Teacher Efforts in Overcoming Obstacles to History Learning in the Education Unit Level Curriculum at Madrasah Aliyah Al Irsyad Gajah Demak

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Abstract

This article examines the implementation of the SBC, which puts more pressure on the ability of teachers to develop learning materials and requires the development of self-esteem after implementing the learning process because self-development is a significant component of the SBC. This study used qualitative research methods. The informant in this study is a history teacher. Data collection techniques in this study use several methods: (1) observation, (2) the interview, and (3) documentation. Analyzes were performed using interactive models. The results showed that several perceived barriers to MA Al Ershad, a history teacher in implementing the SBC Elephant, were still at the learning process level, not the curriculum level itself. Efforts are being made to overcome the obstacles teachers SBC is to intensify the PAIKEM approach.

Keywords: Obstacles, Efforts, KTSP, PAIKEM

Introduction

The Education Unit Level Curriculum (KTSP) is an operational curriculum developed and implemented by each educational unit (Sanjaya, 2011, p. 2). KTSP consists of the educational goals of the educational unit, the structure and content of the curriculum, the academic calendar, and the syllabus (BSNP, 2006, p. 6). The Republic of Indonesia Law Number 20 of 2003 on the National Education System and Government Regulation Number 19 of 2005 (PP 19/2005) on National Education Standards mandate that the curriculum at the KTSP level for primary and secondary education be developed by the educational unit concerning the Content Standards (SI) and the Graduate Competency Standards (SKL) and guided by the National Education Standards Agency (BSNP). Additionally, the development of KTSP must follow other provisions related to the curriculum in Law 20/2003 and PP 19/2005 (BSNP, 2006, p. 3). Curriculum developers and other educational stakeholders analyze and recognize the need for a curriculum that equips students with various competencies in mastering science and technology (IPTEK) to the era's demands and reforms. This new curriculum is expected to serve as a foundation for development, necessitating support from teachers.

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Professional and quality teachers must understand and implement KTSP in each subject. Meeting these demands takes work; therefore, the government must continually develop new education policies in cooperation with the Ministry of Education. These policies are expected to bring significant changes to the national education system in Indonesia. Fundamental changes in the national education system are a prerequisite for education to produce future generations who are patient, competent, independent, critical, rational, intelligent, creative, and prepared to face various challenges while remaining devoted to God.

According to Mulyasa (2009, p. 9), KTSP is an effort to improve the curriculum to make it easier for teachers, as they are heavily involved and are expected to take on sufficient responsibility. Continuous curriculum improvement is necessary to keep the national education system relevant and competitive. Curriculum changes are expected, though they result in various adjustments. Each change affects the education structure, guidebooks, Ministry of Education policies, and teacher training. This usually leads to national training programs, which require substantial funding.

The primary goal of KTSP is to make students and teachers more active in the learning process. Besides students being active in learning activities, teachers must also actively stimulate their students' creativity to foster dynamic two-way dialogues (Widuri, 2012, p. 8). Another advantage of KTSP is allocating time for students' personal development activities, allowing them to engage in experiential learning rather than merely learning theoretical concepts (Kande, 2008, p. 2). There is little difference between KBK and KTSP, as both curricula focus on personal development and require students to be active and creative in their learning (Indrawati, 2006, p. 12).

Implementing KTSP in history subjects aims to dispel the perception that history lessons are boring due to the extensive material covered by teachers (Arta, 2012, p. 10). Furthermore, KTSP encourages students to memorize historical content and understand it deeply. Achieving these goals relies heavily on the role and responsibilities of teachers. Teachers must continuously enhance their knowledge in education, including understanding KTSP implementation, which emphasizes the ability to develop lesson materials and promote student personal development after learning. Personal development is a core component of KTSP (Ain et al., 2013, p. 5).

However, teaching history at MA AL IRSYAD Gajah faces several obstacles, such as limited teaching media, inadequate facilities like a history laboratory, students' perception of lectures as boring, and ineffective teaching strategies due to limited tools and media. Additionally, students tend to be passive, merely listening to the teacher, whereas KTSP demands active

student participation. Based on the above background, this research addresses the following problems: What obstacles do teachers encounter in teaching history at MA AL IRSYAD Gajah, Demak? What efforts do teachers make to overcome the obstacles in teaching history under the Education Unit Level Curriculum at MA AL IRSYAD Gajah, Demak? What results have teachers found in teaching history at MA AL IRSYAD Gajah, Demak?

Method

This qualitative research produces descriptive data in written or spoken words from observed individuals or behaviors (Moleong, 2007, p. 44). This study aims to obtain a valid description of the efforts made by teachers to overcome obstacles in history learning under the Education Unit Level Curriculum (KTSP) at MA AL IRSYAD Gajah during the 2012/2013 academic year. Using a qualitative approach, the qualitative methodology is considered appropriate for examining the issues in this study (Rahardjo, 2010, p. 12). Data collection techniques in this research include several methods: (1) document study, (2) observation, and (3) interviews (Saleh, 2017, p. 12). The analysis uses an interactive analysis model with the following steps: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion drawing.

Results and Discussion

Based on the research results, it can be seen that based on observations at MA Al Irsyad Gajah, it can be seen that the obstacles that exist in learning history are as follows: Teachers' habits in using the lecture method. The biggest problem or obstacle teachers feel most is their method, namely "Lecture." Teachers have given other learning methods requiring student activity, often PAIKEM. However, the lecture method is indeed the most dominant method applied by the teacher. In other words, the teacher must be made aware of his shortcomings in being less innovative. Deficiencies in the lecture method will have implications for clashes with the wishes of the KTSP curriculum, namely the problem of learning duration. Teachers complain that if they continue to use the lecture method, the allocation of lesson hours set by the curriculum will still be insufficient. Ultimately, they will be forced to sacrifice not teaching material that has yet to be covered. The lectures' content is always filled with moral advice or the sharing of reality stories related to the lesson. This is quite a waste of time, even though students can also get moral advice and reality experience outside of class hours.

There are still limited electronic equipment and teaching aids. Another obstacle experienced at MA Al Irsyad Gajah is limited facilities and infrastructure, especially in terms of electronics and teaching aids, so history learning does not run well. Communication between

teachers and students will be carried out by learning objectives. Students are not only objects in the teaching and learning process; teachers are not the main subject of information between students and teachers in achieving learning objectives. However, the lack of facilities and infrastructure, such as electronic devices such as LCD projectors to convey more interesting and dull material, is yet to be available at MA AL IRSYAD. Learning media is only sometimes related to technology, but completeness and suitability for use. The press should guarantee enough or at least have the aim that the process of absorbing knowledge can be understood optimally by those who are given the knowledge. Many learning media are easy to obtain or cheap; it just requires the teacher's willingness and courage to apply them to students. If you don't use any media in learning, the most primitive/conservative thing to do to transfer knowledge is the "lecture" method. The lecture method is only sometimes the most tedious. In this method, at least, a strategy must be added so that what is conveyed is not dull and the knowledge transfer process runs smoothly.

Students' abilities are different in receiving learning. Teachers also feel obstacles because not all students can receive the same lessons. Learning is a process of someone's active effort to obtain something to form new behavior toward a better direction. In reality, students are often unable to achieve their learning goals or do not achieve changes in behavior as expected. This shows that students experience learning difficulties and obstacles to achieving learning outcomes. Meanwhile, each student who attains learning success has different abilities. Some students can achieve this without difficulty, but many students experience difficulties, thus causing problems in their personal development.

Facing this problem, there is a tendency that not all students can solve it themselves. A person may need help to solve a problem. He didn't know what the real problem was. Some people appear to have no issues, even though their concerns are severe. Due to this fact, schools should play a role in helping solve the problems faced by students. As is known, schools as formal educational institutions have at least three main functions. The first is the teaching function, namely helping students acquire skills in the field of knowledge and skills. Second is the administrative function, and third is the student service function, namely providing special assistance to students to gain self-understanding, self-direction, and better social integration to adapt to themselves and their environment.

Referring to the development of KTSP, there is something that can be used as a solution to overcome the obstacles that MA Al Irsyad has felt in carrying out KTSP for the history subject, namely optimizing PAIKEM. It cannot be denied that the lecture method, which was

too conventional and previously used by MA Al Irsyad's history teacher, was immediately minimized, and then the PAIKEM method was optimized.

Nindarwati revealed that when she developed the lesson plans and implemented the learning using the PAIKEM model (Active, Innovative, Creative, Effective, Fun Learning). This was because KTSP emphasized student activity while the teacher was the facilitator. The history teacher, MA Al Irsyad, previously mentioned several things when implementing PAIKEM. The method chosen must have an emphasis on learning through doing. When there is a "temptation" to return to using the lecture method, then immediately return to the initial commitment, namely looking for activities that involve students doing or doing something, Trying to find and use various tools or learning media, Planning and organizing the class by displaying books and more exciting/specific learning materials, implementing more cooperative and interactive teaching methods, including group learning methods.

The results obtained in efforts to overcome obstacles to learning history are based on what has been done by history teachers in trying to overcome the barriers to learning history, almost all of which can be overcome; it's just that the process takes a long time to get used to it. This can happen because the teacher's preparation still needs to be mature in the knowledge of model variations and the mental courage to apply them in the classroom. Based on field observations at MA Al Irsyad, several things can be seen as the impact of the efforts made by history teachers in overcoming KTSP obstacles, including Students are accustomed to the process of learning together (cooperative learning) rather than learning individually (individual learning), the transition from learning by rote learning (rote learning) to learning to understand (learning for understanding) has not been optimal (Utami et al., 2013, p. 12). Students still often use memorization techniques. It was proven that student scores were still relatively low when impromptu tests were carried out. The paradigm shift from teachers teaching to students learning could be seen. Dependence on using LCD Projectors has also been overcome. The learning process can continue without teachers needing clarification about finding learning media. The results show that the History teacher MA Al Irsyad has tried to intensify PAIKEM since feeling these obstacles. In the end, the teacher's awareness of the importance of PAIKEM increased.

Conclusion

Several obstacles felt by the history teacher, MA Al Irsyad Gajah, in implementing KTSP were still at the level of the learning process, not at the level of the curriculum itself, which is characterized by exploring the potential of local wisdom. The natural obstacles in carrying out KTSP learning in history subjects at MA Al Irsyad are a) the ineffectiveness of the lecture method (lack of teacher creativity in diversifying learning models), b) limited learning facilities and infrastructure, c) difficulty in overcoming differences in student absorption capacity.

Teachers can try to overcome KTSP obstacles by intensifying the PAIKEM approach. This approach is tried to be intensified when problems (obstacles) begin to be felt. Intensive PAIKEM can overcome obstacles because PAIKEM can: a) train teachers to diversify learning models; b) reduce teacher dependence on learning media, which is difficult to obtain; c) learning emphasizes students' mental involvement rather than just their cognitive abilities.

The results obtained from efforts to overcome KTSP obstacles can almost all be overcome, except in the case of the transition from learning by rote learning (rote learning) to learning to understand (learning for understanding). So, in this case, the teacher cannot guarantee whether the student's learning outcomes are indeed the result of "understanding" or whether it is just memorization. I entered it as a temporary memory and still consider it less meaningful. Until now, there has been no treatment to overcome this.

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