

Teachers' Social Construction Towards the Learning of Curriculum 2013 in Primary Schools

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Abstract

Preliminary understanding of Curriculum 2013 becomes reference for teachers in teaching. Different knowledge and backgrounds of teachers about curriculum 2013 in primary cause the learning process also to get diverse. So, the teachers' social construction is also different. This study aims to analyse teachers' social construction and the school preparation in implementing curriculum 2013. This study used phenomenological approach. The data collection technique was done by interviews, observations, and document studies on grade I–V teachers and principals, which validity has been tested through the data collection method, data reduction, data presentation and conclusion drawing. The results showed there are three categories of social construction towards curriculum 2013, due to the different processes of teaching experience and training. First, teachers construct curriculum 2013 as a complement for better purpose of education. Second, teachers construct curriculum 2013 as a teaching reference with difficulties. Third, teachers construct curriculum 2013 as a substitute of previous curriculum. The school readiness has designed in detail and prepared by; carrying out socialization for school residents, training and tutoring program for teachers and principals, completing learning tools, then conducting monitoring and evaluation, as well as the facilities and infrastructures that are supportive for the learning process.

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INTRODUCTION

The implementation of curriculum 2013 in current education system nowadays is strived for preparing the quality of human resources who are devoted to the almighty God, have a noble character, healthy, knowledgeable, creative, independent, democratic, and responsible so that they can compete in facing the 21st century challenges. In achieving that point, Malahayati & Sholihah (2018) states that the curriculum 2013 instructs teachers to understand and be able to develop the 21st century skills during the learning process which includes Reinforcement of Character Building, 4C Competencies (Critical thinking and problem-solving skills, Collaboration skills, Creativity skills, and Communication skills), and Basic Literacy Skills.

There are seven skills that have important values in the 21st century era, they are (1) critical thinking and problem-solving skills; (2) collaboration and leadership; (3) agility and adaptability; (4) initiative and entrepreneurship; (5) be able to communicate effectively; (6) be able to access and analyse the information; and (7) have a high curiosity and imagination (Hidayah et al, 2017). Some teachers consider the curriculum 2013 which has been implemented is only as an obligation. The curriculum is needed as an effort to ensure that the learning implementation at school runs well (Budiani et al, 2017).

Yulianti et al (2016) In general, teachers understand that the curriculum 2013 is beneficial for the students. On the other hand, many the curriculum devices cause the difficulty for teachers to adapt. This is also due to the teachers' different educational background, some of them are already graduated as Bachelor of Education and some others have gone through the equality education such as grade 4 teachers. Related to the social theory of Peter L. Berger and Luckman, social construction is capable to be linked on the social influence in people live experience (Rasyid & Suyahmo, 2015).

Education at the primary school level is the beginning for the students to be able in developing the concepts needed on their daily life by studying in groups, learning to socialize, and learning to be independent (Waseso, 2018). These important points become the construction for teachers' confidence related to some factors in implementing the curriculum. Teachers who believe that learning is only as an activity of transferring the knowledge will look different from the teachers who believe it as a transformative and contextual process (Gay, 2010).

The observation explains that teachers with high confidence to the students of grade 1 and grade 5 create more enthusiasm and not monotonous, besides that teacher are able in mastering the lesson since they have prepared it earlier. It is according to the theory of Peter L. Berger and Luckman that a person's knowledge system cannot be separated from the background, or the setting as follows. The social interpretation developed by Peter L. Berger and Thomas Luckman on social interpretation of the reality, states that there is a reality in every single day social life that is usually ignored but actually very important (Atmaja, 2017).

According to the principal of SDN Suro Kidul 1 district of Pagerbarang, the teachers are used to implement the previous curriculum, and not all teachers are capable in developing the learning, applying the latest curriculum, the entire habits that established by teachers must be changed as well. Meanwhile, according to the principal of SDN Pesarean 1 district of Pagerbarang, each teacher can exchange the ideas one another during the implementation of curriculum 2013, and it makes the teachers be aware of deficiencies that must be corrected.

Professional relationships between teachers must be existed to synchronize the development of learning tools, also the information about the implementation of curriculum 2013 where the teachers teach (Rindarti, 2018). The activity of KKG (Teacher Working Group) has become a forum for teachers to deliver their criticism related to the curriculum 2013 implementation, and the KKG

(Teacher Working Group) of Prince Diponegoro Cluster is operative. Based on the theory of social construction, people in a social context are simultaneously interacted with the environment (Halim, 2015).

The teachers' attitude as the implementers of curriculum is commonly considered less responsive towards the learning changes. For instance, the learning that has been done by grade 2 teachers, it has not shown the 4C Competencies as well. Haryono et al (2017) This phenomenon can occur result of teachers and schools' culture which is accustomed to the way teachers work that restricted for transferring what must be formulated only without considering the students condition, the learning innovation, and the development of teaching materials. The curriculum can be developed according to the situations and conditions since the teachers still adhere to the guidelines/standards that have been set (Eidities & Jewkes, 2011).

The learning process in curriculum 2013 directs students to be responsive for everything that is happening around them through the process of teaching and learning (Octaviani, 2017). Fadhillah et al (2016), Teachers and students need the practical and effective teaching materials to improve their thinking skills to get ready for comprehending the environment. For these reasons, teachers as the practitioners in the classroom should have a very well preparation so that learning activity will be done effectively.

The shifted perspective occurs because of the learning processes that only prioritize the results rather than the process. This situation does not allow the embedded sense of the students' sensitivity towards the surrounding condition when they only consider about the cognitive results without seeing their behaviour changes. Hanifah et al (2016), Cognitive abilities are fundamental for other. Sensitivity sense of the students' behaviour can be built through simultaneous interaction with their environment. The social reality that is stimulated on the students themselves is as the result of the social construction created by the human beings (Zainudin, 2013).

The implementation of curriculum 2013 has shown a lack of planning. It can be seen from the curriculum that has not been evenly distributed in every school and the teachers' readiness which has not been maximized as well. The curriculum 2013 itself is still faced with a big obstacle that must be overcome, that is the issue of the teachers' readiness as the main point of the successful implementation (Alawiyah, 2015). The obstacles of implementing the curriculum according to (Ahmad, 2014) are the content of the curriculum, the teachers' readiness, and the emergence of various interpretations. The socialization of Government has been received by both principals and teachers as well.

Every teacher of grade one to grade five has conducted a training program for seven days from July 3rd to July 8th in 2017 at SDN Pagerbarang 01 and SDN Pagerbarang 02. According to the principal of SDN Pasarean 02, this training has become a new experience for the teachers. This is quite burdensome because of the complex learning devices. In line with it, it is also reported by the teacher of grade III that during the training there were a lot of materials even though the time was too short.

As a support, the curriculum 2013 utilizes the technology on its learning process, so that the schools have also started to buy the media such as LCDs, projectors, and other tools in supporting the learning process. In line with the principal of SDN Suro Kidul 01, district of Pagerbarang, the availability of existing equipment cannot be matched optimally by the teachers in utilizing the tools. The principals have also received a briefing about the curriculum 2013. Therefore, the schools are required to allocate BOS (School Operational Assistance) funds to buy textbooks, because textbooks were not assisted by the government, but they played an important role in facilitating the procurement of textbooks. The textbooks that have not been distributed simultaneously effects the schools to purchase the books with the same learning materials from other publishers (Sari, 2019).

The purpose of this study is to analyse the social construction of the teachers in implementing the learning activity by using the curriculum 2013 in primary schools and to analyse the schools' readiness in applying the curriculum 2013. Theoretically, the results of this study aim to increase the knowledge and understanding related to curriculum 2013 based on its implementation in primary schools and especially by using Peter L. Berger's theory in developing the knowledge about the reality that occurs through the individual interactions in the implementation of curriculum 2013.

METHODS

The study uses a qualitative approach which aims to know the phenomena that occurs to the teachers in five primary schools on the Prince Diponegoro Cluster, Pagerbarang District, Tegal Regency. The researcher provides an in-depth description of phenomena according to the data collection obtained on the field.

This research is conducted in five primary schools in Pagerbarang District, Tegal Regency. They are SD Negeri Pesarean 01, SD Negeri Pesarean 02, SD Negeri Suro Kidul 01, SD Negeri Suro Kidul 02, and SD Negeri Randusari 02. The consideration of choosing the schools is based on the implementation of curriculum 2013 in grade I until grade V in academic year of 2018/2019.

The research has been conducted by interviewing the first-grade teachers to the fifth-

grade teachers and the principals who all of them are ASN's (Civil Servant). Before the interview, the researcher conducted the learning observations on an unspecified day. So that teachers naturally carry out the learning process as usual. Then, interviews were conducted toward the teachers using an interview guidance that was supported by the classroom documents as a reinforcement of teachers' answers.

The social construction has several indicators including externalization, internalization, and objectification. Meanwhile, the school readiness has indicators including teacher readiness, school readiness, and infrastructures.

The data collection techniques for teachers' social construction and school readiness in curriculum 2013 are interviews, documents, and observations. Triangulation is used as a data validity test. The process of data analysis is used through the data collection methods, reduction of the data, presentation, and a conclusion drawing.

RESULTS AND DISCUSSION

The learning implementation of curriculum 2013 for primary schools in Pagerbarang District, Tegal Regency is constructed different between the teachers.

The social construction of grade I teachers

The social construction of grade I teachers can be seen on Table 1.

Table 1. The social construction of grade I teachers in curriculum 2013 learning

The social construction of grade I teachers in curriculum 2013 learning			
Teachers	Externalization	Internalization	Objectification
Grade I	The curriculum 2013 is obtained by teachers from the Education Department, which is distributed through the Cluster meetings and the social media utilization.	The implementation of learning based on curriculum 2013 is an obligation that must be implemented by teachers.	The learning process uses an appropriate methods, models, and media which are related to the school and students' condition.

The teachers of grade I construct the curriculum 2013 as an obligation that must be carried out. The confidence of grade I teachers

cannot be separated from the implementation of curriculum 2013, therefore the grade I teachers immediately obtain the information related to

curriculum 2013 through the socialization held by the relevant Department and the teachers meeting held by each Cluster. The learning of grade I has not completely appropriate with the learning devices that have been prepared and the teaching materials according to the teacher's book.

Through the understanding that the curriculum 2013 must be implemented, as the consequence the teachers' learning is inappropriate with the essences of curriculum 2013 itself. The grade I teachers are more domineering the learning. When there is a questioning section, only a few of students dared to answer, while the others just kept quiet. Students tend to be shy and even unwilling to ask and answer the teacher's questions. Even more, when there is a group discussion, only a few of them that can be seen actively participate, while the others only listen to their group mates and unwilling to participate at all. These results are in line with the research conducted by Inayati & Kristin (2018) that the participation of the first graders still needs to be increased by using innovative learning methods. The use of thematic learning methods that is applied by

considering the condition of the first graders who are still in the early stages of calistung (reading, writing, counting) force the teachers to use a very simple scientific approach.

The evaluation of curriculum 2013 learning, the grade I teachers feel burdened with the various assessments. However, the teachers of grade I have tried to provide an objective assessment which the result is relevant to the students' learning development. Based on the result of the assessment, teachers of grade I who lacked skills in using the technology found it as a difficult thing. This is due to the activity of filling out the report card that must use an application. These results are in accordance with the research by Setiadi (2016) who states that filling out the report card by using an application has several processes through the technology utilization that requires the collaboration between teachers and their ability in using Ms. Excel.

The social construction of grade II teachers

The social construction of grade II teachers is presented on Table 2.

Table 2. The social construction of grade II teachers in curriculum 2013 learning

The social construction of grade II teachers in curriculum 2013 learning			
Teachers	Externalization	Internalization	Objectification
Grade II	The curriculum 2013 has been informed through the KKG (Teacher Working Group) meetings and from the teacher colleagues who have implemented the curriculum 2013.	The changes of curriculum 2013 are not a new thing and commonly happen, so as the teachers, they only carry out the instruction.	Learning activities are customized for the school readiness and the various assessments.

The teachers of grade II construct the curriculum 2013 as a usual thing and commonly happen, so as the teachers, they only carry out the curriculum that is ordered. For this reason, teachers use the learning tools that have been provided by the Government. Grade II teachers have also participated on the training of curriculum 2013, but according to the teachers, the training was too short and afterwards teachers had to return to the regular teaching

which was usually applied. The teacher meetings for each KKG (Teacher Working Group) have not had a significant impact, it is proven by the implementation of learning that is still fragmented between one subject another. Anshory et al (2018) that there are many teachers who has not able to comprehend the implementation of the integrative thematic, so it is needed to hold an intensive assistance.

The implementation of literacy has not been applied on the learning activities in grade II. It can be seen from the absence of habituation to read aloud for 15 minutes on the preliminary activity. After praying and checking the students' attendance, the teachers immediately conduct the lesson. Due to the learning for the lower grade especially grade II, teachers are still dominant in using the lecturing and writing methods. For several times, the teachers used the learning model which is more dominant on the students' activity but for its effectiveness is not as good as the lecturing and writing methods. According to grade II teachers, during the implementation of learning, the students are frequently losing their focus and they are more interested in the learning model that is applied at that time, for example make a match. When the learning model is completely done, only a few of students understand the conclusion of the day's learning. This is supported by research from

Prihatiningsih & Setyaningtyas (2018), the learning model of make a match has no significant effect on the students' learning outcomes, many students do not pay attention when the other pairs presenting.

Since the curriculum 2013 is not a new thing, teachers also lack in using the learning media in the classroom. The learning assessment that is different from the previous curriculum causing the difficulties for the grade II teachers in compiling the assessment. There are portfolio assessments, the assessment rubrics, self-assessments, assignments, and daily exercises which are used to fill out the reports of the students' learning outcomes. Therefore, the teachers of grade II have not completely used all these assessments; only 2 or 3 of them are done.

The social construction of grade III teachers

The social construction of grade III can be seen on Table 3.

Table 3. The social construction of grade III teachers in curriculum 2013 learning

The social construction of grade III teachers in curriculum 2013 learning			
Teachers	Externalization	Internalization	Objectification
Grade III	The curriculum 2013 is obtained by the teachers through the news on television and mass media. KKG (Teacher Working Group) meetings and the training that is implemented by related Department.	The implementation of curriculum 2013 should be accomplished because it is beneficial for students.	The learning is applied by updating the literacy and PPK (Reinforcement of Character Education).

The teachers of grade III construct the curriculum 2013 as a curriculum that should be implemented because it is beneficial for students. The teachers' confidence on it cannot be separated from the training of implementing the curriculum 2013 that has been carried out. By the training, teachers get something new, they are the application of literacy, PPK (Reinforcement of Character Education), and the knowledge about HOTS questions. The effectiveness of the application has been strengthened through the information on television and mass media which is also followed by teachers. The learning process for

grade III has been relevant with the lesson plan that has been prepared by teachers.

The PPK (Reinforcement of Character Education) values that can be strengthened are the 5 (five) main character values that consist of the Religious Values such as gratitude, praying before and after having activities have already included in the preliminary and closing activities by the teachers because they believe that it is beneficial for students. With these things, the teachers of grade III construct the applied learning based on the implementation of curriculum 2013. The main activities have been developed by the teachers of grade III according

to the lesson plans by facilitating the students to be actively participated in group activities. By the implementation of the scientific approach during the main activity, teachers can see the development of the students' attitude, and then the participation in group discussion activities makes the teachers able to observe how the students establish a good social relationship between one another. In line with the research done by Santoso (2016), the enhancement of the students' social skills, especially on their communication skill is influenced by the treatments during the group working.

Literacy as a new thing in curriculum 2013 that is believed by teachers as the benefit

for students is also applied in the first 15 minutes of learning. This is in accordance with the research by Artapati & Budiningsih (2017) that the activity which is carried out by teachers is aimed to motivate the students for get ready to learn. With the existence of literacy, the students of grade III can read more fluently. This is what teachers do as their confidence that curriculum 2013 is beneficial for students.

The social construction of grade IV teachers

The social construction of grade IV teachers can be seen on Table 4.

Table 4. The social construction of grade IV teachers in curriculum 2013 learning

The social construction of grade IV teachers in curriculum 2013 learning			
Teachers	Externalization	Internalization	Objectification
Grade IV	Teachers participate in KKG's (Teacher Working Group) training and activity which are facilitated by the relevant Department as an introduction of curriculum 2013.	Curriculum 2013 functions as a reference in performing the teachers' duties and their dedications.	The learning activities use media, methods and learning models that are various with the 3 domains of assessment.

The teachers of grade IV construct the curriculum 2013 as a reference in carrying out their duties and dedications as teachers. The learning process in grade IV has utilized the media based on technology and methods as well as the various learning models. Teachers of grade IV conduct the learning both outside and inside the classroom. It is done by teachers for increasing the students' sensitivity to their environment. This is in accordance with the research by Kan et al (2014) which explains that the application of outdoor learning can improve the processing skills and the students' curiosity. Through the information about curriculum 2013 that is obtained from the training and the regular meetings of KKG (Teacher Working Group), grade IV teachers try to apply the technology such as using Power Point to anticipate the limited space and time in delivering the learning materials. In line with it, the research by Kuncahyo (2017) states that the application of

learning based on the technology such as Power Point can simplify the learning implementation itself.

Grade IV teachers try to conduct the learning by applying several methods and models of learning, such as PBL (Problem Based Learning), since it is a simple way but the students with high enthusiastic during the learning activity can improve their critical thinking skills. It is supported by research from Nugraha et al (2017), that the learning motivation has a strong relationship with the skills of critical thinking. The learning of curriculum 2013 uses a scientific approach, but during the learning processes in classroom the teachers of grade IV only applying 3M namely observing, asking questions, and communicating which is considered to the students' conditions.

In curriculum 2013, there are many types of assessments. The teachers of grade IV can choose the type of assessments that is

appropriate with the learning objective on their lesson plan, based on the references of curriculum 2013. Several types of assessments that have been implemented include written tests, oral tests, practices, portfolios, and exercises. For the assessments of the students' attitude, the grade IV teachers use a daily

journal and observation. In practice, the observation is done once a week, although it seems hardly to reflect comprehensively.

The social construction of grade V teachers

The social construction of grade V teachers can be seen on Table 5.

Table 5. The social construction of grade V teachers in curriculum 2013 learning

The social construction of grade V teachers in curriculum 2013 learning			
Teachers	Externalization	Internalization	Objectification
Grade V	The training that has done by teachers is aimed to exchange and develop the information related to the curriculum 2013 through KKG's (Teacher Working Group) activities.	The curriculum 2013 is used as a reference for carrying out the teachers' duties that are customized with the school conditions.	The learning activities can drill the students' activeness through the various schemes of learning according to their competences and to train their higher order thinking skills.

The teachers of grade V construct the curriculum 2013 as a reference in carrying out the teachers' duties that are customized with the school conditions. As the teachers' reference in teaching, the learning activities in grade V has been started to apply the PBL (Problem Based Learning). According to the teachers in these classes, this choice has been decided because in higher grade, the students are able to be invited in a problem discussion section. Even though not all syntax can be done due to the students' limited ability, but this learning model is able to improve the students' learning outcomes. The statement of teachers is also supported by the research of Setiyaningrum (2018) which states that PBL learning is significantly improve the learning outcomes of the students. In implementing the stages and steps for completing the learning activities, the students at primary school also still need helps and guidance from teachers, so they will be able to think systematically. The fifth graders tend to be unable to reach the stage of solving the problems with the level and types of question which have a higher order thinking scheme, it can be seen, and it still need the teachers' help so that the students are able to think according to the stage of problem solving. The learning in groups is

applied by teachers for drilling the students to use the information in solving the problem and to explore the ideas even in a simple way. The positive responses which have been shown by the students also make the teachers to take advantage of the learning media that is available at school. Those are in line with the research conducted by Khaerunnisa et al (2018), that the use of learning media can improve the students' learning interest. While the various learning makes the learning atmosphere in grade V not monotonous.

HOTS (Higher Order Thinking Skills) can be applied only for the higher grade that is grade V recently. According to the grade V teachers, in such of condition the students still need a long time to implement it. This is supported by the research of Sofyan (2019) that the achievement of the higher order thinking skills is determined more by the students' participation. From several trainings which are followed previously, it has not been able to be completely implemented in learning by the teachers. The teachers should guide the students for not only having the thinking skills which are just remembering (recall), restating (restate), or referring without doing the comprehension (recite). The implementation of HOTS in grade

V has already transferred one concept to another, processing and applying information through the experiments, looking for links from the different types of information through the discussions, using information to solve the problems, and critically analysing the ideas and information with the use of mind mapping even the simple one.

The assessment of curriculum 2013 according to the grade V teachers is more complicated. The authentic assessment is a comprehensive assessment. Not only measuring what students have already known, but also

what they have done with their attitudes and skills that have been achieved. So that the assessment that is carried out on grade V has followed the lesson plan which has been provided by the Government and also the teachers' handbook as well. The existing teacher and student books are also clearly explaining about the evaluation that can be done after a lesson has completely done.

The school readiness for curriculum 2013

The school readiness for curriculum 2013 can be seen on Table 6.

Table 6. The school readiness for curriculum 2013 learning

Schools	The school readiness for curriculum 2013 learning
School I	Doing the socialization to the school residents and conducting the training of curriculum 2013 for teachers and principals, buying the teacher and student books, and completing the learning tools.
School II	Conducting the socialization for the students and their parents, consistent in completing the school facilities and infrastructures step by step, preparing comfortable study rooms, and organizing the training for teachers and principals.
School III	Joining the socialization held by the Education Department and the KWK (District Coordinator) Pagerbarang, allocating BOS funds to buy the teacher and student books, participating in the implementation of curriculum 2013 training program, and regularly conducting the learning supervision.
School IV	Joining the socialization by the related Department, looking for information through the mass media and the teacher colleagues, purchasing the textbooks and the learning media, and attending the training program for teachers.
School V	Carrying out the training of education, facilitating the distribution of learning devices, socializing to the residents and the school committees, and also conducting the learning supervision.

Based on these findings, the school readiness in implementing the curriculum 2013 for primary schools in Pagerbarang District, Tegal Regency has been prepared systematically. The schools also simultaneously provide the information related to the implementation of curriculum 2013 to the school residents. Of course, that is aimed to get the full support in implementing the learning from both local community at school and the general community such as the students' parents. The schools have conducted the training and education for both teachers and principals. It has been carried out by considering that the

curriculum 2013 is a new learning. The relevant institutions have also conducted the education program, training, and seminars for more than once, they are in 2014, 2015, 2017, and 2019. Even though they have received education program, training, and seminars, teachers feel that they have not got enough understanding on how the learning is should be implemented. This is supported by the research of Suradika, et al (2019) which states that the collaboration with the various parties needs to be intensively established to continuously monitoring of the seminar result, so that the teachers will not return to use the previous learning activities. It

can be seen clearly that the teachers have not applied the literacy either at the beginning or at the end of the lesson, because the lecturing method is still domineering, and it is stuck on the existing textbooks.

Each school has different necessities, so that in implementing the learning activities they have gradually purchased the learning media that is needed by the teachers. Of course, it should be done by conducting the meeting of RKAS (Planning of School Activity and Budget) so that the BOS funds are allocated systematically to fulfil the implementation of curriculum 2013. This statement is supported by Rahmanto (2019) that the budget planning is contained in RKAS related to the capability of the schools' budget, so the schools have a proper planning, and it can be allocated appropriately based on the necessity in implementing the learning process as well. Textbooks for both, teachers and students are entirely budgeted by the schools' BOS funds. The completeness of the technology-based facilities and infrastructures that is needed has also gradually owned by the schools, such as LCDs and projectors which only one or two units are owned by the schools so that they need to use it alternately.

In the learning implementation of curriculum 2013, there are the learning tools that have been provided by the Government. Each teacher will get the same learning tools based on the existing textbooks. Here, every teacher should be observant in choosing the methods and media that must be appropriate with the learning activity. The differences of the students' ability from one school and another make the learning methods that have been applied become more various. The principal also conducts monitoring and evaluation program of the learning that the teachers have done. This is in line with the application of the learning tools provided by the Government, but it must be more pay attention to the characteristics of students in each school.

The implementation of learning in curriculum 2013 contains more discussion activities. The schools through the creation of each teacher changes the classroom arrangement

be more varied. Each class has a portfolio corner that contains the students' learning outcomes. In the larger classroom, there is a literacy corner with a lot of interesting books to be read by the students. The teachers also grouping the students into several groups, and they will sit according to the group formed. So that, the teachers will more easily monitor the social development of the students. This is in line with the research results of Assingkily & Hardiyati (2019) that the efforts in developing the students' social-emotional can be started by the arrangement of the students' sitting positions.

There are several obstacles in implementing the curriculum 2013. There are three categories related to the obstacles that are faced by teachers in implementing the curriculum 2013 learning. The first category, the teachers face the significant changes related to the learning activities, the short time of learning with a lot of materials, and the difficulty in improving the students' literacy. The second category, the teachers face the obstacles related to the improvement of students' activeness, the use of learning methods and models, and a technology-based assessment system. The last as the third category, the limited learning media and lack of training and seminar program for teachers related to the learning activities in implementing the curriculum 2013.

CONCLUSION

The social construction of the teachers toward the curriculum 2013 has three categories. In the first category, teachers construct the curriculum 2013 as a complement to the previous curriculum that has been implemented by the Government for a better purpose of education. The second category, teachers construct the curriculum 2013 as a teaching reference that must be applied by the teachers which causes several difficulties. While the third category, teachers construct the curriculum 2013 as a substitute for the previous curriculum that creates the learning process more varied. Then, the school readiness in implementing the curriculum 2013 has been planned and detailed.

The schools carry out the socialization to the school residents, conduct the training and education program for teachers and principals, begin to complete the learning tools, conduct the monitoring and evaluation program continuously, and provide the facilities and infrastructure that are quite complete to support the learning program as well. The readiness for each school is adjusted to the school environment, the operational funds of school, facilities and infrastructures, and also the characteristics of the students.

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