

Obstacles for History Teachers in Implementing the 2013 Curriculum in Public High Schools in Mranggen District

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Abstract

The Curriculum 2013 is a newly developed educational framework that evolved from the KTSP curriculum, aiming to provide a more comprehensive and modern approach to education. However, implementing Curriculum 2013 has posed several challenges for teachers, particularly in history education. This research focuses on understanding the perspectives of history teachers regarding Curriculum 2013, identifying the specific issues they encounter, and exploring the strategies they employ to address these challenges within the context of SMA N schools in the Mranggen sub-district. Data collection methods included observation, interviews, and documentation, providing a well-rounded view of the situation. The study was conducted at SMA N 1 Mranggen and SMA N 2 Mranggen, with history teachers as the primary subjects. Findings indicate that while history teachers in these schools generally have a good grasp of Curriculum 2013, they still face various obstacles during the teaching process. These challenges range from adapting to new teaching methodologies to managing classroom dynamics under the new curriculum guidelines. Nevertheless, history teachers have developed methods to overcome these difficulties, demonstrating resilience and adaptability in implementing Curriculum 2013.

Keywords: *Curriculum 2013, The Problems of Teaching, History.*

Introduction

The curriculum is an essential component as a reference for implementing education. In Indonesia, the curriculum has a huge role in achieving national education goals (Japar et al., 2018). Renewal of the national education system is carried out to update the vision, mission, and reform strategies in education. National education has a vision of realizing the education system as a solid and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they can respond proactively to the challenges of the ever-changing times (UU No. 20 of 2003).

One of the causes of curriculum changes in Indonesia is that science is constantly changing (Ritonga, 2018) and is consistently experiencing development from time to time. Efforts to implement the 2013 Curriculum are being implemented in schools with special preparations to be used as pilot projects before this curriculum is fully implemented throughout Indonesia. Teachers and curriculum are two essential aspects that determine education's success. History teachers' understanding of the curriculum also determines learning success. Decision-making

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Curriculum development is not only the responsibility of the curriculum planner but also the responsibility of the curriculum planner—responsibilities of teachers at school. The aims of this research are as follows: (1) to find out the understanding of history teachers. At State High Schools in Mranggen District regarding the 2013 Curriculum, (2) to find out the obstacles of history teachers at State High Schools in Mranggen District in implementing the 2013 Curriculum, (3) to find out how history teachers in Public High Schools in Mranggen District overcome obstacles in implementing it 2013 Curriculum. According to Degeng, learning is an effort to teach students. In this sense, it is implicit in teaching that there are activities of selecting, determining, and developing methods to achieve the desired teaching results (Uno, 2006, p. 2). According to Burckhardt in Kochar (2008, p. 2), history is a record of a period discovered and deemed helpful by generations from another era. History is a branch of science that systematically researches and investigates the entire development of society and humanity in the past along with events with the aim of then critically assessing all the results of the research, to then use it as a treasury of guidelines for assessing and determining the current situation and direction of the future process.

According to Kochar (2008, p. 22), history is the science of humans; history is related to humans in space and time. History is a human story with struggles known as culture. Understanding the origins of one's culture means understanding one's reality and its present, and understanding the nature of the present means learning lessons to face the future. Studying history means studying the relationship between the past, present, and future. Learning history is essential for studying the human mind and experiences. History enhances past experiences to be used as material for consideration when making decisions in the present and future. Based on the explanation above, history learning is a combination of learning and teaching activities that involve learning about past events that are closely related to the present because, in the present, the new past is meaningful.

Teachers are educators, namely adults who are responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity and can stand themselves can carry out their duties as creatures of Allah's caliph on earth, as a social creature and individual who can stand alone (Tasaki & Tuasikal, 2018). Sujanto (2007, p. 29) states that according to Law number 14 of 2005 concerning teachers and lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal primary education and secondary education.

According to Sujanto (2007, p. 14), teachers are educational personnel who must be academically qualified and have the time and opportunity to continue learning continuously due to the challenges of constantly changing environmental needs. Meanwhile, according to the Big Indonesian Dictionary, a teacher is a person whose job, livelihood, and profession is teaching. History is a branch of science that systematically researches and investigates the entire development of society and humanity in the past along with events with the aim of then critically assessing all the results of the research, to then use it as a treasury of guidelines for assessing and determining the current situation and direction of the future process (Fathoni, 2018).

Based on the definition above, it can be concluded that history teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in history subjects. Etymologically (linguistically), the term "curriculum" comes from the Latin word *currere*, which means a place to race, which was initially used in the world of sports (Muzamiroh, 2013, p. 13). The definition of curriculum is organized into two parts. The first is that the curriculum consists of several content plans, which are several learning stages designed for students with educational institutional instructions whose content is in the form of static or dynamic processes and competencies that must be implemented. Owned. Second, the curriculum is all experiences under the guidance and direction of educational institutions that lead to learning conditions (Muzamiroh, 2013, p. 15).

The 2013 curriculum is a new curriculum that was implemented in the 2013/2014 school year. This curriculum is a development of KTSP (Untari, 2017). The 2013 curriculum emphasizes improving and balancing soft and hard skills, including competency, attitudes, skills, and knowledge. The position of competency, initially derived from subjects, has changed to subjects developed from competencies (Ghasya, 2017). Thus, it can be understood that the 2013 curriculum was developed to improve and balance soft and hard skills in the form of attitudes, skills, and knowledge (Fadlillah, 2014, p. 16). From the description above, it can be concluded that the 2013 Curriculum is based on character, competency, and development goals to be achieved.

The rationale for developing the 2013 Curriculum is that there are internal and external challenges (Sila, 2014). The Objectives of the 2013 Curriculum according to the Minister of Education and Culture Regulation Number 69 of 2013 concerning the Basic Framework and Structure of the High School/Madrasah Aliyah Curriculum 2013 Curriculum, the objectives of the 2013 Curriculum are aimed at preparing Indonesian people for the ability to live as individuals and as faithful citizens, productive, creative, innovative and effective and able to

contribute to the life of society, nation, state, and world civilization. The basis for developing the 2013 curriculum is a philosophical, sociological, psycho-pedagogical, theoretical, and juridical basis (Umar, 2016).

Method

This research uses qualitative research methods. This research is Taking place in Mranggen District, Demak Regency, specifically at N SMAs in Mranggen District, namely SMA N 1 Mranggen and SMA N 2 Mranggen. The focus of this research is the understanding of history teachers in State High Schools in Mranggen District regarding the 2013 Curriculum, the obstacles of history teachers in State High Schools in Mranggen District in implementing the 2013 Curriculum, and how history teachers in State High Schools in Mranggen District overcome obstacles in implementing the Curriculum 2013.

Thus, this study's qualitative research data sources are primary and secondary. The methods used in the research data collection process are in-depth interviews, participatory observation, and documentation studies (Nilamsari, 2014). Researchers used triangulation techniques to check the validity of the data. According to Moleong (2010, p. 330), triangulation is a technique for checking data validity by using something outside the data for checking purposes or as a comparison. In this research regarding the obstacles faced by history teachers in implementing the 2013 curriculum in state high schools in Mranggen District, the researcher will use an interaction analysis method (collection, reduction, data presentation, and conclusion) (Yuliani, 2018).

Results and Discussion

Developing history learning materials related to internalizing values is difficult to implement (Ahmad, 2014). Several teachers stated that the material for internalizing character values in history learning had several obstacles. These obstacles arise at the planning, implementation, and supporting component levels (Ahmad, 2014). History teachers' understanding of the 2013 Curriculum greatly influences the implementation of history learning in the classroom (Sadikin, 2017). Because teachers are essential in successfully implementing learning history using the 2013 Curriculum (Yanuarti, 2017), efforts to understand the 2013 Curriculum, especially in history lessons, can be seen from various aspects of the 2013 Curriculum. History teachers' understanding of the implementation of the 2013 Curriculum in history lessons can be observed from various aspects; the first aspect is teacher knowledge regarding the 2013 Curriculum, and the second is seen from teacher responses regarding the differences between the 2013

Curriculum and KTSP. Through observations in this aspect, it can be seen how the history teacher's understanding of the 2013 Curriculum will be seen. The opinions expressed by teachers at SMA N 1 Mranggen and SMA N 2 Mranggen show that most of the history teachers at SMA N 1 Mranggen understand the 2013 Curriculum. The emergence of obstacles in learning is an aspect that is still often encountered.

Training on implementing the 2013 Curriculum has been carried out. Each teacher's understanding is different. Several different perceptions flow in each school. This is based on the 2013 curriculum development and implementation schedule issued by the ministry nationally at the beginning of the new academic year, 2013-2014. However, this decision was valid for only one year, and then, in 2014-2015, the Ministry of Education and Culture instructed schools that had not been able to use the 2013 curriculum to return to KTSP. However, it is still permissible to use the 2013 Curriculum. This was done because of an evaluation by the Ministry of Education and Culture. History teachers at SMA N 1 and SMA N 2 Mranggen had no problems making lesson plans; it is just that senior teachers felt reluctant to make lesson plans again in a very different form from the lesson plans in the previous curriculum. History teachers at SMA N 1 Mranggen complained about the many items assessed in the 2013 Curriculum because the 2013 Curriculum assesses not only cognitive aspects. So teachers must understand each student, even though there are so many students.

History teachers at SMA N 2 Mranggen also complained about the many assessment items in the 2013 Curriculum because the 2013 Curriculum assesses not only cognitive aspects. So teachers must understand each student, even though there are so many students. So teachers feel inconvenienced. Based on what the history teachers of SMA N 2 Mranggen expressed, they complained about many assessment items, so they had to work overtime to assess students. This causes the assessment to be less effective. Regarding infrastructure constraints, teachers overcome them by using available tools. So that students can still understand the material presented.

Based on what the history teachers of SMA N 2 Mranggen expressed, they complained about the many aspects of assessing each student, so they had to work overtime to assess students. This causes the assessment to be less effective. Regarding infrastructure constraints, the history teacher at SMAN 2, Mranggen, overcame this by borrowing an LCD projector from the TU office because no funds were allocated to replace the damaged LCD projector. Each teacher's understanding of the 2013 Curriculum at SMA N 1 Mranggen and SMA N 2 Mranggen is good; the teachers already understand the content and objectives to be achieved in the 2013

Curriculum. They already understand the theory, but there are still problems in implementing it in learning. And deficiencies found.

Curriculum changes in the sense of development will undoubtedly impact the readiness of schools and teachers to implement them (Kastawi et al., 2017) because to make changes to things that are very basic for the teacher to understand—first, understanding curriculum development management. Second, how to apply the curriculum in learning per the curriculum objectives to provide quality. In this way, the aim is to produce students of quality and character through continuous improvement and quality improvement. The role of teachers is very strategic in efforts to realize national development goals, especially in education (Disas, 2017). So, it needs to develop as a dignified and professional workforce. For the 2013 Curriculum, teachers must create an exciting and enjoyable learning atmosphere because the students are the center of learning in the 2013 Curriculum. The teacher is only a facilitator in the learning process; apart from that, students must be active and creative because of the assessment system, which includes attitudes, knowledge, and skills (Yusuf, 2018).

Teacher preparation before learning activities, one of which is that the teacher must prepare a Learning Implementation Plan (RPP). Preparing lesson plans aims to create learning scenarios according to the material and students' abilities (Suciati & Astuti, 2016). In the 2013 Curriculum, the format for writing Learning Implementation Plans (RPP) differs from the RPP in KTSP. With this difference, many senior teachers make lesson plans by copying the previous lesson plans. Based on the results of observations at public high schools in Mranggen District, specifically at SMA N 1 Mranggen and SMA N 2 Mranggen, it can be seen that there are obstacles in preparing the RPP.

There are many learning methods that teachers can use in teaching history. In the 2013 Curriculum, the learning methods used are methods that can make students actively participate in learning activities. The teacher acts as a facilitator, but the teacher is still the one who creates the learning scenario so that the learning runs smoothly and is enjoyable. So that students do not feel bored with the ongoing learning. The history teacher at SMA N 2 Mranggen is hampered by a lack of student motivation to study. So, history teachers still use the lecture method in their learning. This is a tough challenge for history teachers at SMA N 1 Mranggen, who must implement the 2013 curriculum well. At SMA N 2, Mranggen, the history teacher, has used a scientific approach to learning methods. However, the history teacher complains that there is a significant difference in absorption capacity between students. Only some students understand the material taught when history teachers teach using the discussion method.

Learning resources are significant in supporting students' learning and understanding. Regarding history learning resources in public high schools in Mranggen District, both at SMA N 1 Mranggen and SMA N 2 Mranggen, learning resources are available. History teachers in public high schools throughout Mranggen District are not constrained in finding history learning resources; there are history textbooks and worksheets. SMA N 1 Mranggen and SMA N 2 Mranggen use internet services for other learning resources. At SMA N 1 Mranggen, learning media to support the 2013 Curriculum learning methods is lacking. Every SMA N 1 Mranggen class does not yet have an LCD projector; only in class XII is an LCD projector available. At SMA N 2 Mranggen, the learning media is complete. All classes have LCD projectors available, but there are three classes whose LCD projectors are damaged. SMA N 1 Mranggen and SMA N 2 Mranggen, their history teachers, also complained about the details of the assessments in the 2013 Curriculum. Teachers find it difficult to fill in so many grades. This is felt to be burdensome for teachers. However, the purpose of this detailed assessment is perfect for Indonesia's educational progress.

Assessment is collecting and processing information to measure student learning achievement. Assessment of student learning outcomes includes attitude competency, knowledge, and skills carried out in a balanced manner (Bintari et al., 2014). In this case, the teacher's task feels heavy and requires precision in recognizing students individually; it cannot be done classically. Many things make teachers experience problems in assessing; for example, there are assessments of discipline, cooperation, responsibility, honesty, and respect for others. Besides that, regarding skills, teachers must assess observations, activity portfolios, and knowledge aspects. The assessment is carried out by understanding, comprehending, and being able to present; there is a presentation value and an assignment value.

This assessment will result in an engineering attitude assessment. Good and bad students are the benchmark for grade differences, while other students' grades are the general standard. Student assessment includes competency attitudes, knowledge, and skills, which are carried out in a balanced manner so that they can be used to determine the relative positivity of each student towards the standards that have been set. Assessment scope refers to material, subject competencies, and processes. In every learning activity in the classroom, the teacher is bound to face obstacles. Therefore, the teacher must find a solution to these problems. There are many ways that teachers use to overcome obstacles. Every teacher has a different method. Depends on the problem faced. The following are several methods state high school teachers use in the Mranggen sub-district to overcome obstacles to implementing the 2013 Curriculum.

To overcome obstacles in using learning methods history teachers at SMA N 1 Mranggen have their way of overcoming obstacles in using methods in the 2013 Curriculum. Many students cannot search for material independently when discussion and presentation methods are applied, so implementing learning is impossible. It went smoothly, so the history teacher at SMA N 1, Mranggen, provided material learning using the lecture method to achieve the learning objectives. This method is considered by the history teacher at SMA N 1 Mranggen as a powerful method for teaching students who do not yet think independently. At SMA N 2 Mranggen, history teachers overcome obstacles in using teaching methods by repeating explanations of material that has been presented during presentations. This was done because high differences hampered SMA N 2 Mranggen in student absorption capacity. This ensures that the material can be absorbed according to the specified standards.

The history teacher's way of overcoming problems with history learning resources at SMA N 1 Mranggen and SMA N 2 Mranggen is sufficient to find internet sources; not all school environments are connected. To overcome this, students who look for learning resources from the internet use data access from the students themselves. How history teachers overcome obstacles to history learning media at SMA N 1 Mranggen: History teachers overcome problems with history learning media by using makeshift media, such as maps and drawing manually on the blackboard to be used as history learning media. So that students can still understand history lessons easily. Sometimes, history teachers also borrow the LCD projector from the office. However, you have to take turns with other teachers. This was done because each SMA N 1 Mranggen class does not yet have an LCD projector. Only class XII has an LCD projector installed.

History teachers at SMA N 2 Mranggen consider the media in history learning complete. Because each class has an LCD projector installed. Only three classes had LCD projectors damaged. To overcome this, the school provided 1 LCD projector to be used alternately by the three classes. To overcome obstacles in assessment, regarding the difficulty of assessment in the 2013 Curriculum, the history teacher of SMA N 1 Mranggen and SMA N 2 Mranggen, the solution is that the teacher continues to assess students, even if you have to work overtime. Apart from that, history teachers at public high schools in the Mranggen District participate in training or seminars regarding the 2013 Curriculum. Apart from that, teachers can also learn with fellow teachers who have participated in these activities through MGMP activities because teachers can learn while studying during MGMP activities. Exchange ideas and discuss them with other teachers so that teachers can understand the student assessment process in the 2013 curriculum through these activities. Teachers can also assess several aspects, such as attitudes,

knowledge, and skills, when students are learning independently or when the teacher is not explaining material to students; this can be used to assess several of these indicators.

Conclusion

Based on research regarding the obstacles for history teachers in implementing the 2013 Curriculum in State High Schools in Mranggen District, it can be concluded that history teachers in State High Schools in Mranggen District already understand the 2013 Curriculum. This is because the teachers have attended training courses. Moreover, seminars are held by the government. However, its implementation has not been optimal. There are several obstacles for history teachers in public high schools in Mranggen District in implementing the 2013 Curriculum; firstly, they are hampered by inadequate facilities and infrastructure, so learning cannot be optimal. Second, it is hampered by the large number of assessment indicators. This is a burden for history teachers at State Public High Schools in Mranggen District.

The way history teachers overcome obstacles in implementing the 2013 Curriculum is to overcome the lack of facilities and infrastructure as a medium for learning history in schools. History teachers in State High Schools throughout Mranggen District use available tools, which can make students active. To overcome assessment obstacles, history teachers in public high schools throughout Mranggen District train and attend regular Demak Regency MGMP meetings to find solutions to assessment obstacles.

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