

Constraints of History Teachers in the 2013 Curriculum Using a Scientific Approach at SMK Negeri 7 SemarangMuhammad Burhanudin¹, Ibnu Sodik²**Abstract**

The purpose of this research is to know the implementation of learning history in curriculum 2013 using a scientific approach, to find out what constraints experienced by history teachers in the 2013 curriculum using a scientific approach, and to find out how history teachers overcome obstacles in the 2013 curriculum using a scientific approach. This research uses data collection method in the form of observation, interview, and document study. Observation focuses on the implementation of learning using a scientific approach. Document study in this research is the syllabus, RPP, the result of student tasks, and mastery in authentic assessment—technique examination of data validity using triangulation of source and triangulation technique. Data analysis techniques use hypothesis analysis, which is a proposition. The results of this study indicate that in implementing the scientific approach to history, teachers in SMK Negeri 7 Semarang experienced quite complex constraints. The implementation of history learning in the 2013 curriculum uses a scientific approach with 5 M (observing, asking, reasoning, trying, and networking). The obstacles experienced by history teachers in SMK Negeri 7 Semarang are the constraints of time allocation, authentic assessment constraints, and teacher creativity constraints. The solution made by the history teacher at SMK Negeri 7 Semarang is concerned with historical learning materials by reducing aspects of authentic assessment and using varied learning methods so that learning is not monotonous.

Keywords: *Obstacles, Scientific Approach, Curriculum 2013*

Introduction

The educational curriculum in Indonesia has been quite long, from independence to the reform period. The educational curriculum in Indonesia changes according to the times, with one of the goals being the suitability of education in constantly changing and developing times. Therefore, education must adapt to the times because, otherwise, education in Indonesia will negatively impact the future (Mustakim, 2011; Tolchah, 2015). This is in line with S. Nasution (2008, p. 121), stating that the curriculum can also be interpreted as something alive and valid for a certain period, and the curriculum needs to be revised periodically to remain relevant to the times.

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The change from the curriculum at the education unit level (KTSP), called the 2006 curriculum, to the 2013 curriculum is not without reason; further research shows that the 2006 curriculum has many weaknesses. According to Mulyasa (2013, pp. 60-61) the weaknesses that exist in the curriculum body at the level of this educational unit are as follows: 1) the content and message of the curriculum are still too dense, which is shown by the large number of subjects and many materials whose breadth and difficulty exceed the level of development of children's age; 2) the curriculum has not developed competencies in its entirety in accordance with the vision, mission and goals of national education; 3) the competencies developed are more dominated by the aspect of knowledge, not fully describing the personality of students (knowledge, skills and attitudes); 4) various competencies required in accordance with the development of society; 5) the curriculum is not sensitive and responsive to various social changes that occur at the local, national and global levels; 6) the standard learning process has not described a detailed learning sequence so that it opens up opportunities for diverse interpretations and leads to teacher-centered learning; 7) the assessment has not used competency-based assessment standards, and has not firmly provided re-mediation and enrichment services on a regular basis.

In contrast to Komariyah et al. (2013, p. 13), with the existence of the 2006 curriculum, it is still seen in the community that students seem to have never received education from teachers. This is like what happens outside of school: the negative behavior of students today, such as cases of violence, brawls, immoral acts, loss of noble morals, low morals and ethics of the nation, and weakening of tolerance. The two reasons above are what finally had to be changed in the 2006 curriculum. With this position of education in Indonesia, the 2013 curriculum appears to be a solution to this problem. The appearance of the 2013 curriculum is by designing active learning. Therefore, the 2013 curriculum is student-centered learning, no longer teacher-centered learning. Not only that, the 2013 curriculum changes the learning steps to be more lively. Establishing a method that is mandatory for teachers in teaching at least teachers use it in 1 semester. *These methods are inquiry learning, discovery learning, problem-based learning, and project-based Learning.* At the same time, the learning uses a scientific approach, with teachers having to insert learning by doing the 5 M's (asking, observing, trying, associating, and communicating). The 2013 curriculum assessment was changed to an authentic assessment (*authentic assessment*). The grading of students has also changed, initially on a scale of 0 to 10, in contrast to this authentic assessment using a scale of 1 to 4 with multiples of 0.33 (Imas et al., (2014, p. 55).

Indonesian history teachers in the 2013 curriculum used a scientific approach to face complex obstacles in these learning steps. Indonesian history teachers at SMK Negeri 7 Semarang face these obstacles because they are unprepared to welcome the 2013 curriculum. At the same time, the cause of the failure of the implementation of the 2013 curriculum is that teachers are the main factor in the success or failure of the implementation. Therefore, Indonesian history teachers at SMK Negeri 7 Semarang face obstacles in learning, namely constraints on time allocation, teachers' creativity, and obstacles in *authentic assessment*.

Departing from the above problems, the researcher conducted a study titled Constraints of Indonesian History Teachers in the 2013 Curriculum Using a Scientific Approach at SMK Negeri 7 Semarang. The objectives of this study are 1) To find out the learning process of Indonesian history in the 2013 curriculum using a scientific approach at SMK Negeri 7 Semarang; 2) To find out the obstacles faced by Indonesian history teachers in the 2013 curriculum using a scientific approach at SMK Negeri 7 Semarang and 3) To find out the solutions of Indonesian history teachers in overcoming the obstacles faced in the 2013 curriculum using a scientific approach at SMK Negeri 7 Semarang.

Method

This study uses a qualitative research method with a phenomenological approach. Analysis from a phenomenological perspective takes opinions from Bogdan and Taylor in Basrowi and Suwandi (2008, p. 224). Data analysis from a phenomenological perspective is a process that requires efforts to formally identify themes and formulate hypotheses (ideas) presented by data and to show that data supports these themes and hypotheses.

The analysis used in this study uses a propositional hypothesis analysis. Data analysis is a process that requires efforts to formally identify themes and formulate hypotheses (ideas) presented by the data, as well as efforts to show that the themes and hypotheses are supported by data (Hermawan et al., 2016). The phenomenological approach in this study is used to describe the constraints of Indonesian history teachers in the 2013 curriculum using a scientific approach at SMK Negeri 7 Semarang.

The data sources in this study are words and actions from Indonesian history teachers, curriculum waka, and students of SMK Negeri 7 Semarang obtained through interviews, written sources in the form of learning tool documents (RPP and syllabi), and observation photos during this research in the field. The data analysis carried out is a propositional hypothesis analysis; this follows the concept of Bogdan and Taylor in Basrowi and Suwandi (2008, p. 224) as follows:

1) re-identify themes and chart relationships between themes; 2) compile hypotheses and refine/refine hypotheses; 3) examine the data to improve the theme and hypothesis; and 4) the research findings.

Results and Discussion

Implementation of History Learning

The implementation of learning based on the 2013 curriculum using a scientific approach (scientific approach) can be seen in Permendikbud number 65 of 2013. It is explained in great detail as follows:

a. Preliminary Activities

The teacher's task is to prepare students to follow the learning process, motivate learning, ask questions related to previous learning, explain the purpose of learning, and convey the scope of the material by the syllabus.

b. Core activities

Teachers use learning models, learning methods, learning media, and learning resources tailored to the characteristics of students and subjects. The selection of scientific approaches or thematic approaches and discovery and learning that produces problem-solving-based works (*Project Based Learning*) is adjusted to the characteristics of competencies and levels of education. One of the alternatives chosen in the realm of attitudes is the affective process, which starts from accepting, operating, appreciating, and practicing. All learning activities are oriented towards competency stages that encourage students to carry out these activities. Knowledge is possessed through knowing, understanding, applying, analyzing, evaluating, and creating. The characteristics of learning activities in this knowledge and skill have differences and similarities, and in the realm of skills, are obtained through observing, questioning, trying, reasoning, presenting, and creating. The entire content of subject matter derived from skills must encourage students to carry out the process of observation to creation and to realize these skills; it is necessary to carry out learning that applies the discovery/*inquiry learning* mode and learning that produces problem-solving-based works (*Project Based Learning*).

c. Closing activities

Teachers and students, both individually and in groups, reflect to evaluate the learning they have implemented. Teachers in carrying out assessments of students based on the 2013 curriculum use authentic assessments. There are also too many aspects of assessment for students that must be teachers. That way, the system of giving student assessments is also different, which used to be with the 2006 curriculum gives student assessments on a scale of 0

to 100, while this authentic assessment uses a scale of 1 to 4. More specifically, Imas Kurinasih and Berlin Sani (2014, p. 55) explained the authentic assessment system that in the 2013 curriculum, the assessment scale is no longer 0-100 but 1-4 for cognitive and psychomotor aspects, while for the affective aspect using SB=Very Good, B=Good, C=Adequate, K=Less. The value scale is 1-4 with multiples of 0.33.

Obstacles for History Teachers

a. Time allocation constraints

Indonesian history subjects in vocational high schools (vocational high schools) and high schools (high schools) have different allocation of learning time at 2 (two) levels of school above. The vocational high school (vocational high school) level for Indonesian history subjects gets an allocation of 2 (two) hours. At the same time, the 2013 curriculum emphasizes active learning using a scientific approach with a method that, in its implementation, is quite time-consuming, not to mention with many authentic assessment aspects. The above reality makes teachers at SMK Negeri 7 Semarang, in successfully implementing the 2013 curriculum, face quite complex obstacles.

The allocation of 2 hours for Indonesian history subjects is ineffective in implementing the provision of the 2013 curriculum. Seeing the methods emphasized to teachers in carrying out learning requires a considerable amount of time allocation. Take the Project Learning method as an example; according to Hosnan (2014, p. 325), the steps to implement the method are as follows: 1) project determination; 2) planning of project completion steps; 3) preparation of project implementation schedules; 4) completion of projects with teacher facilitation and monitoring; 5) Preparation of reports and presentations/publication of project results and 6) evaluation of project processes and results. These long learning steps automatically require a considerable allocation of time. It is impossible with only the allocation of 2 hours of project-based learning to be completed, not to mention that there is much Indonesian history subject material. In 1 week, the teacher face-to-face with the same students does not necessarily meet again; it is necessary to take how many days to use the method effectively. A study by Muhammad Mufrodi (2015, pp. 156-167) found that when Indonesian history teachers at SMK Negeri 7 Semarang were teaching using *the Project Learning method*, they faced time allocation constraints. The method takes quite a long time. On the other hand, history lessons for a week are only two hours, so when teachers monitor outside of teaching and learning hours, teaching and learning activities cannot be carried out effectively.

The implementation of the 2013 curriculum is carried out in stages in schools in Indonesia. This depends on the policies of the local government and the school mentioned above, considering that the school with the existing elements is ready and agrees to use the 2013 curriculum. This is in line with the research conducted by Islah Seillariski (2015, p. 73), who found that the obstacle for Indonesian history teachers to use a scientific approach is the time allocation obstacle. In its implementation using a scientific approach, it takes longer than ordinary learning. So teachers must be competent in dividing their time.

The sad reality that must be borne by the Indonesian history subject above is assessed by S. Hamid Hasan (1998, p. 74) as a classic obstacle. Obstacles have been faced by Indonesian history teachers from the past until today. Consciously or not, Indonesian history teachers also have a reasonably necessary task behind this reality, namely realizing the goals of the Indonesian history subject itself. The objectives of the Indonesian history subject packaged by Sardiman AM (2013, pp. 6-7) are as follows: 1) Building students' awareness of the importance of the concept of time and place/space in order to understand change and sustainability in the life of society and nation in Indonesia; 2) Develop historical thinking skills which are the basis for logical, creative, inspirational and innovative thinking skills; 3) Fostering students' appreciation and appreciation for historical relics as evidence of the civilization of the Indonesian nation in the past; 4) Fostering students' understanding of themselves, society, and the process of forming the Indonesian nation through a long history and still in process until now and in the future; 5) Fostering awareness in students as part of the Indonesian nation who has a sense of pride and love for the homeland, giving birth to empathy and tolerant behavior that can be implemented in various fields of community and nation life; 6) Developing behaviors based on values and morals that reflect the character of oneself, society and the nation and 7) Instilling an attitude oriented to the present and the future.

b. Obstacles to teachers' creativity

Teachers giving examples to students is essential. We know the classical meaning of teachers, which is to be imitated and imitated. This means that the teacher's behavior, speech, and actions are an example wherever they are. Therefore, a teacher must first give an example to students before giving up. One of the competencies resulting from implementing the 2013 curriculum is to produce people with high creativity in learning. It seems contradictory between the ideals of the 2013 curriculum and the position of teachers' creativity today. How can creative students be produced when the teacher cannot be said to be creative? Therefore, a teacher's creativity needs to be improved and developed.

The monotony of teachers teaching Indonesian history subjects is a problem that is causing several other significant problems. The data produced in this study shows that Indonesian history teachers at SMK Negeri 7 Semarang cannot be said to be creative in teaching. Related to this case are monotonous teaching methods, namely lecture and discussion. In fact, in the 2013 curriculum, 4 (four) methods have been determined: Inquiry Learning, Discovery Learning, Problem-Based Learning, and *Project Based Learning* methods. The above method is not paid attention to by Indonesian history teachers in classroom learning. Concerns from various parties are that students no longer like Indonesian history subjects, and students even consider Indonesian history subjects to be something that must be avoided. Indonesian history is vital to be taught in the world of education so that the next generation knows and emulates the struggle of heroes who have sacrificed their souls and bodies to create Indonesian independence (Abdullah, 2013).

In succeeding in the successful implementation of the 2013 curriculum above, creative teachers are needed, as mandated by Mulyasa (2013, p. 41), because teachers are an essential factor that has a significant influence on the success or failure of students to participate in learning activities, in this case, the learning of Indonesian history. As a nascent curriculum, it will be challenging to implement in various regions throughout Indonesia because most teachers are not ready. There are several instances of teachers being unprepared to implement the curriculum; in general, teachers lack competence in the subject, and the problem of teacher creativity in teaching is no less critical.

In the 2013 curriculum, teachers teaching in 1 semester must produce a work at the end of their learning. This is clear so that teachers can know that their students have skills in themselves, which can be considered an indicator of teacher success. Therefore, SMK Negeri 7 Semarang opened the door wide to apply for funds to realize what has become a provision of the 2013 curriculum. From the school's policy, the teacher concerned is obliged to heed the requirements in applying for funds, which are as follows: 1) The teacher must determine the KD (Basic Competence) to be achieved, at least 2 KD, more than that is better and 2) The teacher must determine the budget needed in realizing the activity by the product that the student will produce (Interview: Albasori, S.Pd on April 19, 2017).

Unfortunately, Indonesian history teachers at SMK Negeri 7 Semarang have never carried out this golden opportunity due to the pessimism that petrified teachers, assuming that this opportunity is only for productive subjects at SMK Negeri 7 Semarang. According to Oemar Hamalik (2012, p. 147), the characteristics of creative teachers in teaching are as follows: 1. Fluent in speaking and rich in ideas, 2. Flexible and adaptive, 3. Inventive and divergent

thinking, 4. Having a good memory and associative thinking, 5. Tends to have humorous and funny qualities, 6. Often dislikes everyday things, and 7. Please have a good view of himself.

c. Constraints on authentic assessment (*authentic assessment*)

In authentic assessment, teachers must carry out many assessments on their students, including self-assessment, peer assessment, assignment assessment, grade assessment, interest assessment, test assessment, character assessment, practice assessment, etc. The many aspects of the assessment above, with the time allocation of only 2 (two) hours of Indonesian history subjects, are impractical in conducting that many assessments. Indonesian history subject material alone is already a lot. Not to mention, teachers carry out methods of learning that also require a lot of time allocation. Therefore, SMM Negeri 7 Semarang teachers are confused and have difficulty conducting the authentic assessment.

In other schools, the reality is similar. For example, Ayu Indrawati's (2015, pp. 87-89) research found that the obstacle to using authentic assessment is an obstacle to student assessment. The learning assessment in the 2013 curriculum is slightly different from the previous curriculum, where in the 2013 curriculum assessment, there are around 115 aspects of assessment for one student, such as self-assessment, peer assessment, assignment assessment, grade assessment, interest assessment, test assessment, character assessment, practical assessment, etc. Meanwhile, each teacher teaches about eight classes with the number of students in each class ± 30 students. In assessing attitudes, teachers must know the students to be assessed; the teacher needs to memorize the students he is teaching.

This authentic assessment also differs from the assessment of learning outcomes that have occurred before. In the previous curriculum, the assessment of students results with a score scale from 0 to 10 for the affective aspect used the letters A, B, C, and D. Related to the assessment in the 2013 curriculum used a score scale of 1 to 4, for the cognitive and psychomotor aspects, and the affective aspect using SB= Very Good, B=Good, C=Adequate, K=Less. For a value scale of 1 to 4 with a provision of multiples of 0.33 (Imas et al. (2014, p. 55). This assessment system confuses students and parents when deciding whether their children's grades are good or bad. Students also have difficulty knowing which answers are right and wrong, relearning them, or just reading the correct answers for the upcoming exams. With less exciting socialization to relearn related to the authentic assessment itself. Teachers at SMK Negeri 7 Semarang also seem to understand the concept of the assessment very well because this assessment is a scientific assessment, which is as it is, not made by the teacher; this assessment is the result of the reality owned by the students so that the teacher knows which ones need to get improvement and guidance. Indonesian history teachers at SMK Negeri

7 Semarang carried out the journey of assessing student results, which was quite tiring. According to Yunus Abidin (2014, p. 77), the obstacle to authentic assessment is that not all teachers understand the concept and implementation of authentic assessment. If a concept is not understood, how can this assessment be used for practical purposes in learning activities? The impact is that Indonesian history teachers at SMK Negeri 7 Semarang have difficulty assessing students.

Solutions to History Teachers' Obstacles

The t-test is used to determine the influence of variables in the implementation of multicultural education on history subjects on students' pluralistic attitudes, whether it is significant or not, can be seen in the following table:

a. Time allocation solutions

In teaching to get a 2-hour time allocation, Indonesian history teachers return to ancient learning habits, namely by using the lecture and discussion method in the teaching and learning process of Indonesian history, as a solution to the above obstacles, considering that the method that the government has set requires a long time allocation. According to S. Hamid Hasan (1998, p. 75), although the lecture and lecture methods can provide much information quickly, the method cannot develop the goals of the history curriculum in cognitive and affective aspects. It must also be admitted that the methods of lectures vary among Indonesian history teachers in order to save energy in learning.

By returning to using the method mentioned above, ignoring the advantages, disadvantages, and impact on the students, the teacher focuses on continuing to learn Indonesian history as usual, considering that the problem does not exist. Implementing the 2013 curriculum with the established method requires much time. This is in line with the fact that the 2013 curriculum demands the implementation of active learning. The implementation of active learning, of course, requires a more extended time allocation than teacher-centered learning. In line with the above, the Ministry of Education and Culture has determined the addition of lesson hours at both the elementary school level and the junior high school (SMP) and high school (SMA) levels (Yunus Abidin, 2014, p. 31). The above is believed to be a fixed solution for every school level. However, there is no solution to allocating time to learning Indonesian history at the vocational school level, such as at SMK Negeri 7 Semarang. As a result, the Indonesian history teacher sought a solution to the obstacles he experienced in implementing the 2013 curriculum using a scientific approach. He returned to the tradition of using ancient methods, namely, discussion and lecture methods.

The *lecturing method* is one of the oldest and most widely used by educators in this country. From this old age, the lecture method has received much criticism from various parties. Criticizing that this method is no longer relevant to mobilizing student participation to be active, The lecture method is an alternative method when the school environment is not supportive of learning, according to Ign. S. Ulihbukit Karo (1977, p. 14) The right situation in using the lecture method is as follows: 1) If the study material is unavailable in books or other written sources. For example, in studying scientific discoveries, 2) The lecture method is also appropriate for explaining complex materials or words, and 3) providing an overview or illustration of certain study materials and words. For example, drawings, tables, diagrams etc; 4) The lecture method can also be used in order to maintain, grow and instill appreciation/appreciation of the content of the poem; 5) As an introduction/introduction to the lesson material or a conclusion from the things that have been learned; 6) When the number of students given lessons is relatively large; 7) The material that must be given/studied is too much, while the time is minimal and 8) If there is no other tool except oral language.

On the other hand, there is also too much Indonesian history material to teach with a time allocation of only 2 hours. Apart from the criticism and the right situation in the use of the lecture method, according to Hartono Kasmadi (1996, p. 21), an educator or researcher who tends to forget that the lecture and discussion method is a suitable method for Indonesian history subjects, especially for students who are just learning Indonesian history to give students an initial introduction to Indonesian history subjects.

b. Teacher creativity solutions

The decision to take a step back to using the classic and monotonous method of learning Indonesian history at SMK Negeri 7 Semarang is a small part of the learning activity process. It does not significantly impact the end of learning because learning with discussion and lecture methods does not touch students' passion for learning Indonesian history subjects. Teachers using the lecture method tend to focus learning on the teacher because students must grasp what the teacher says when delivering the material. Therefore, according to Nasution (2007, p. 44), the lecture method is considered in this sense that what students get is not deep because it only encourages students to memorize, so students tend to use memory as the primary tool to master the subject matter, which then has an impact on easy forgetfulness by students. Therefore, there must be a renewal in the use of learning methods so that students do not feel bored participating in learning.

Heeding what the decision from the government to be the leading solution to this problem is, in this case, it is stated in Permendikbud number 65 of 2013, one of the contents in this regard

is that every teacher is obliged to use *Inquiry Learning*, *Discovery Learning*, *Problem-Based Learning*, and *Project Based Learning* methods. In using this method, learning is more lively, and students are expected to be active in participating in learning because the 2013 curriculum itself requires student-centered learning (*Student Centered Learning*) and is no longer teacher-centered (*Teacher Centered Learning*). Indonesian history teachers at SMK Negeri 7 Semarang do not all use the abovementioned methods; only one or two of the four methods are emphasized. This is not a problem because, in the Permendikbud itself, teachers can implement this method in conducting learning in the classroom in one semester. Success never betrays how much and how little effort it is. The result is that few Indonesian history teachers at SMK Negeri 7 Semarang can revive the learning of Indonesian history with evidence of students' work in the form of maps of the distribution of Western nations to Indonesia. This kind of thing will usher in an actual gate for the renewal of Indonesian history subjects.

The main contribution to the successful implementation of the 2013 curriculum is teachers' creativity; this is the main highlight of this extensive mission. This is also the main focus of Mulyasa (2014, p. 64) that to succeed, the curriculum requires conducive school environment conditions and challenges students' curiosity so that the learning process can occur effectively. Therefore, learning Indonesian history subjects at SMK Negeri 7 Semarang must increase students' enthusiasm to create what is suggested above.

One of the creative aspects of this teacher is the selection of learning methods because this learning method will later show whether or not it is successful in teaching. This is as conveyed by Jamal Ma'mur Asmani in his book entitled *Tips for Building a Learning Community in School: Tips for Overcoming Boredom in the Learning Process*, stating that this learning method and media play a vital role in achieving the success of the teaching-learning process between educators and students if this teaching method used by educators is not appropriate, it could be what causes students to experience failure in the process follow learning in the classroom (Jamal et al., 2014, p. 39). Therefore, Indonesian history teachers at SMK Negeri 7 Semarang must be more active in learning to understand methods that make the classroom atmosphere and students comfortable and enthusiastic to learn Indonesian history. This can be done by reading more educational books related to the 2013 curriculum and learning methods in particular.

According to Mulyasa (2015, p. 63), to deal with this problem, 1) teachers always try to find a better way to serve students so that students will judge them that they are indeed creative and do not do something routinely; 2) teachers should go to great lengths to know the students' problems, beliefs and habits that hinder progress, and help them stay away and leave them to

get new ways that are more appropriate and 3) teachers and students work together to learn new ways and abandon the personality that has helped them achieve their goals and replace them according to the demands of today.

c. Authentic assessment solutions

The solution to the problem of authentic assessment experienced by Indonesian history teachers at SMK Negeri 7 Semarang is to reduce the assessment aspects that are too much to do because there is already much material for the subject of Indonesian history itself. If the material is sacrificed to focus on authentic assessment, it will not be suitable for the students, in this case, the students. Although students can find material that Indonesian history teachers have not taught, it does not seem reasonable for teachers to directly give questions or to be tested by students.

Of the many aspects of authentic assessment teachers must carry out on student learning outcomes, Indonesian history teachers at SMK Negeri 7 Semarang only conduct assessments between friends, observation assessments, self-assessments, and evaluations. In conducting self-assessment and between friends, Indonesian history teachers distribute assessment papers to students; after that, the teacher observes himself, and when the data for the student's assessment material has been collected, it is taken on average in the student's learning outcomes. This authentic assessment assesses students' learning progress throughout the learning process. The teacher does not assess the students at the end of the learning. However, the teacher assesses the students from the process of students participating in learning to meet the achievement of essential competencies, which have become the teacher's goal. Therefore, this assessment system requires students to participate actively in a series of learning. The importance of the above description is that Arif Purnomo (2011, p. 3) constantly reminds teachers to motivate students to improve the quality of learning and learning outcomes. It will also support the success of teachers in conducting a series of authentic assessments that they carry out with great hopes that students' learning outcomes will be very satisfactory.

According to Mulyasa (2015, pp. 63-64), many aspects of authentic assessment in the 2013 curriculum provide solutions to teachers who face obstacles; they are as follows: 1) teachers need to have adequate knowledge, skills, and attitudes; 2) understand evaluation techniques, both tests and non-tests which include the types of each technique, characteristics, development procedures, and how to determine whether or not it is reviewed from various aspects, validity, reliability, differentiation and difficulty level of the questions; 3) teachers in conducting authentic assessments must be fair. This means that this principle must be followed by other principles so that the assessment can be carried out objectively because the familiarity factor

does not influence a fair assessment, is comprehensive, has clear criteria, is carried out in the right conditions and with the suitable instruments so that it can show the achievements of students as they are and 4) teachers must assess themselves, both as a planner, implementation, as well as assessing learning programs.

The above explanation is no less important than the suggestion given by I Gde Widja (1989, p. 92) in increasing understanding in conducting authentic assessments, namely Indonesian history teachers should train themselves as much as possible in the procedures for preparing various aspects of assessments that have been determined by the assessment in the context of Indonesian history subjects to achieve the goal of learning Indonesian history itself, which has been a priority for all Indonesian history teachers in teaching.

Conclusion

Implementing Indonesian history learning in the 2013 curriculum uses a scientific approach; the government already makes guidelines, and a teacher needs to implement the teaching teacher's guidelines. Implementing learning with the 2013 curriculum using a scientific approach is *student-centered (Student Centered Learning)* and no longer teacher-centered (*Teacher Centered Learning*). This can be seen by the learning implementation structure known as the 5 M's (asking, observing, trying, associating, and communicating), with four active learning methods: Inquiry Learning, Discovery Learning, Problem-Based Learning, and *Project Based Learning*. The goal is clear: it wants students to participate actively in learning, with authentic assessment (*authentic assessment*) in assessing student learning outcomes.

The 2013 curriculum offers active learning, meaning learning that invites students to be active in participating in learning, no longer like an empty bottle that must be filled. The unpreparedness of teachers to welcome learning with the 2013 curriculum is the main trigger for the failure to implement the curriculum. This unpreparedness is also the cause of Indonesian history teachers at SMK Negeri 7 Semarang experiencing quite complex obstacles in carrying out their duties as teachers. The obstacles they have to face are constraints on time allocation, constraints on teachers' creativity, and constraints on authentic assessments (*Authentic Assessment*). Regarding the allocation of time for learning Indonesian history, which is closely related to authentic assessment, it also takes much time because the main task of teachers is to teach Indonesian history material, which has become a requirement. With quite a lot of material and quite a lot of authentic assessment aspects, the 2-hour time allocation is not adequate. The lack of creativity of Indonesian history teachers makes learning monotonous with ancient

learning methods and less emotionally draining for students participating in learning. This results in teachers facing obstacles in teacher creativity teaching.

In overcoming the above obstacles, Indonesian history teachers at SMK Negeri 7 Semarang could not do much. The solution he did was only temporary. This will negatively impact the future of Indonesian history, for example, in the constraints of teacher creativity. In carrying out learning, Indonesian history teachers at SMK Negeri 7 Semarang always use the lecture and discussion method, which is very common among teachers throughout Indonesia. This will have a dangerous impact on learning Indonesian history because the position of Indonesian history subjects today still needs full attention. Therefore, it is hoped that the teacher will be able to renew learning by using methods that excite students to learn Indonesian history subjects. The next obstacle is the time allocation problem. The difference in time allocation at the SMK and SMA levels makes Indonesian history teachers at SMK Negeri 7 Semarang carry out learning with methods that have been determined to be difficult and ineffective in their implementation because this method is allegedly a method that requires much time. In contrast, Indonesian history subjects at the SMK level get 2 hours. Therefore, Indonesian history teachers tend to run away from the old teaching tradition by using methods that do not take long to implement. The last obstacle is the Authentic Assessment (Authentic Assessment). In this assessment, many aspects are assessed on students, while for the Indonesian history material itself, there are also many; therefore, Indonesian history teachers prefer the aspect of their assessment that is sacrificed rather than the material. The commonly used aspects of assessment are observation assessment, knowledge assessment, and attitude assessment. This authentic assessment is also related to time allocation because carrying out all aspects of the assessment takes much time.

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