

A Study on Understanding Level of Elementary School Teacher on Pedagogic Skill in Implementing of 2013 Curriculum in Bengkulu City

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Abstract

The specific purpose of this study was to find out Elementary School (ES) teachers' understanding level of pedagogic competency in implementing 2013 curriculum in Bengkulu City. This study use descriptive analytic approach study method. It was because this study aims to describe the understanding level of pedagogic competency of ES teacher in implementing 2013 curriculum. The subject of this study was 100 ES teachers in Bengkulu. The object of this study was related to ES teachers' understanding level of pedagogic competency in implementing 2013 curriculum. Data collecting was conducted by using questioner and document. Questioner was used to collect data about ES teachers' understanding level of pedagogic competency in implementing 2013 curriculum. To observe and prove that questioner was valid, validation by expert was carried out. The document was used to find out the data of ES Teacher total number teaching in Bengkulu City. After data was collected, it was verified and processed by using percentage statistic. Specifically the result of this study concludes that ES teachers in Bengkulu sufficiently understand about pedagogic competency in implementing 2013 curriculum as (67.42 %).

Keywords: Pedagogic Skill, Curriculum

I. INTRODUCTION

Teachers play very strategic role was especially in building the students' character and students' development. The existence of teacher cannot be replaced by the others, moreover in our multicultural and multidimensional society, in which the role of technology to replace teachers' responsibility is still limited. Teachers had very important role in determining the success of education. In class the teacher is the main subject in learning process. The improvement of curriculum needs to be supported by teacher professionalism. Professional teachers are expected to create high quality graduate. Teachers' professionalism is the main factor in curriculum implementation. In other hand, considered from education qualification and background of expertise the teachers are not as qualified as expected, hence the teachers are considered not professional yet. The indicator is considered from the condition of Indonesia quantitatively as follow: low quality of education due to several determining variables, such as variable of curriculum, education media, lack of proper facility, parents and society's support, government support, learning strategic, students' motivation and interest, principal management, natural environment, non supportive social and culture, and teachers. Guru is the main factor of learning process (Sumantri, 1998). In another hand there is a study shows that state ES teachers deserve to teach is only 42,2%, private ES teacher deserve to teach is only 39,5%, Junior High School teachers deserve to teach is only 49,4 % and don't deserve to teach is 31,7 %, deserve but not suitable is 10,7 %, don't deserve and are not suitable is 9,0 % from 283.715 teachers (Depdiknas, 2000). In giving maximum service to students, main teachers' role is to facilitate (facilitator) the students to improve in accordance with their motivation and interest. Besides the teachers are expected to motivate (motivator) the students so that all students has willingness and capability to have self improvement. In order that all students' uniqueness can be accommodate, the teachers are expected to create (creator) various ways, medium, source and learning approach, and try to do improvement in learning as professional demand. In addition, teachers have a very strategic function, role, and duty in improving learning quality. To realize those functions, roles and duties the teachers need to be equipped with academic qualification and competency in accordance with determined standard as an educator.

Far more than that, 2013 curriculum is only postponed and will be implemented gradually and continuously evaluated. Education minister emphasized that he will still implement K-13 gradually up to 2018 in all school. K-13 has been implemented in 3% school in Indonesia as pioneer school, meanwhile the other 97% schools is still using 2006 curriculum. If the curriculum has feedback to be evaluated and revised, it will then

implemented gradually (Harian Nasional, 14 December 2014). By education minister decree No. 160/2014 emphasize that K-13 is implemented only in 6.221 school all over Indonesia, the rest has to go back to previous curriculum. Many complaints from society regarding the implementation of K-13 such as: (a) many components in K-13 which are not completely understood by teachers; (b) there are many teachers have not understood about authentic assessment ;(c) there are many teachers have not join K-13 training; (d) there are hand book of k-13 which need to be revised (e) there is book which the content is sensitive for society;(f) un even distribution of handbook for teacher and students to all school in Indonesia;(g) there are many local region who do not obey the order of using k-13; (h) there are many schools which is still reluctant to implement k-13.

The trial of k-13 was conducted in 2013/2014, 6,221 schools in 295 regions/cities are appointed. Those schools consist of 2,598 SD, 1,437 JHS, 1,165 SHS and 1,021 VS. Education ministry determines the number of school to implement k 13. At the end of the day those schools are evaluated. After being evaluated k-13 will be implemented in various type and level of education. Education expert Doni Koesoema stated that the attempt to improve and k-13 trial is ideally for 1-2 years accompanied by routine evaluation (Kompas: 8 Desember 2014).

Theoretical Basis

National education minister has legalized 2013 curriculum (k-13) for primary and secondary school. Curriculum of 2013 commonly called K-13. This curriculum gradually implemented since 2014/2015. The implementation of 2013 curriculum, shows that there is change from KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum to 2013 curriculum. The change of the curriculum is due to the development of science and technology, change in education management system from centralistic into decentralistic management system (Danim: 2003). In addition, K-13 is one of the learning component which has center position in learning process in class (Sukmadinata: 1997; Sumantri: 1998; S. Nasution: 1988). Besides, K-13 is a planned, developed, implemented and evaluated program to achieve learning objective. More than that, K-13 is a planned program and become guidance for teacher in conducting learning process.

The implementation of K-13 in various type and level of education basically refers to law of National Education System number 20 year 2003 and Indonesian Government Regulation number 19 year 2005 about national Education Standard. Besides, based on Indonesia National Education Minister Decree number 22 year 2006 about standard content and Indonesia National Education Minister Decree number 23 year 2006 about graduate standard competency. Besides the change of K-13 is the mandate of Indonesian basic law (undang-undang dasar 1945) in attempt to educate society and in order that government attempt and conduct national education system regulated by law. In national Education System Law number 20 year 2003, chapter I, section 1, verse 19 it is mentioned that curriculum is a series of plan and the regulation about purpose, content and lessons and the method used as guidance of learning process to achieve the objective of education (UUSPN,2003:4). In accordance with the definition, it was stated that: **Curriculum is defined as " all of the planned experiences that learners have under the school's guidance" it includes, of course, all school activities and planned school service such as the library, health care, assembles, the food service and lunchrooms, and field trips** (Hass: 1994). Beaucham (1975) stated that: "**Curriculum is written document which may contain many ingredient but basically it is a plan for the education of pupil during their enrollment in given school**". In accordance with the definition above Taba (1962) in his book: "**Curriculum Development, Theory and Practice**" define curriculum as: **A plan for learning, therefore, what is known about the learning process and the development of individual has bearing on known about a curriculum**. Curriculum is something planned used for students' learning.

Basic Competency

Majid (2005) explained that competency belong to every teacher will shows teaters' quality in teaching. Those competency will realize in mastering the knowledge and professionalism in conducting their function as teachers. Mc. Ahsan as quoted by Mulyasa (2003) stated that competency: *... is knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behavior*.

In this term, competency is defined as knowledge; skill and ability mastered by someone which has been become part of the person, so that he can do cognitive behavior. Effective and psychomotoric well. In accordance with the statement above Finch & Crunkiltorn as quoted by Mulyasa (2003) define competency as the mastering of duty, skill, attitude and something needed to support the success. Robbins (2001) stated competency as ability, a capacity of an individual to do various task in one job. Spencer & Spencer (1993) stated "**competency is underlying characteristic of an individual that is causally related to creterion referenced effective and/or**

superior performance in a job or situation” thus, competency is a basic characteristic of an individual related with the performance has criterion of effective and or excellent in certain job and situation.

Furthermore Spencer & Spencer explained that competency is considered underlying characteristic, because characteristic is a part which attached in some one personality and can predict various situation and job. It is considered as **casually related**, because the competency cause or predict behavior and performance. It is considered as **criterion-referenced**, because the competency really can predict who has good or bad performance based on certain criterion and standard. In accordance with the opinion above W. Robert Houston in Roestiyah N.K (1982) stated that **"Competence" ordinarily is defined as "adequacy for task" or as "possession of require knowledge, skills and abilities"** competency is define as knowledge, skill and ability property, have to be belong to the teachers in learning process. According to Law number 14 year 2005 about teacher and lecturer it is stated that pedagogic competency is the ability to manage learning process of the students. Depdiknas (2004: stated that this competency as “competency of learning management”

The component contained in each pedagogic competency such as: pedagogic competency, an ability has to be possessed by teachers with the character of students considered from the aspects such as physical, moral, social, cultural, emotional, intellectual. Those aspects has implication that a teacher has to master the theory about learning and good learning principles, because students has different characters and interest. Regarding the implementation of curriculum a teacher has to be able to develop curriculum in each education institution and in accordance with local needs. It means that the teacher has to be able to develop curriculum and able to use technology for the sake of good learning process in class. The teacher has to be able to optimize the student to realize their capability in class and has to be able to conduct an assessment toward learning activity. The elements contained in it are: (a) understand the character of students from physical, moral social, cultural, emotional and intellectual aspect (b). Master the theory about learning process and learning principles; (c) develop the curriculum related to the related field the teachers teach (d) implementing good development activity;(e) utilize information and communication technology for the learning activity (f) facilitate the students’ potency development to actualize various potency they have;(g) communicate effectively, emphatically, and politely with students;(h) to utilize the result of study or research and evaluate for the improvement of learning; (i) to conduct an evaluation for learning improvement.

A. The purpose and Benefit of study

The general purpose of this study is to find out the level of understanding of basic competency of Es teachers in implementing 2013 curriculum in Bengkulu City. The specific purpose of this study is to find out the state ES teachers’ level of understanding of pedagogic competency in implementing K-13 in Bengkulu city.

Theoretically the benefit of this study is to give contribution toward theory of teachers’ competency as the basis of thinking in implementing K-13. Practically the benefit of this study is that the result of this study will give feedback for state ES in implementing teachers’ basic competency.

II. RESEARCH METHOD

This study used descriptive analytic approach (Isaac & Michael : 1982). This study wanted to describe the level of ES teachers understanding and pedagogic competency in Bengkulu city in implementing K-13. The subject of this study was 100 ES teachers in Bengkulu City. Meanwhile the object of this study is related to the teachers’ understanding level of pedagogic competency in implementing K-13. The data collecting method was conducted by using questioner and document. Questioner was used to obtain data about understanding level of pedagogic competency in implementing K-13. To find out and prove that the questioner is valid it was conducted by using expert validation. Document was used to find out the teachers in ES in Bengkulu city. After being collected, verification was conducted and after being verified it was then processed by using percentage statistic. After being processed, it was the analyzed and conclusion was made.

III. RESULT AND DISCUSSION

The conclusion of this study is that teachers’ understanding level of pedagogic competency in State Elementary School in Bengkulu City in general shows: (a) under average understanding was 18,6 %, average understanding was 67,4 % and highly understanding was 20,0 %. In detail each sub State ES teachers’ pedagogic competency were as follow: (1) The understanding level toward students’ characteristic in term of physical, moral and social was (77,7 %); (2) The understanding level toward students’ characteristic in term of cultural, emotional and intellectual was (76,8 %); (3) The understanding level toward theory about learning and learning principles was (74,4 %); (4) The understanding level toward curriculum development related to the subject they teach was (72,5 %); (5) The understanding and utilization level of information and communication technology for learning process was (62,2 %); (6) The understanding level of students potency development to actualize ther potency was (75,1 %); (7)) The understanding level in communication effectively, empathically and politely to

students was (74,8 %); (8)) The understanding level in assessing and evaluating learning process and learning outcome (73,7); (9)) The understanding level in utilizing the result of assessment and evaluation for learning process was (10)) The understanding level doing reflective activity for the sake of learning improvement was (68,7 %).

If we consider the result of study conducted by Yuni Ratnawati entitled: ***Kompetensi Paedagogik guru Sekolah Dasar Se Kecamatan Kretek Kabupaten Bantul*** shows that in general ES teachers pedagogic competency in Kretek sub district is was categorized as high. In more detail the pedagogic competency was as follow: (1) Teachers in understanding knowledge or basic of education is categorized as high with the percentage of 61,64%; (2) Teachers in understanding students is categorized as high with the percentage of 67,64% ; (3) Teachers in developing curriculum and syllabus is categorized as high with the percentage of 67,83%; (4) Teachers in making lesson plan is categorized as high with the percentage of 67,23% ; (5) Teachers in conducting good learning process and two ways of communication is categorized as high with the percentage of 68,17% ; (6) Teachers in evaluating learning outcome is categorized as high with the percentage of 68,36% ; (7) Teachers in utilizing technology in education is categorized as high with the percentage of 62,70%. If we compare with the result of study conducted by Yuni Ratnawati it shows that there was no significant different e between those two studies.

IV. CONCLUSION

Specifically the result of this study concludes that ES teachers in Bengkulu sufficiently understand about pedagogic competency in implementing 2013 curriculum as (67.42 %)

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