training . For the elementary school level , the curriculum will be implemented in class I and IV .

There are four (4) aspects should we consider in improving the quality of learning , as follows :⁵⁴

1. Active learning that teachers teach in accordance with custom .

Failure so far in improving the quality of teaching learning models indicated as active learning is not suitable for Indonesia. Teachers in Indonesia used to teach in the classical (involving all students in a class) with lectures and exercises and learning activities nothing changed at each meeting active activities. Teaching active suitable for Indonesian teachers are learning that never changes on any activities. Based on active learning habits of the teacher is no different to the old habits of teachers , using lots of models , just one or two main activities model. Learning with dialogue in classical and group activities to replace the traditional, lecture with exercises to each meeting without changing the model .

⁵³ Paul Suparno. *Op.Cit*

⁵⁴ Syafruddin Nurdin. 2005. *Guru Profesional dan Implementasi Kurikulum*, Jakarta; Quantum Teaching, hal 89

ICT) for the sake of learning to carry out learning activities appropriate curriculum content and link it with the context of everyday life learners.

Based on the above description , the efforts made in the implementation of Curriculum 2013 and the reform :

- a. In terms of human resource teacher preparation.
That a very short training time will affect the level of mastery of the teacher to understand the concept of curriculum and methods and implementation strategies in the classroom.
- b. In terms of the concept .
The Government has yet to implement fully the 1945 mandate requiring character education and moral values should be reflected in the learning process . In which the moral character to be integrated in any educational process in schools , it is not clearly defined in the curriculum.
- c. In terms of the budget.
Government budget plan curriculum that is always changing and increasingly bloated , too, is one indication of unpreparedness Kemendikbud in designing appropriate strategies and curriculum development efficient .
- d. In terms of facilities and infrastructure .
Media tools and books that have not been integrated , they need a more detailed assessment as well as schools that do not meet the support facilities.
- e. In terms of leveling in the province and district.

Where access to the area is very difficult to reach. With the issue of the level of unpreparedness education stakeholders in the region to implement the new curriculum in a short time.

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Legislation/Regulation :

- UU Nomor 20 Tahun 2003 tentang *Pendidikan Nasional*
- PP Nomor 19 Tahun 2005 tentang *Standar Nasional Pendidikan*