Implementation of Learning Based 2013 Curriculum on the in Sociology Subjects at SMAN 1 Gunuang Omeh

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Abstract

The purpose of this study was to determine the implementation of 2013 curriculum-based learning in sociology subjects at SMAN 1 Gunuang Omeh. The implementation of the curriculum 2013 in this sociology subject that is studied in this study is the planning for implementing the curriculum 2013-based sociology learning as outlined in the teacher's lesson plan (RPP), the curriculum 2013-based learning implementation which aims to make students more active, creative and innovative in the learning process, then the obstacles faced in implementing -based learning the curriculum 2013 in sociology subjects at SMAN 1 Gunuang Omeh, and the strategies used in implementing the curriculum 2013-based learning. This study used a qualitative approach with a descriptive research type. The subjects of this study were the vice-principal of the curriculum, sociology teachers, and several students of class XI IPS. Data collection techniques used in the study were interviews, observation, and documentation. The data analysis technique used in this research is data analysis by Miles and Huberman, namely collecting data, reducing data, displaying data, and drawing conclusions. The technique of checking the validity of the data used in this study is the data triangulation technique. Based on the results of the study, it was found that the implementation of 2013 curriculum-based learning had been carried out in SMAN 1 Gunuang Omeh, but the curriculum 2013-based learning implementation was only implemented for X and XI classes, for class XII still using the 2006 Curriculum (KTSP). Obstacles faced in implementing the curriculum 2013 in sociology subjects at SMAN 1 Gunuang Omeh include: First, the availability of facilities and infrastructure that is incomplete so that it is not able to support the implementation of 2013 curriculum-based learning. Second, the lack of availability of textbooks and supporting books. students can use it. Third, the competence of teachers who do not understand the characteristics of the implementation of 2013 curriculum-based learning. Fourth, the assessment system is not by the implementation. Fifth, the burden and duties of teachers and students increase.

Key words: implementation of learning, 2013 curriculum, sociology learning

INTRODUCTION

According to Article 1 point 19 of Law No. 20/2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the content and materials of lessons as well as the methods used as guidelines for the implementation of teaching and learning activities. The curriculum contains several main components, namely the existence of goals to be achieved, the content or material, the methods or strategies used in teaching and learning activities, and there is an evaluation or assessment. From the several components of the curriculum, it can be seen that the curriculum is useful for an educational unit in carrying out the educational process. The curriculum is a reference in the implementation of learning activities. If an educational process is carried out not guided by the curriculum, of course, the goals to be achieved by an educational unit will not be realized.
The curriculum in education units has long been established by the government, where the first curriculum was the 1964 curriculum. Along with changes in government policies, the curriculum also changed. Changes to the curriculum are improvements to the previous curriculum. Curriculum development occurs because of developments and positive influences that come from outside or from within oneself, with the hope that students can face their future well. [1].

Currently, the government has generalized the implementation of the curriculum for every level of education in Indonesia, namely with the emergence of a new curriculum known as the curriculum 2013. The purpose of implementing the curriculum is so that students are more active in the learning process and teachers also have several roles. in the implementation of the learning process, one of which is as a facilitator. In addition, it is expected that students have a noble character following the values of Pancasila. However, the government's policy to implement the curriculum 2013 has not been implemented evenly. This is because not all schools can implement this curriculum because of various things that cause schools to not implement this curriculum.

Ideally, the curriculum 2013 requires students to be active in learning. Where the teacher is not only a facilitator, or only functions to direct the implementation of learning, but is also supported by other roles in the teaching and learning process that are useful for improving student learning outcomes which will be determined by the teacher's competence. In the teaching and learning process, the teacher should be a good evaluator. This activity is intended to determine whether the goals that have been formulated have been achieved or not, and whether the material being taught is appropriate enough [2].

Based on the explanation above, the implementation of the curriculum 2013 is seen from two sides, namely in terms of teachers, which concerns the readiness of what teachers should do. This readiness can be seen in the ability to plan the curriculum. The next readiness is related to the ability to carry out. The ability to carry out here is how the learning activities are carried out in the classroom, whether they are by the plan or not, here it will be seen how the conditions during learning take place, namely the activities carried out by students. So the learning process will be successful if the planning is by the implementation. The last teacher readiness is related to evaluation. In the implementation of learning, teachers are also required to conduct an evaluation. The purpose of the evaluation is to measure the extent to which the success of students in receiving the subject matter that has been given.

While the implementation of the curriculum is seen from the readiness of students, which is seen in student activities in learning, if students are not enthusiastic in learning, namely students look bored in class, make noise, do activities that are not related to lessons, and even students often excuse themselves from going out of class and hanging out in class. Cafe means showing that the learning process is less fun. This can be seen from the learning process that occurs in schools, and student learning outcomes have not reached the minimum school completeness standard.

### Table 1. Data on the results of the national exam for sociology subjects at SMAN 1 Gunuang Omeh

<table>
<thead>
<tr>
<th>Average UN scores for sociology subjects</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45.70</td>
<td>48.40</td>
<td>55.24</td>
<td>43.70</td>
</tr>
</tbody>
</table>

Data on the Sociology UN scores above shows that the results obtained by students at the time of the national exam from year to year have not reached a balance because they are still experiencing development and decline. The importance of this research is that schools pay more attention to how the implementation of the curriculum 2013 is by the demands of the government. Then it is expected that students have a high enthusiasm for learning, so that student learning outcomes are also high.
METHODS

The approach in this study uses a qualitative approach. With this qualitative research, researchers obtained information in the form of expressions and direct narratives from informants regarding efforts to implement 2013 curriculum-based learning for SMAN 1 Gunuang Omeh. According to Bogdan and Taylor [3] defines qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, primary data can be obtained from interviews or through observations made by the researchers themselves. Secondary data may include images, documents, meeting notes, manuscripts and other documents related to the efforts to implement curriculum-based learning SMAN 1 Gunuang Omeh 2013.

1. Observation: Observation is a systematic observation and recording technique of the phenomena being investigated. Observations are carried out to find data and information from all phenomena (events or events) systematically and based on the research objectives that have been formulated [4]. In the initial step, the researcher made initial observations several times in the field before conducting the research. This observation was conducted to obtain information about the background of the implementation of the curriculum 2013 at SMAN 1 Gunuang Omeh to obtain initial data to prepare a research proposal. The tools used during observation were notes used to see how the curriculum 2013 was implemented at SMAN 1 Gunuang Omeh and had conversations with several informants.

2. Interview: The interview is a data collection technique that is carried out by dealing directly with the interviewee [4]. The interview technique used in this research is the unstructured interview. Unstructured interviews are used for more in-depth research on the subject under study. Researchers conducted interviews not only once but interviews were conducted many times in order to complete the data according to the focus and problem statement. The technique is by asking for information and information from key informants who are involved in the process of implementing the curriculum 2013 learning in schools.

3. Documentation study documents are records of events that have passed. Research documentation studies were obtained through the local government. Document studies relate to letters, notes, reports, and so on [4].

RESULT AND DISCUSSION

The results of this study were obtained through direct observation, data collection or documentation, and interviews with various parties related to the implementation of 2013 curriculum-based learning in Sociology subjects at SMAN 1 Gunuang Omeh related to how to plan 2013 curriculum-based learning, the implementation of the curriculum 2013, the obstacles faced, and the strategies carried out in the implementation of the curriculum 2013 on sociology subjects at SMAN 1 Gunuang Omeh.

Planning Implementation Based Learning Curriculum 2013 in Subjects Sociology at SMAN 1 Gunuang Omeh

Before the curriculum in 2013 is starting to materialize in SMAN 1 Gunuang Omeh, of course, some things must be considered first, Curriculum 2013 is not only adrift to teachers and students only, but all elements of the school be it principals, teachers, students, administration, and committees are also involved.

It is known that the vice principal in the curriculum sector has facilitated and equipped both teachers and education staff in preparing for the implementation of the curriculum 2013 by holding in-house training in schools. Every subject teacher, especially sociology, has been provided with training on the implementation of 2013 curriculum-based learning. As in preparing learning tools, namely the Learning Implementation Plan (RPP), syllabus, annual program, a semester program, and others. Based on documents, interviews, and observations from February to March 2019. In connection with planning the implementation of the curriculum
2013, several sources were obtained in the form of learning tools used by Sociology teachers who teach at SMAN 1 Gunuang Omeh, that the teacher first prepared learning tools in the form of adjustments to the education calendar, syllabus, assessment and Learning Implementation Plan (RPP). From the description above it can be concluded that the sociology subject teachers have prepared to learn tools, but from the observations of the researchers, it appears that the RPP used by the sociology teacher is not fully by the criteria for preparing the RPP that has been set by the government as stated in Permendikbud No. 22/2016 concerning process standards for primary and secondary education. Because the RPP that is prepared is not only a learning document, but the RPP becomes a guideline for the implementation of learning that will be carried out in the classroom. If the lesson plans are prepared not by the established criteria and do not match those listed with the implementation, the learning objectives will not be achieved.

**Implementation of the curriculum 2013 in Sociology Subjects at SMAN 1 Gunuang Omeh**

An implementation is a form of activity that is carried out in a planned manner and is carried out seriously based on the reference to certain norms and rules to achieve the objectives of the activity. According to [2] implementation is led to activities, actions, actions, or the existence of a system mechanism, implementation is not just an activity but a planned activity and to achieve the objectives of the activity.

The curriculum 2013 is the latest curriculum launched by the Ministry of National Education in 2013 as a form of development from the previous curriculum, namely the 2006 curriculum or the education unit level curriculum which includes integrated attitudes, knowledge, and skills competencies. The implementation of the curriculum 2013 has not been carried out thoroughly by all schools, at SMAN 1 Gunuang Omeh itself the curriculum 2013 has been implemented since the 2016/2017 academic year, namely in the odd semester because it is a demand from the national education ministry through the respective regional education offices. To improve the ability of students to learn, the curriculum that had been implemented previously, namely the 2006 KTSP was later changed to the curriculum 2013, namely since there was a policy set by the government through the ministry of national education. The implementation of 2013 curriculum-based learning at SMAN 1 Gunuang Omeh began to be implemented in the 2016/2017 academic year in the odd semester in class X, while classes XI and XII were still using KTSP.

The curriculum 2013 has differences in its implementation compared to the 2006 KTSP curriculum. The difference between the curriculum 2013 and the 2006 curriculum, wherein the curriculum 2013 there is a grouping of compulsory subjects, specializations, and cross-interests. In terms of the curriculum 2013 assessment, it is more developed in the attitude aspect. The targets of the curriculum 2013 are improvements in the education system, such as books and complete documents prepared by the government, an assessment of all aspects including the values of decency, religion, practice, attitudes, and others, then the emergence of character education and character education that has been integrated into all study programs. At the implementation stage of the curriculum 2013, the principal's main task is to supervise to help teachers find and overcome the difficulties they face. In that way, the teacher will feel accompanied by the leader so that it will increase his work spirit [5]. The principal as the leader as well as the supervisor in the school has an important role in the implementation and achievement of the curriculum 2013. Matters related to the implementation of supervision are the implementation of monitoring and evaluation, the implementation of the curriculum following the division of teacher tasks, the implementation of the curriculum being monitored by the principal, and implementation of the curriculum in PBM following the syllabus and lesson plans made.

**Constraints in the Implementation of the curriculum 2013**

In implementing the curriculum 2013-based learning in SMAN 1 Gunuang Omeh, it is inseparable from obstacles or obstacles that exist both externally and internally. These obstacles
can be in terms of limited infrastructure, textbooks and supporting books, teacher competencies, an imperfect assessment system, and so on.

Facilities and infrastructure in the teaching and learning process are something that can facilitate and expedite an activity that can be in the form of objects or tools. Facilities and infrastructure can also be referred to as learning facilities. Based on observations made by researchers at SMAN 1 Gunuang Omeh, the existing facilities and infrastructure are inadequate and cannot fully support the implementation of 2013 curriculum-based learning, it appears that the school already has several rooms that will be used as labor rooms, but these rooms are still in the form of a room, just empty without any tools for students to practice in the laboratory.

The limitations of learning facilities and infrastructure indeed hamper the implementation of learning, because the existence of facilities and infrastructure is an important factor that influences the success of the learning process. Based on the observations and results of interviews with several informants, it can be seen that infrastructure is very important in supporting the implementation of learning based on the curriculum 2013 because the curriculum 2013 requires students to learn independently, actively, creatively, and innovatively. However, the reality is that the availability of facilities and infrastructure at SMAN 1 Gunuang Omeh is still very lacking because the school does not have sufficient facilities and infrastructure, such as incomplete labor rooms, do not have a canteen in the school environment, do not have a field to exercise, do not have mosque as a place of worship, and also does not have a garden as a place for students to rest and socialize with fellow students.

Textbooks are a source of learning for students and teaching materials for teachers. Textbooks are very useful for students to repeat the lessons that have been delivered by the teacher. In addition, textbooks also help students to get information and can do the assignments given by the teacher. However, books are often an obstacle in implementing the curriculum 2013-based learning process. Textbooks and supporting books for Sociology subjects also received less attention, where the number of books available was only half of the number of students. So that textbooks for sociology subjects still use old books and are no longer by the curriculum 2013 because there has been no revision. Based on the results of observations and interviews of researchers with some of the informants above about textbooks and supporting books, it can be concluded that the availability of textbooks and supporting books at SMAN 1 Gunuang Omeh is still very lacking and has not been able to support the implementation of learning effectively so that the objectives of curriculum-based learning 2013 which requires students to learn independently, actively, creatively and innovatively has not been fully achieved. From the results of observations and interviews with several informants, it can be concluded that the competence of teachers at SMAN 1 Gunuang Omeh has not been maximized, because efforts to develop teacher competence have not been carried out properly, for example in technical guidance activities or workshops that have not been maximized. Bimtek activities or workshops are only carried out in a short time, and only one or two participants are appointed as school delegates, so that the understanding and ability of teachers in implementing 2013 curriculum-based learning is not evenly distributed among all teachers in schools, in addition to MGMP activities. also could not be followed due to clinging to the teaching schedule at school.

In assessment activities, teachers have difficulty in assessing KI 1 and KI 2. Attitude assessment which is a point in the curriculum 2013 is still considered ineffective. From the results of interviews with teachers of sociology subjects, it can be concluded that there are obstacles faced by sociology teachers at SMAN 1 Gunuang Omeh in the assessment system, where there is a discrepancy between knowledge assessment and attitude assessment, these obstacles are caused by changes in the assessment system between the 2006 curriculum and the 2006 curriculum. 2013 wherein the 2006 curriculum the assessment system only focuses on cognitive aspects (knowledge) while affective aspects (attitudes) are not too a concern, while in the curriculum 2013 the assessment system pays more attention to affective aspects.
The implementation of the curriculum 2013 on sociology subjects is a burden for teachers and students. For teachers, the implementation of the curriculum 2013 to replace the KTSP adds to the burden and duties of teacher, in terms the teacher's duties, the teacher has more and more tasks, making learning tools, compiling different evaluation instruments for each class, both tests to measure learning outcomes in terms of cognitive, observation instruments to measure learning outcomes in terms of affective, portfolio testing, and so on. In addition, the task of correcting the work of students is increasing because the number of assignments for each student is also increasing. The increasing number of tasks also requires a lot of time and money. For students, the implementation of the curriculum 2013 has implications for the learning process that is more interesting and fun for students. Because students are given a fairly large share in the implementation, and also the class atmosphere is not boring. On the one hand, the implementation of the curriculum 2013 also places a burden on students both in terms of the number of assignments, processing time, and also in terms of costs. The teacher gives many assignments to students. The task of making reports, looking for materials from the internet, looking for discussion materials, PR, portfolio creation, and so on.

CONCLUSIONS

Based on the results of research on efforts to achieve the curriculum 2013 in Sociology subjects at SMAN 1 Gunuang Omeh that has been carried out, it can be concluded several things as follows: 1) The curriculum is a regulation regarding the objectives, content, and learning materials as well as the method used as a guide for administering learning activities to achieve certain educational goals; 2) The curriculum 2013 is the latest curriculum launched by the Ministry of National Education in 2013 as a form of development from the previous curriculum, namely the 2006 curriculum or Unit Level Curriculum. The curriculum 2013 was developed to improve and balance soft skills and hard skills in the form of attitudes, skills, and knowledge; 3) The implementation of the curriculum 2013 at SMAN 1 Gunuang Omeh began to be implemented in the 2013-2014 academic year only for class X only, while classes XI and XII were still using the 2006 Curriculum or KTSP, but when researchers conducted research in 2019 the implementation of the curriculum 2013 had been implemented comprehensively for all grade levels; 4) In seeking the achievement of the curriculum 2013, there are several components that greatly influence such as: the availability of infrastructure, textbooks or supporting books, teacher competence and the assessment system are very decisive in the implementation of the curriculum 2013; 5) Constraints faced from the implementation of the curriculum 2013 at SMAN 1 Gunuang Omeh namely the availability of facilities and infrastructure, textbooks or supporting books and teacher competencies; and 7) Strategies that can be carried out in implementing the curriculum 2013 at SMAN 1 Gunuang Omeh are completing the facilities and infrastructure needed in schools to support learning activities based on the curriculum 2013 by involving the school committee, the surrounding community and alumni, adding procurement of textbooks and supporting books that can be used by students to achieve learning objectives, improve the abilities and skills of teachers in implementing the curriculum 2013 by participating in socialization and technical guidance activities.

REFERENCES