

## The Professionalism of History Teachers in Implementation 2013 Curriculum at SMA Negeri 1 Salatiga

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### Abstract

This study aimed to describe the professionalism of history teachers, their perceptions of Curriculum 2013, and their professionalism in implementing Curriculum 2013 at SMA Negeri 1 Salatiga. Utilizing a qualitative descriptive method, data were collected through in-depth interviews, observations, and documentation to provide a comprehensive understanding of the teachers' experiences and practices. The findings indicate that history teachers have effectively adopted a scientific approach in implementing Curriculum 2013, guiding learners through observing, questioning, collecting data, analyzing, and communicating (5M). Teachers no longer face significant challenges in assessing the effectiveness of this approach. The implementation of Curriculum 2013 in teaching history has been thorough, encompassing planning, process, and evaluation stages, with teachers independently creating Learning Implementation Plans (RPPs). This professionalism has led to the efficient execution of the Specialization History Mandatory component, demonstrating teachers' competence in managing all aspects of the curriculum. Overall, the study highlights the successful adaptation and implementation of Curriculum 2013 by history teachers at SMA Negeri 1 Salatiga, reflecting their professionalism and commitment to enhancing the educational experience.

**Keywords:** *Professionalism, Teachers, Curriculum 2013.*

### Introduction

Following the government's policy on national education standards, the Ministry of Education and Culture considered that a new curriculum needed to be developed, so the Ministry of Education and Culture subsequently changed the 2006 KTSP curriculum to the 2013 Curriculum through the Minister of National Education Regulations Number 64 to 70 of 2013. In implementing the curriculum, what is much more critical is that Teachers are the spearhead and front guard. No matter how good the curriculum is, if the teacher does not have good skills, the curriculum will not run well (Dewi, 2018; Wise & Indra, 2014; Pohan, 2017). The implementation of the 2013 curriculum will be successful depending on the level of teacher competence to capture ideas and understand the new concepts offered by the curriculum; the level of teacher understanding of the new curriculum must be complete regarding the basic ideas of the curriculum up to the implementation level (Ismail, 2010; Darmadi, 2015; Musfah,

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2012).

Teacher competence is not only mastering what should be taught (content) but also how to teach students that it is challenging, fun, motivating, and inspiring, and provides space for students to carry out process skills, namely observing, asking, finding out, and reflecting, as stated by philosopher Bertrand Russel (Janawati, 2018; Muspiroh, 2015). The curriculum is essential, but what is no less important is the teaching strategy and spirit. With the right learning strategy in implementing the curriculum and an educational spirit that always surges in every teacher, educator, and student, the educational process will run very well (Zinal, 2015; Roqib, 2009). Based on the 2013 Curriculum, which is oriented towards a scientific learning approach directed at active-seeking learning (the scientific approach learning model further strengthens students' active-seeking learning). The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and can contribute to the life of society, nation, state, and world civilization (Asnawi et al ., 2016; Bintari et al., 2014; January 2017).

Therefore, teacher performance also had a significant influence on the 2013 curriculum. Teacher performance results from a teacher's demonstration of ability and skill in completing their tasks by educational goals. When analyzed, teacher performance is influenced by various factors, both internal and external, such as motivation, organizational culture, and leadership (Pramono, 2014; Pianda, 2018). The better the condition of these factors, the higher the teacher's performance (Putra et al ., 2017). History subjects in the education curriculum development in Indonesia have had such exciting developments to observe (Arta, 2012). History is a science that will continue to develop and not die, so making it a part of the national exam is difficult. Teachers should be able to allocate more time to building students' character, but up to now, some still consider the 2013 curriculum a formality.

SMA Negeri 1 Salatiga is one of the schools implementing the 2013 curriculum. Based on observations during PPL from 10 August 2015 to 20 October 2015 and initial observations on 2 May 2016 carried out at SMA Negeri 1 Salatiga, several problems were found for history subject teachers in implementing the 2013 Curriculum. The problem that occurred in the implementation of the 2013 Curriculum by history teachers at SMA Negeri 1 Salatiga is the limited use of LCD (Liquid et al.) media; this is due to limited facilities in schools and the ability of teachers who are not used to operating technological equipment properly. So teachers still use the lecture method in their daily lives, even though in the current era, history lessons can be taught through IT (Information and Technology), which is more attractive and modern, teachers still experience difficulties in planning, implementing, and evaluating learning in the

2013 Curriculum, experiencing difficulties in describing the syllabus, preparing learning tools that still use the results of MGMP work and not their work. Adapted to school conditions, efforts to ensure quality remain guaranteed using the further study of the Strata 2 (S2) program have not been carried out and have not utilized the existence of journals as a source of knowledge. Teachers' difficulties in assessing students who have to be assessed in various, numerous, and complicated aspects have raised objections among some teachers who have to implement the 2013 curriculum at SMA Negeri 1 Salatiga so that teachers are not focused on the process of providing material.

### **Method**

This research uses a qualitative approach with descriptive methods. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2010, p. 4). The location of this research is SMA Negeri 1 Salatiga in the odd semester of the 2016/2017 academic year. This research focuses on the history teacher at SMA Negeri 1 Salatiga. The research target in this study is the entire population that is considered capable of answering and solving the problems posed by the researcher. Researchers do not use the entire population from the available population but only select a few to be used as samples in the research. The sample included history teachers, deputy curriculum principals, and SMA Negeri 1 Salatiga students. The sample was selected based on the unit's specific characteristics related to the research focus. The technique used in collecting data is to obtain the data through in-depth interviews, observation, and documentation methods (Sujarweni, 2014; Noor, 2011). Technical and source triangulation was used to test the objectivity and validity of the data. Source triangulation means getting data from different sources using the same technique. The data analysis used is the Miles and Huberman model data analysis, with stages, namely data reduction, data presentation, and conclusion.

### **Results and Discussion**

In this research, learning theory is applied, namely the Insight Full Learning theory proposed by Gestalt. This theory states that an understanding is created if someone tries to understand a problem, suddenly there is clarity, he can see the relationship between the elements, and then they understands their connection and their meaning (Purwanto, 2007, p. 101). Gestalt in learning is that students who have insight will view the entire situation in a new way, which will contain an understanding of logical relationships or perceptions of the relationship between atmosphere and goals (Winfred et al., 2010, p. 137). So in this research, we want to strengthen

this theory, where teachers who have received socialization about the 2013 Curriculum, then from the knowledge or insight that has been gained how teachers see it in a new way which contains an understanding of logical relationships or perceptions of the relationship between atmosphere and goals regarding professionalism. and 2013 Curriculum.

So, in this research, the findings in the field can strengthen the Gestalt learning theory. The findings in the teacher's field have strengthened the Gestalt theory in learning because teachers already understand the meaning of professionalism, and history teachers at SMA Negeri 1 Salatiga always strive to become professional history teachers, especially in the current implementation of the 2013 Curriculum. This can be demonstrated by teachers diligently participating in 2013 curriculum training or workshops so that they can describe the syllabus and create learning implementation plans (RPP) independently, meaning they no longer rely on the results of the MGMP. Currently, teachers are undergoing training to create lesson plans using the latest format. Teachers have developed history learning methods to be more creative and exciting.

Teachers' understanding of professionalism is about teachers, so teachers are also an idealistic profession requiring professionalism. If you refer to the concept above, being a professional means combining quality with integrity. Becoming a professional teacher is a necessity. However, the teaching profession is also closely linked to a psychological, humanist role and is even synonymous with the image of humanity. Like a laboratory, a teacher is like a scientist experimenting on the fate of human children and a nation. Teachers are central figures in the world of education who determine the direction in which a nation goes toward the goals it wants to achieve. Therefore, becoming a teacher with expertise in education or teaching requires adequate education, training, and experience. Meanwhile, according to Law Number 20 of 2003 concerning the National Education System, educators are professional staff tasked with planning and implementing the learning process and assessing learning outcomes.

A professional teacher is a teacher who has the required competencies to carry out educational and teaching tasks. In the teaching and learning process, professional teachers must make their students the main focus regarding the material taught; the teacher must also master the material they teach. This is related to the professional competencies that teachers must have in PP RI No. 19/2005, which are abilities related to broad and in-depth mastery of learning material in a field of study, which includes mastery of the substance of the curriculum material in school subjects and the scientific substance that covers the curriculum material, as well as increasing scientific insight as a teacher.

Teachers must pay more attention to student's interests, talents, and needs rather than targets for completing the curriculum, some of which may not be relevant to local students' interests, talents, and needs. Professional teachers must also pay attention to and facilitate the actualization processes of their students' potential, gifts, and talents. Apart from that, there are still many things that professional teachers need to pay attention to in order to improve learning quality.

From the description of the understanding of professionalism, the research findings show that teachers can look at it in a new way where there is an understanding or perception of professionalism. Teachers view professionalism as a weapon to achieve a goal. Success in strengthening Gestalt theory in learning cannot be separated from influencing factors. Factors that influence success in strengthening Gestalt theory in learning include a general description of the school location, conditions of teaching and learning activities in the classroom, number of teaching staff, learning objectives, teacher creativity, and evaluation of learning outcomes. Furthermore, several findings are considered unable to strengthen Gestalt learning theory. Findings in the field from research results that have not succeeded in strengthening this theory are caused by several factors. Findings in the teacher's field have not been able to strengthen Gestalt theory in learning because teachers have not been able to become entirely professional teachers. There are still shortcomings in implementing the 2013 Curriculum for history learning. It was found that there were obstacles that the teacher had not resolved. So deep in implementing the 2013 Curriculum, there are still imperfections in the learning process. From the description above, several factors influence research findings that do not strengthen Gestalt theory in learning. Factors that influence this include the allocation of time and teaching materials.

The time allocation for history learning at SMA Negeri 1 Salatiga in implementing the 2013 Curriculum is very loose; teachers should maximize this time and not waste it. This is shown when the teacher asks students to discuss; the time given by the teacher is too long, so in 4JP, it is not enough for the presentation, so sometimes it makes students forget the material that has been discussed. Teaching materials are guidelines for the material teachers teach in the teaching and learning process. Teachers tend only to use teaching materials taken from textbooks, resulting in a lack of teachers developing the material to be taught. Students also feel that they are still lacking in exploring the material because the material in the textbook is also incomplete. So, students get used to using the internet, which makes them too lazy to read. From the findings described above, some findings can strengthen Gestalt theory in learning, and some do not strengthen Gestalt theory learning. Several factors cause this. These factors

include a lack of time management carried out by teachers in managing mandatory history learning in class and limited teaching materials. With the available time allocation of 4JP, teachers are not maximizing or utilizing the available time with more exciting teaching methods other than lectures. The teaching materials used in history learning are only textbooks from the center, so students feel they are still lacking in exploring the material because it is also incomplete.

It is also hoped that this research will be helpful in the development of the Gestalt theory put forward by Max Wertheimer. This research supports the Gestalt Theory, viewing a person's perception of something as primarily being the whole or Gestalt. At the same time, the parts are secondary (Walgito), so when someone perceives something, the whole is first perceived, followed by the parts. Teachers perceive the 2013 Curriculum as a whole and then only perceive the substances contained in the 2013 Curriculum. History teachers perceive the 2013 Curriculum as one that prioritizes understanding, skills, and character education, where students must understand the material, be active in the discussion process and presentation, and have high manners and discipline. This curriculum officially replaces the Education Unit Level Curriculum implemented in 2006.

The essence of the 2013 Curriculum is a simplification and thematic-integrative effort. The 2013 curriculum is prepared to produce a generation ready to face the future. Because the curriculum is structured to anticipate future developments. The emphasis is to encourage students to be better able to observe, ask questions, reason, and communicate (present) what they have learned or know after receiving the learning material. The learning objects in structuring and refining the 2013 Curriculum emphasize natural, social, artistic, and cultural phenomena. Through this approach, it is hoped that students will have much better attitudes, skills, and knowledge competency. They will be more creative, innovative, and productive so that later, they can successfully face various problems and challenges, entering a better future. From the results of observations in the field and in-depth interviews with informants, The implementation of the curriculum at SMA Negeri 1 Salatiga, especially in history subjects, has gone well, although not yet at 100% maximum. Teachers can perceive the 2013 curriculum as a whole and understand its policies. Teachers have high creativity, so learning models are constantly developing. Teachers try to understand the substances contained in the 2013 Curriculum. Teachers also try to minimize the obstacles in the history learning process using the 2013 Curriculum. So, the findings in the field described above have strengthened the Gestalt theory in perception, namely that teachers can perceive the Curriculum 2013 as a whole and then perceive its substances.

### Conclusion

From the results of research obtained in the field, it is stated that teachers' understanding of professionalism is that there are teachers who understand professionalism, namely teachers who have four competencies (pedagogical, personality, professional, social) which are possessed to improve the quality of education and welfare in the world of education, then there are teachers who Understanding professionalism is those who have been certified, and there are also teachers who understand professionalism is persistence in educating in achieving goals by their field in improving their existing abilities.

The perception of history teachers regarding the 2013 Curriculum is that there are teachers who state that the 2013 Curriculum is a refinement of the previous curriculum which aims to improve the teaching and learning process in Indonesia; there are also teachers who state that the 2013 Curriculum must lead students to a scientific approach in the sense of directing students. To observe, ask questions, collect data, analyze, and communicate (5M); some teachers say that the 2013 curriculum is a scientific understanding, so everything needs to be explained logically. In implementing the 2013 Curriculum in history learning at SMA Negeri 1 Salatiga, teachers have used a scientific approach by directing students to observe, ask questions, collect data, analyze, and communicate (5M).

Teachers no longer experience difficulties in carrying out practical assessments. Implementing the mandatory history learning process and specializations using the 2013 Curriculum has been done quite well, from planning and process to evaluation. The teacher has independently made a Learning Implementation Plan (RPP). Supporting factors for implementing the 2013 Curriculum include school facilities like LCD projectors, wifi, and libraries. The obstacles experienced in implementing the 2013 Curriculum are limited student handbooks or teaching materials and teachers' lack of time management in managing history learning in the classroom.

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