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Implementation of Scientific Approach in the 2013 Curriculum on History Learning

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Abstract

The District Education Office Trunk designated several schools, including SMA 2, to implement the 2013 curriculum, with this study focusing on two main aspects: the implementation of Curriculum 2013 in teaching history in schools, and the methods used to incorporate a scientific approach to history education. The research aimed to provide comprehensive insights into how the Curriculum 2013 was applied within the educational framework of history classes, examining both the effectiveness and practical aspects of this integration. Specifically, the study sought to understand how the curriculum's principles were translated into teaching practices, evaluating the impact on both teaching methods and student comprehension. Additionally, the research explored the incorporation of a scientific approach to history education, assessing its influence on pedagogical strategies and the depth of student learning. The overarching goal was to evaluate the overall execution and outcomes of these educational strategies, offering a detailed understanding of the curriculum's application and the efficacy of the scientific approach in enhancing history education. Through in-depth analysis, the study aimed to contribute to a broader understanding of the practical challenges and successes in implementing the 2013 curriculum, providing valuable insights for educators and policymakers aiming to improve history education through innovative and scientifically-grounded methods.

Keywords: *Curriculum, 2013, Teaching History, Scientific Approach.*

Introduction

The definition of curriculum always aligns with the development of theory and technological development. With various opinions about the meaning of the curriculum, it is theoretically challenging to determine a definition that can summarize all views about the curriculum. The curriculum changes made by the government are intended to improve the education system (Dicky. 2014; Kartika, 2010; Rita, 2014). However, each curriculum has shortcomings and needs to be evaluated and improved to achieve educational goals properly. Of course, there are many reasons for curriculum changes and why the previous curriculum must be perfected due to shortcomings. Still, the essential thing is that the curriculum that will be implemented can answer the challenges of the times that continue to change without being prevented and prepare students to be able to compete in the future with all advances in science and technology

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(Latifatul, 2013, p. 15; Muhammedi, 2016; Maesaroh, 2015). Learning in the 2013 curriculum at school is carried out using a scientific approach. The learning process must touch three domains: attitude, skill, and knowledge. In the learning process based on a scientific approach, the realm of attitude relates to substance or teaching material so that students know about "why," and the domain of skills relates to a substance or teaching materials so that students know about "how". In contrast, the domain of knowledge relates to substances or teaching materials so that students know about "what."

Learning with a scientific approach is learning that consists of observing activities (to identify problems to be known), formulating questions and formulating hypotheses, collecting data/information with various techniques, processing/analyzing data/information and drawing conclusions, as well as communicating the results of conclusions and other findings outside the formulation of problems to acquire knowledge, skills, and attitudes. These steps can be continued by creating activities. Based on the initial observation on April 5, 2014, at SMA Negeri 2 Batang about the 2013 curriculum, in Batang Regency, two schools have implemented the 2013 curriculum. One of them is SMA Negeri 2 Batang. In learning history at SMA Negeri 2 Batang, there are compulsory history subjects or Indonesian history and elective history subjects, namely general history. Compulsory history is a subject that must be followed by all students, both social and science majors, while electives are for students majoring in social studies.

Teachers strive to teach using a scientific approach, although not all history teachers at SMA Negeri 2 Batang understand the scientific approach. In class, students are invited to observe an object, namely a picture of Islamic historical heritage. The teacher explains a little about the Islamic kingdom in Indonesia. Then, students are given description questions to be discussed in groups, and the results will be presented in class. From discussion activities, students will be more courageous in speaking in front of many people. Facilities and infrastructure are also critical to support the success of teaching and learning activities. At SMA Negeri 2 Batang, LCD is not available in each class, so many teachers use the lecture method due to the lack of LCD. However, some teachers try to use LCDs borrowed from ICT rooms. However, if you borrow it, the teacher complains that the lesson hours will be reduced because it is used to prepare the LCD and its operation. Moreover, one of them is history teachers who constantly strive to apply a scientific approach to history learning.

Method

The approach used in this study is qualitative. According to Bogdan and Taylor in Moleong (2011, p. 4; Lina et al., 2011), qualitative research produces descriptive data in written or spoken words from people and observable behaviors. This approach allows researchers to deeply understand the studied phenomena, capturing the richness and complexity of humans behavior and social interactions. The descriptive nature of qualitative data enables the researcher to present a detailed account of participants' perspectives and experiences, which is essential in contexts where numerical data alone cannot provide a complete picture (Sugiyono, 2010, p. 15; Bambang, 2014; Toto, 2015). Explained that the qualitative research method is a research method that is carried out on natural objects, which develop as they are and do not affect the dynamics of the object.

In qualitative research, an instrument is a person or human instrument, the researcher himself. This means that the researcher plays a crucial role in the data collection, utilizing their senses and skills to gather and interpret information. To become an effective instrument, researchers must have a provision of theory and broad insights to ask, analyze, photograph, and construct the social situation of education that is studied to be more precise and meaningful (Sugiyono, 2010, p. 15). This theoretical knowledge and insight allow the researcher to make informed observations, ask relevant questions, and understand the context of the data collected, thereby enhancing the validity and depth of the research findings.

Additionally, the qualitative approach is flexible and adaptive, enabling researchers to modify their methods and questions in response to the evolving dynamics of the research setting. This adaptability is particularly beneficial in complex social environments where rigid research protocols may not capture the subtleties of the situation. By engaging directly with participants and their environments, qualitative researchers can uncover hidden patterns, meanings, and insights that might be overlooked using quantitative methods. This deep engagement fosters a more comprehensive and nuanced understanding of the research topic, ultimately contributing to developing theories and practices grounded in real-world experiences and contexts.

Results and Discussion

The data of the research results came from the observations of history teachers as research subjects and interview results, as well as a description of teachers' understanding of implementing the 2013 Curriculum in the history learning process. The author interviewed and observed teachers and students at SMA Negeri 2 Batang. This research aimed to gather in-depth insights into how the 2013 Curriculum is applied in history classes and the challenges

educators encounter in this context. The initial design states that the data collection methods used in this study are observation, interviews, and documentation. This sub-section provides information, data, and results from these observations, interviews, and documents. This step ensured that the data collected using mobile phones as voice recorders, cameras, and field notes could be thoroughly analyzed and understood. By employing multiple data collection methods, the study aimed to capture a comprehensive view of the educational practices and the efficacy of the curriculum implementation.

The facilities and infrastructure at SMA Negeri 2 Batang are adequate and reasonably complete, including laboratories, libraries, school canteens, prayer rooms, student bathrooms, and school cooperatives. However, not all classrooms are equipped with LCDs, necessitating the borrowing of the ICT room if teachers wish to use PowerPoint media in their learning activities. Despite this limitation, the school boasts a simple hall for school activities. It provides students and teachers a "hot spot area" during break hours, enhancing their access to digital resources and supporting a modern learning environment. The 2013 Curriculum, or Character-Based Education, is a new curriculum initiated by the Ministry of Education and Culture of the Republic of Indonesia to replace the previous Education Unit Level Curriculum. The 2013 Curriculum emphasizes understanding, expertise or skills, and character education (Muhammad et al., 2017; Mulyasa, 2014; Afandi, 2013; Suyadi, 2013). In this curriculum, students are expected to understand the material, actively participate in discussions and presentations, and exhibit high manners and discipline. This curriculum replaced the KTSP, which had been in use since 2006. Under the 2013 Curriculum, students in educational units at each level of education must follow subjects selected according to their choices.

As explained above, the curriculum serves as a reference or framework for organizing learning activities, ranging from national exams to classroom learning activities (Kartika, 2010; Jihad, 2010). The 2013 Curriculum is a refinement of previous curriculums, including the 2006 (KTSP) and the 2004 (KBK) curriculum. It aims to achieve three domains in learning: cognitive, affective, and psychomotor, for all subjects. Unlike the KTSP or previous curriculums, which covered only cognitive and affective domains or perhaps affective and psychomotor, the 2013 Curriculum integrates all three domains into each subject. History learning in the 2013 Curriculum is categorized for science and social studies students, starting with Indonesian history. This subject, known as General History, is provided for both science and social studies specializations (Yudiono, 2010; Widayat, 2015; Vlekke, 2008). The material spans from pre-literate societies to royal kingdoms in the archipelago. In history classes, students gain knowledge and learn about historical figures' characters to apply good attitudes in their daily

lives. For psychomotor development, students engage in scientific learning activities that involve observation, questioning, and group studies, culminating in written reports on the history material taught.

Specialized history classes delve deeper into concepts such as the meaning of history, the experts who reveal it, and historical and historiographic research. Teaching and learning activities include initial activities, core activities, and closing, with teachers preparing lesson plans and syllabi in advance. The scientific approach, derived from the word "saint," meaning science (Daryanto, 2010; Eka, 2014; Lelya, 2015), is logical and systematic (Wuwuh, 2013). It begins with students asking questions based on what they see and hear, leading to inquiry and discussion. Teachers then relate these questions to the taught material. Students collaborate in groups to solve problems, fostering skills such as respecting others' opinions and presentation competence. The research results at SMA Negeri 2 Batang indicate that teachers have begun to understand the scientific approaches; however, there is still room for improvement in their application, as revealed through teacher interviews.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that history teachers at SMA Negeri 2 Batang have understood the 2013 curriculum. However, one of the history teachers has not mastered and understood the implementation of the 2013 curriculum. History teachers at SMA Negeri 2 Batang have participated in training on applying the 2013 curriculum for history learning. However, in the learning process in the classroom, the teacher is still the center or object; even though the teacher has understood the 2013 curriculum, in its implementation, the teacher is not ready to fully use the 2013 curriculum. This is because teachers only know about the meaning in theory, so training on the 2013 curriculum needs to be held again until teachers master the concept and process in detail and depth. One of the other history teachers is very knowledgeable about the 2013 curriculum; he explained in detail how to apply the 2013 curriculum in the learning process. The curriculum also strives for all SMA Negeri 2 Batang teachers to understand how to teach using the 2013 curriculum.

From the results of research in the field, the application of the 2013 curriculum is a curriculum that uses a scientific approach; the scientific approach is a scientific or scientific approach. Teachers at SMA Negeri 2 Batang have applied a scientific approach to learning history. Teachers always try to create new methods so students are enthusiastic about participating in history lessons. In history learning, students are expected to be able to think critically about the objects they see and questions that are then answered by the teacher (Jenny, 2016). besides that,

students are also invited to discuss a problem whose results are presented in class so that students are more courageous to express their opinions in front of many people, and other students can also learn from other people's opinions and respect each other's opinions. This is the so-called scientific approach; teachers are no longer objects in learning activities, but students must be more active in learning. Adequate facilities and infrastructure must also support the scientific approach, which is a shortcoming of applying the scientific approach at SMA Negeri 2 Batang. The lack of LCDs is an obstacle to applying a scientific approach in the learning process; it needs to be prepared in advance so that it takes time or reduces lesson hours to prepare LCDs and laptops because they have to borrow from TU or computer rooms. However, facilities and infrastructure have been well available, such as comfortable classrooms, libraries, and hotspot areas. Everything is well maintained and managed.

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