

Geography Teacher Problems inSMAN 4 Takalarinthe Implementation of 2013 Curriculum

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Abstract: *This study aims: 1) to identify the problems of geography teachers and 2) to identify the efforts taken by teachers to overcome the problems in the implementation of the 2013 Curriculum in SMAN 4 Takalar. This type of research is qualitative. The data source was the informant: geography teacher (5 people), headmaster, head of the MGMP in geography. Data collection includes interviews, observation, and documentation and literature review. Data analysis is done by collecting data, reducing data, displaying data, and verifying data. The results showed: 1) the problems faced by teachers in the process of implementing the 2013 curriculum are (a) in the geography learning process based on the 2013 curriculum is high with a percentage of 71.43%, (b) learning texts based on the 2013 curriculum are high at 75%, (c) the assessment process based on the 2013 curriculum is classified as very high with a percentage of 80%, and (d) the lack of 2013 curriculum information is classified as very high with a percentage of 76%. 2) Teachers' efforts to overcome obstacles in the implementation of the 2013 curriculum are: geography teachers involved directly in 2013 curriculum development, there needs to be an evaluation from KTSP as the previous curriculum, adjustment of geographic material in the 2013 curriculum, more intensifying geography teacher training in the implementation of the 2013 curriculum, balanced geography learning between theory and field learning, changing the mindset to the 2013 Curriculum mindset, striving for principals to be more attentive and motivating teachers, improve facilities and infrastructure, make the best use of reference books, motivate themselves to be more enthusiastic, improve socialization relations between fellow teachers, and participating in socialization and training related to 2013 curriculum are more active. It is recommended that there be a high level of personal awareness and motivation to improve the quality both personally and academically in order to carry out the tasks well, and periodic monitoring and supervision needs to be done to see and evaluate the implementation of learning so that the curriculum implementation runs well.*

Keywords: *Problems, Geography Teachers, 2013 Curriculum.*

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I. Introduction

Indonesian education is surrounded by various polemics, one of which is the curriculum. Zais, (1976) revealed the six nature of the curriculum, namely: (1) a learning program, (2) learning material, (3) a set of planned learning experiences, (4) experiences that students will experience in a school or educational institution, (5) a series of serially structured learning outcomes, and (6) an action plan. Further according to Law UU No. 20 of 2003 concerning Article 1 paragraph (19) of the National Education System which reads, the curriculum is a set of plans and arrangements regarding the purpose, content and material of learning and the methods used to guide the implementation of learning activities to achieve certain educational goals. Meanwhile Prayitno, (2004) views the curriculum as a support for education. The existence of an absolute curriculum and become a very important thing in supporting the learning process in the classroom. Hubball & Burt (2004) states that the reformation of curriculum is a complex, diverse, and repetitious process, in which ideas are made into policies, transformed into behavior, and expressed as social actions.

Gershon (2012) stated that the main point of the curriculum is the understanding of the theory and implementation that is logical. Thus, the dissemination is one of the logical action that must be done in an attempt to implement the curriculum. The curriculum in Indonesia many changes in accordance with the development of the political system, social, cultural, economic, and science and technology in society nation. Starting from the curriculum in 1947, 1952, 1968, 1984, 1994, 2004 and 2006. After experiencing a number of changes, for various changes made, now Indonesia is again presenting a new curriculum commonly referred to as the 2013 curriculum name (Ahmad, 2014) The Minister of Education and Culture and its staff stated that this change needs to be done to answer the challenges of the changing times so that children can compete in the future. 2013 curriculum is a curriculum that uses a science-based approach, which encourages students to be

better able to make observations, ask questions, reason, and communicate (present) with learning objects of natural, social, artistic and cultural phenomena. According to Sariono (2013), the most important factor in the implementation of the 2013 curriculum is the readiness of the implementers of the curriculum themselves.

Based on the results of observations in SMAN 4 Takalar it is known that 1) in the implementation of the 2013 Curriculum there were still many obstacles such as preparation of material, teaching methods, media use, and evaluation, so that the achievement of learning objectives was not yet intact and maximal, which would have an impact on student learning outcomes, 2) lack of teacher competence in applying the scientific approach to the learning process, and 3) About 65% of students learning outcomes in geographic subjects under the KKM. In Indonesia, the implementation of the 2013 curriculum is absolutely implemented by all levels of education in Indonesia.

Based on these problems, this study examines more about:

- 1) To identify the problems of geography teachers in the implementation of the 2013 curriculum in SMAN 4 Takalar?
- 2) To identify the efforts taken by the teacher to overcome the problems in the implementation of the 2013 Curriculum at SMAN 4 Takalar?

II. Methods

The location of the study was at SMA Negeri 4 Takalar, South Sulawesi. This type of research is qualitative using a case study approach. The data source is the informant.

Table.1 Informant Taxonomy

	Informant Key	Supported Informant
Informant	Geography Teacher (5 people)	1) Headmaster
		2) Head of MGMP Geography Takalar

Table. 2 Questions asked to informants

No	Structural Informant	Informant
1	Problems of geography teachers in the implementation of the 2013 curriculum	Geography Teacher , Head of MGMP Geography Takalar
2	Efforts taken by the teacher to overcome the problems in the implementation of the 2013 Curriculum	Geography Teacher, Headmaster, Head of MGMP Geography Takalar

Data collection

The data collection method used by researchers included interviews of 5 teachers and principals, observation, and documentation and literature review.

Data Analysis

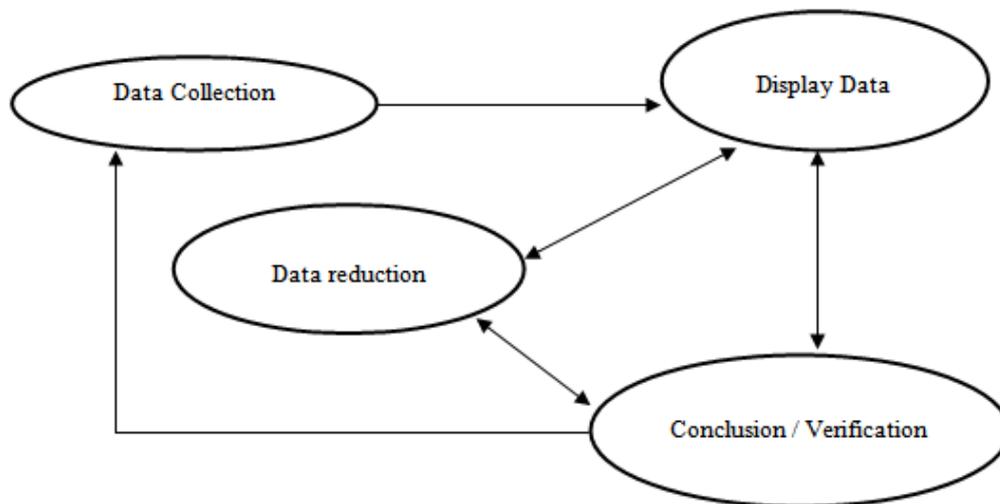


Figure 1. Chart of Qualitative Analysis According to Miles and Huberman (1994)

Data analysis in the field uses an analysis model from Miles and Huberman (1994). The results of the data from interviews, observations, and documentation, then processed with qualitative descriptive techniques. Reducing the data is classified and summarized, so that the basic data that is considered important is obtained. After the data is filtered and collected then the presentation of data in the form of text that is narrative in nature makes it easy to draw conclusions during research activities and understand what happened. At the conclusion later it can explain the focus of the research formulated earlier and in the process. The researcher uses qualitative data analysis techniques, because in this study there are qualitative data that are described in words or sentences.

Table 3. Criteria for the level of teacher problems in the implementation of the 2013 curriculum

Percentage (%)	Category
76% - 100%	Very High
51% - 75%	High
26% - 50%	Medium
0% - 25%	Low

Source: Sugiyono, 2011

Data Validity Check

Test the credibility of data with triangulation as checking the validity of the data that has been done. There are three types of triangulation, namely source triangulation is done by checking data that has been obtained through several sources. Triangulation technique, by checking data to the same source with different techniques, namely documentary, interview, and observation. Triangulation of time that is taking data to informants can be done at different times not only that day but can be another day.

III. Result and Discussion

Table 4. Information matrix obtained from informants

No.	Informant	Information provided	Domain found
1	Geography Teacher	<ol style="list-style-type: none"> There is new material namely natural disaster mitigation and adaptation. Having difficulty in breaking down the learning steps into the scientific approach. Difficulties in making student worksheets (LKPD). The difficulty of the teacher in preparing learning media. Having difficulties in applying the learning model in accordance with the 2013 curriculum In designing learning, a lot of time is needed, and references that must be used as learning resources must vary, while available learning resources are very limited / lack of available literature or references. Book distribution is late from the government, which causes learning to be hampered. In the learning process most students who are less active in expressing opinions, observing, asking questions. It is difficult to assess students who are too many in number. The report cards in the 2013 curriculum change the format, which includes ratings for each aspect. 	Geography teacher problems in the implementation of the 2013 curriculum
2	Head of MGMP Geography Takalar	<ol style="list-style-type: none"> Demanding teachers to be more active and creative in packaging learning by utilizing the surrounding environment which in fact is not yet evenly distributed, even the ability to use IT is still very limited to some teachers. Demanding that teachers have good character (for example, be noble, honest, responsible, confident, and objective) so that they can be role models for their students who have not been fully fulfilled. A large enough budget in preparing teachers will be in vain if it is not carefully designed considering the training that has been conducted so far seems to have not been effective in producing professional, creative and innovative teachers. And the transformation from the teacher center to student center paradigm has not yet run as expected. Learning facilities and infrastructure in many schools are still far from feasible (especially in schools in the region), teacher competencies, and agencies that are directly related to school education which still overrides the culture of openness and professionalism. The assessment process until filling in student report cards is still confusing. 	Geography teacher problems in the implementation of the 2013 curriculum

3	Headmaster	1. The geography teacher has difficulty in arranging learning devices, making media and evaluating. 2. Less Teachers Mastering IT	Geography teacher problems in the implementation of the 2013 curriculum
4	Geography Teachers	1. More intensifying geography teacher training in the implementation of the 2013 curriculum. 2. Balanced geography learning between theoretical and field learning. 3. Improve socialization of relations between fellow teachers. Teachers must improve the socialization relationship more often and ask teachers who have understood 2013 Curriculum when they find obstacles in it. So that the teacher must study harder, especially in developing the 2013 curriculum learning tool. 4. Make the best use of reference book resources.	Efforts taken by the teacher to overcome the problems in the implementation of the 2013 Curriculum
5	Headmaster	The implementation of the 2013 curriculum will be quite successful if it is reviewed first about how the students will enter school, how the process will be carried out, and how the output will be produced by the school.	Efforts taken by the teacher to overcome the problems in the implementation of the 2013 Curriculum
6	Head of MGMP Geography Takalar	1. Improve socialization of relations between fellow teachers 2. Motivate yourself to be more excited. 3. Trying to provide the school and improve facilities and infrastructure facilities to support the learning process 4. Following socialization and training related to 2013 curriculum is more active.	Efforts taken by the teacher to overcome the problems in the implementation of the 2013 Curriculum

Source: Results of interview informants

Table 5. Problems with geography teachers in the learning process based on the 2013 curriculum

No	The question that was asked to the Informant	Informant	
		Experiencing obstacles	No obstacles
1	Difficulties in apperception based on K13	5	0
2	Difficulty in arranging learning goals that are in accordance with K13	3	2
3	Difficulty in determining the learning model according to K13	5	0
4	Use learning models that are in accordance with the implementation of K13	2	3
5	The learning model is not yet fully mastered	4	1
6	Difficulty in determining the learning method based on K13	4	1
7	Using the K13 learning method	3	2
8	Strongly master the learning model and method according to K13	3	2
9	Still lack of understanding the theory or concept of the scientific approach based on the 2013 curriculum	4	1
10	The scientific approach covers the realm of 5 skills namely: Observing, Asking, Trying, reasoning, presenting / communicating, to achieve 5 skills activities, still having difficulties to stimulate students to be involved and active in implementing learning based on the 2013 curriculum.	4	1
11	In applying the scientific learning approach there are still aspects of 5 skills that have not been achieved	3	2
12	Difficulties in stimulating students to be skilled in asking questions in learning based on the curriculum	3	2
13	Difficulties in stimulating students to be creative and innovative in learning based on the 2013 curriculum	3	2
14	Difficulty in conditioning the class so that it is orderly and more responsible.	4	1
	total	50	20
	total %	71,43%	28,57%

Source; Research results, 2018

Table 6. Problems with geography teachers in learning texts based on the 2013 curriculum

No	The question that was asked to the Informant	Informant	
		Experiencing obstacles	No obstacles
1	Difficulty in choosing and utilizing learning media optimally based on the 2013 curriculum.	4	1
2	Difficulty in choosing media or learning tools that are suitable for activities in student books based on the 2013 curriculum.	3	2
3	Facilities and infrastructure (practicum / laboratory equipment) are not yet complete or inadequate based on the 2013 curriculum.	3	2
4	Difficulties guiding students to draw conclusions from the material that the teacher has explained and the results of discussions that have been conducted based on the 2013 curriculum.	5	0
	Total	15	5

Total %	75%	25%
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Source; Research results, 2018

Table 7. Problems with geography teachers in the assessment process based on the 2013 curriculum

No	The question that was asked to the Informant	Informant	
		Experiencing obstacles	No obstacles
1	Difficulties in determining the domain of assessment in the 2013 curriculum include (spiritual attitude, social attitudes, knowledge and skills) based on the 2013 curriculum.	4	1
2	Difficulties in using authentic assessment assessments based on the 2013 curriculum	4	1
Total		8	2
Total %		80%	20%

Source; Research results, 2018

Table 8. Problems in the lack of 2013 curriculum information

No	The question that was asked to the Informant	Informant	
		Experiencing obstacles	No obstacles
1	The lack of information and dissemination of the 2013 curriculum	4	1
2	Less participating in the workshop on 2013 curriculum training	4	1
3	The lack of teacher guide books on 2013 curriculum learning	3	2
4	Lack of understanding the guidebook based on the 2013 curriculum	5	0
5	Lack of socialization among fellow teachers about learning based on the 2013 curriculum.	3	2
Total		19	6
Total %		76%	30%

Source; Research results, 2018

1. Problems with Geography Teachers in the Implementation of the 2013 Curriculum

The results showed that the problems faced by geography teachers in the process of implementing the 2013 curriculum in Geography subjects at SMAN 4 Takalar were: 1) in the geography learning process based on the 2013 curriculum was high with a percentage of 71.43%, 2) learning texts based on the 2013 curriculum classified as high with a percentage of 75%, 3) the assessment process based on the 2013 curriculum is classified as very high with a percentage of 80%, and 4) the lack of 2013 curriculum information is classified as very high with a percentage of 76%. The curriculum needs to be designed and refined to improve the quality of education and human resources in Indonesia (Puskur, 2007). One of the determinants of the successful implementation of the 2013 curriculum is teacher readiness. According to Rusman (2009) revealed that teachers are an important factor in the success of curriculum implementation.

Curriculum training and socialization are initial capital of successful implementation of the curriculum. When training and socialization are organized properly, they will give a good understanding about curriculum for teachers (Heri R, 2016). However ideally a curriculum without being supported by the teacher's ability to implement it, the curriculum will not be meaningful as an educational tool (Sanjaya, 2010). A teacher needs to have the ability to design and implement a variety of learning strategies that are considered suitable with interests and talents as well as the level of development of students, including utilizing various sources and learning media (Sani, 2014).

2. Efforts by Teachers to Address Problems in the Implementation of the 2013 Curriculum.

The efforts made by the teacher to overcome the obstacles in the implementation of the 2013 curriculum on Geography Learning in SMAN 4 Takalar, namely 1) geography teachers involved directly in curriculum development in 2013, 2) the need for evaluation of KTSP as the previous curriculum, 3) adjustment of geographic material in the curriculum 2013.4) intensifying geography teacher training in the implementation of the 2013 curriculum, 5) balanced geography learning between theory and field learning, 6) changing the mindset to the 2013 Curriculum mindset, 7) seeking school principals to pay more attention and motivate teachers, 9) improve facilities and infrastructure, 10) make the best use of reference books, 11) motivate themselves to be more enthusiastic, 12) improve socialization of relations between fellow teachers, and 13) participate in socialization and training related to 2013 curriculum more active. The role of the teacher in implementing the curriculum holds a key position. Mulyasa (2014) all teachers must be empowered and required to understand the substance of the curriculum and its implementation in the learning process. Furthermore Sani (2014) revealed that the key to the success of an education lies in the quality of the teacher and the professionalism of the teacher. In order to implement the Katuuk 2013 Curriculum (2014), it was suggested that there were several important management aspects as a strategy to strengthen its implementation.

The intended aspects include things such as implementation planning, main and supporting resources, the implementation of learning in schools, as well as monitoring and evaluation activities. In the implementation of education, assessment is a very important aspect. Assessment serves as an assistance for the teachers in deploying the students into certain groups, improving the teaching method, measuring the students' readiness (attitudinal, mental and material readiness), providing guidance and selection in order to determine the vocation and the class upgrade (Gronlund & Linn, 1990). On the other hand, the school component consists of teachers, principals, facilities, culture, environment. Ahmad (2014) further revealed that teachers need to be introspective and highly motivated to improve their personal and academic qualities so that they can carry out learning effectively and optimally. In the learning process the teacher must arrange strategies to activate students in terms of observing, asking questions, and expressing opinions (Kunandar, 2014). The authentic assessment is an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life (Ariev, 2005)

IV. Conclusions

- 1) Problems that discuss the teacher in the process of implementing the 2013 curriculum on Geogarf subjects at SMAN 4 Takalar are 1) in the geography learning process through the 2013 curriculum is classified as high with 71.43%, 2) learning texts according to the 2013 curriculum are high with a percentage 75%, 3) the assessment process based on the 2013 curriculum is classified as very high with a percentage of 80%, and 4) the lack of 2013 curriculum information is classified as very high with a percentage of 76%.
- 2) The efforts made by the teacher to overcome the obstacles in the implementation of the 2013 Curriculum on Geography Learning in SMAN 4 Takalar, namely 1) geography teachers were directly involved in curriculum development in 2013, 2) need to research the benefits of KTSP according to the previous schedule, 3) try geography in the 2013 curriculum, 4) more intensive geography teacher training in the implementation of the 2013 curriculum, 5) balanced geography learning between theoretical and field learning, 6) changing the mindset of the 2013 Curriculum mindset, 7) seeking principals to pay more attention to and motivate teachers, 9, 10) using reference books as well as possible, 11) motivating oneself to be more enthusiastic, 12) improving the socialization of relations between teachers, and 13) obtaining socialization and training that is in line with the 2013 curriculum more active.

V. Suggestion

- 1) The need for collaboration between teachers and students in the learning process in implementing the 2013 curriculum can run well
- 2) There needs to be high self-awareness and motivation to improve the quality both personally and academically so that they can carry out their tasks well
- 3) Periodic monitoring and supervision needs to be done to see and evaluate the implementation of learning so that the curriculum implementation runs well.

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