

RECONSTRUCTING TEACHERS' PERSPECTIVE ON CURRICULUM 2013 TOWARD OBJECTIVES AND METHOD BASED LEARNING CHARACTER OF EDUCATION

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Abstract

As the spearhead of educational success in terms of educators, teachers, and coaches, teachers in SMP/SMA in particular, is currently faced with how to change the perspective of the curriculum and instruction, particularly for adjusting to a new setting goals and how to learn from the KSTSP to Curriculum 2013. Teaching experience in the classroom has been more oriented to knowledge and skills, slowly but surely, should be changed to materials and instructional activities that promote educational attitudes (affective), or also called character education. Concerned to education in a learning attitude in education in the curriculum in 2013 does not mean reducing the meaningfulness of competence knowledge and skills in the instruction. Indeed, the nature of the substance is humanities education as learning, which educate students moral values and attitude to the fineness of character. In other words, prioritize materials and learning activities in the sense of educating on the basic character of education, in addition to teaching the knowledge and practice the skills in learning, has become the essence of learning in Curriculum 2013, which must be followed up by the teacher with learning simple, integrated, and meaningful.

Keywords: Character Education; Curriculum 2013; learning

A. INTRODUCTION

Despite four decades critics assumption of education in Indonesia is almost proved, that the curriculum in Indonesia is like no weak roots and shoots weathered or "*lemah di akar, lapuk di pucuk*" namely of never prepared/completed is used, the need to promote the education observers are optimistic attitude and teachers should always be raised, along with the imposition of definitive Curriculum 2013. Inevitably, if there are two prominent impression which may be seen from the face and the behavior shown in part teacher, upon his arrival at the first day of school at the beginning of odd semester of the school year 2014/2015 dated June 15, 2014, namely: (1) nervous or discouraged with the implementation of Curriculum 2013; and (2) *masa bodoh* with the implementation of Curriculum 2013. The Will of the emergence of such phenomena is not without reason, as the speaker quoted from the opinion that the application was published in <http://danizmi.blogspot.com>, that Curriculum 2013 actually had a teacher tease capability substantially. Because Curriculum 2013, only to put teachers in the position of mechanical robots that run government programs, as revealed by Prof. Dr. Sarwiji Kelvin, M Ed, is professor of the Faculty of Teacher Training and Education (FKIP) Universitas Sebelas Maret (UNS) Solo. With the position of the robot as it is, the teacher will be degraded morale and work motivation educational field. Supposedly the current curriculum changes, teachers should be positioned as learners. While changes in the curriculum as a learning activity for teachers. Placing teachers in an ideal position like this is important, because the teacher will be able to optimize the learning activities when there is involvement in the development and planning of learning objectives. However, with Curriculum 2013, teachers no longer placed as a determinant variable. Teachers are in a position seen as less trustworthy and less powerful. With the development of Curriculum 2013 that impressed centralized, leading to later interpretation of the Kompetensi Inti (KI) and the Kompetensi Dasar (KD), even the syllabus and books, is also the teacher does not spur interest for creativity in the management of instruction, because it has been perceived to be centralized. However, according to Prof. Sarwiji, with a reduced role of teachers in Curriculum 2013, may be a good news and a 'fun' for some teachers. But for some other teachers might be seen as bad news, because teachers feel under-appreciated and his role as the spearhead of successful learning in the classroom by implementing Curriculum 2013 that versatile set.

Furthermore, once the authors ask two-three SD-SMP teacher in Padang, "How readiness master and mistress to facing of Curriculum 2013?"; torn between them replied, "*di ma ka se lah*". That is "what happens next", or at least dependent adjustments that can be done as you go along. Although this is not a legitimate question to be synchronized with the Curriculum 2013 polling, but the answer given to such teachers, at least in line with some of the answers the survey results of independent education observers on several individual governmental organizations/community, that among teachers in Indonesia (especially in corners), tend to prefer the status-quo of Curriculum 2013.

B. REPLACEMENT EVALUATION AND REFLECTION CURRICULUM

Birth of the majority of teachers do not give a damn attitude so, according to the analysis of the authors, not because of the substance Curriculum 2013 that are not qualified. Once again !; not because the material Curriculum 2013 is not qualified. But the system is caused by the reflection and evaluation to Curriculum 2013 that worked during the transition period in the KTSP to the Curriculum 2013 underway with a "very, very fast". Although during the curriculum development and transition meant, Kemendikbud has run four steps: First, the preparation of the curriculum in Kemdikbud internal environment, which involves some experts from various disciplines and practitioners; Second, the exposure of Curriculum 2013 design, in front of the Vice-President as Chairman of the Education Committee on November 13, 2012 and in front of the Komisi X DPR RI on 22 November 2012; Third, the implementation of a public test to get responses from the various elements of society, such as the on-line channel <http://kurikulum2013.kemdikbud.go.id> on the page, including the mass media; Fourth, to make improvements for the next set into Curriculum 2013; still not enough time given for people to be able to provide feedback to the process of evaluation and reflection behind the birth of the Curriculum 2013.

Of the four stages of the development of the Curriculum 2013, the writer saw two anomalies, namely: First, "Why do the stages of curriculum development at the level of experts, the government just do it internally, seemed forced, more closed, and do not involve the community? With the exclusion of the public in the preparation phase of the curriculum, many executive education in schools do not understand, for what reason Kurikulum KBK should be replaced. Second, "What's with the four stages of the development of Curriculum 2013 that set it, it's quite a way and an opportunity to get an accurate judgment about KTSP replacement to Curriculum 2013?"

The answer, of course not. Consider it a new curriculum implemented six years (2006-2012), it is not ideal aborted by a cursory evaluation and reflection between one to two years. In the past, when the KTSP 2006 appears to replace the KBK 2004, exploited if KTSP is perfecting KBK. And now, "Is the bird of Curriculum 2013, is also said to be a refinement of the KBK?" Finally, which enhance the curriculum, and where the curriculum is enhanced, everything became blurred. But not one of the teachers who served in Java says, "*Kok ora ngenteni sepuluh taun sadurunge, kurikulum saiki bisa diganti?*" That is, why not wait ten years before, the curriculum can now be replaced? Another teacher interrupted, "*Eyalah mas mas, aken piyambak sepuluh taun, anyar rong taun KBK wis diganti KTSP.*" It means, "Let ten years, a new two-year KBK has replaced the KTSP".

C. REPLACEMENT CURRICULUM, DECISION LONG-TERM IMPACT

From the description of the development and transition curriculum above, allow the author participated express anxiety that still "not oversleep", the question "Of what is, with the implementation of Curriculum 2013?" That is, educators certainly do not need to pretend senile, or do not want to know. Indeed, it occurs as a symptom of acute unsettled concept of curriculum development in education in Indonesia. Linking this back to the issue of Curriculum 2013, the majority of society considers reasonable if the results of a survey of Curriculum 2013, the government published in particular, seem artificial. If the decision on the implementation of the Curriculum 2013 was, in fact, have an impact later re-obscurating (obscure back) direction, goals and objectives of education in Indonesia, then the decision is a wrong decision as the same errors have occurred in the orders of the previous government.

Not one or two more government decisions in education are considered wrong. For example, if the government now dares to say that Curriculum 2013 is KBK-oriented, then what's so wrong with the KBK (Competency-Based Curriculum) in 2004? Even more confusing is the Departemen Pendidikan Nasional Ministry official statement stating "Curriculum 2013 is the realization of the 2004 KBK once delayed". the question, "Why the KBK 2004 had to be postponed?" "Is there something wrong with the KBK in 2004?" Or perhaps, "There are political interests behind the rock shrimp were also holding the interest of education at that time?"

Other matters of educational decisions, which at first according to the author is something that the government's decision was clear and binding, it is obscured again by the government's decision next period, also took place in universities. For example, when the college curriculum in Indonesia characterized by the KBK has been clearly defined in Keputusan Menteri Pendidikan Nasional Nomor 045/u/2002 that the University Core Curriculum is the KBK, and ten years later dipekuat with Undang-undang No. 12 Tahun 2012 on Higher Education KBK also hinted that the university autonomy, then what is the urgency Keputusan Presiden No. 8 Tahun 2012 on the curriculum KKNI (Indonesian National Qualification Framework)? He said, in order to KKNI, colleges can run the KBK to achieve equality of human resources is highly competitive. If so, then education in college have not competible form graduates who are competent in their field? If so, we all need instrofevtive yourself back with a review clause 1 explanation 1 and 2 Kepmendiknas No. 045/u/2002 that; Clause 1: "The definition of competence is a set of intelligent action, the full responsibility of a person as a condition to be considered capable by the community in carrying out tasks in a particular job." Subsection 1:

"Competence results of students a course of study consists of: (a) the core competencies; (b) supporting competence; (c) other competencies that are specific and related with core competencies. "Well, if the essence of the wording of cause 1 and 2 Kepmendiknas No. 045/u/ 2002 was already hinted at the KBK, and the KBK idea where else to be achieved in KKNI?

Foundation on an operational basis for the implementation of KBK in college based Kepmendiknas No. 045/u/2012 in the above, is it possible the implementation of the KBK during this improperly, so the KBK for 12 years in college have not been able to print scholars and professionals who are experts and skilled? Could the enactment of the KBK for 12 years in college, is considered not able to answer the need for international recognition (recognition of the International responsibility) to the equality of human resources capable of propelling increasing national competitiveness? Sorry, even if it in between us no one has thought like this, might be the assumption in higher education that do not have clear goals and objectives for 12-year-old (same as the blurring of schooling), are real. So the hypothesis is true that Indonesia will remain difficult to be able to take off from developing countries to developed countries, because of the vital decisions taken by the government and strategic education tend to hurry, not conceptual, not have direction, goals, and objectives are clear.

D. TEACHER OF THE WISE, BACK TO CLASS

Since the beginning of the school year 2013/2014 Kemendikbud have meninstruksi 6,325 schools in 295 districts/cities in 33 provinces, which are composed of SD (2,598 schools), SMP (1,436 schools), SMA (1,270 school) and SMK (1,021 schools), or approximately 68% of schools across Indonesia have had to implement Curriculum 2013, the minimum in the class I and class IV (SD), a class VII (SMP), as well as the class X (SMA / SMK). A year later, ie at the beginning of the new school year 2014/2015, the government finally "knock the hammer", that the curriculum should be implemented in 2013 has been all grade levels (I sd XII) and at all levels of basic education (SD, SMP, and SMA) on all schools in Indonesia. Fantastic!

Responding to the government's decision that has been definitively that, "Are the teachers in SMP/SMA still want to go back and forth to question the Curriculum 2013?" Or, "Is it better that art education teacher accepts the decision, since the implementation of Curriculum 2013, with all the legal umbrella has become the final decision of the government?" In this case, the authors have considered, if it's time teachers also receive Curriculum 2013 enactment, regardless of the consequences. Like it or dislike, ready or not ready, the teacher must still promote rationality and does not need to be very reactionary to Curriculum 2013, we do not want, if most of the time we continue to be eroded only to discuss things that are no longer substantially on curriculum in 2013 along with Over time education for the quality of renewable generation.

A Set of education and learning problems in school as a field of study /subjects already present in sight, and all it takes to handling immediate and sustained. Although each clump science subjects could be classified differently, but with the implementation of Curriculum 2013, most of the problems faced by the teacher (especially at the middle and high school education level) with questions on other subjects are the same, namely how canalize of study subjects according to Curriculum 2013 with based of character.

As an educational figure dubbed Spearhead (ujung tombak) education, teachers should return to its original track, which is returned to the classroom as educators who serve the interests of education in the context of educating (affective oriented), teaching (cognitive oriented), and drill (psychomotor oriented) in both of intra, extra, as well as co-curricular. Less ideal taste of teachers (including lectures) engage linger while acting like an observer pattern behind the counter. But it would be noble if he is consistent with his commitment to continuing education for the sake of the movement of the breath back learning systems in classrooms and campus halls. Effort to educate the next generation of domestic cash in the hands of Mr. and Mrs. teacher, should not be stopped just because of the ripples mutually actual curriculum being crowded by speculative views curriculum that offers instant debate over the pros and cons of political birth effect scholars, critics, and the media, rather than debating the substance to turn of curriculum in Indonesia allegedly not entirely as an urgent need for a generation, but rather because the background of political intrigue and succession of power. Therefore, teachers should still be able to distinguish value tradeoffs fight for education in the interests of education, and not joining in the political fight for education for the benefit of the "other" that could hurt education. It is true if the urgency of change of curriculum can revitalize education vision and mission forward, but far more importantly acted teachers and school are, that we all as educators need of maintain stabilization curriculum that ensures continuity of the dynamics of education today, tomorrow, and the day future.

E. CURRICULUM 2013, REPOSITION OF LEARNING OBJECTIVES "BLOOM MAINDED"

Admittedly, if the outside world to see the twisted Indonesian education in the last three decades as one of the countries in the world with the largest population education, and education concept also adopts "Bloom Mained". At least since the 1975 curriculum Enhanced implemented in 1984, thinking about formulating

learning goals have been influenced by the views of Benjamin Samuel Bloom (or commonly called in Bloom), is an educational psychologist from the United States who have contributed greatly to the preparation of the taxonomy of educational objectives and manufacture of complete learning theory or mastery learning (Bloom, 1956). Quite obvious if you know "Bloom maindend" even this has also been mandated in Undang-undang Pendidikan Nasional 20 tahun 2003 about Sistem Pendidikan Nasional pada penjelasan pasal 35, that the competence of graduate education is qualifying graduate capabilities that include attitude, knowledge, and skills in accordance with the agreed national standards.

Especially among college and the teachers who had attended teacher training and education science, familiar with his taxonomy of Bloom or Bloom Taksonomy, which essentially divides educational objectives into three domains (domains, area) namely cognitive (knowledge), affective (attitude), and psychomotor (skills). Quite different from the learning-oriented goals (goal) which was adopted at the age of Tyler PPSI (*Pola Pengembangan Sistem Instruksional*) in 1975 curriculum, the curriculum since 1984 (1975 curriculum enhanced), to the KBK 1994, KBK 2004 and Curriculum 2013, the actual orientation learning in school just flip through the three domains of instructional objectives that the bloom is introduced.

Although not made explicit with concrete, on the KBK 1994, it appears that the mouth of the learning objectives take precedence of cognitive → affective → Psychomotor; on KBK 2004 (delayed due to the implementation of KTSP), the estuary of psychomotor learning objectives preferred cognitive → affective →; then in Curriculum 2013, the mouth of the precedence of affective learning objectives → Psychomotor → cognitive. It may be any education experts may have a different view see the application domain according to Bloom's learning objectives, but the pattern of "the realm where the preferred destination" for each curriculum looks like quite a contrast to the pattern in the figure below:

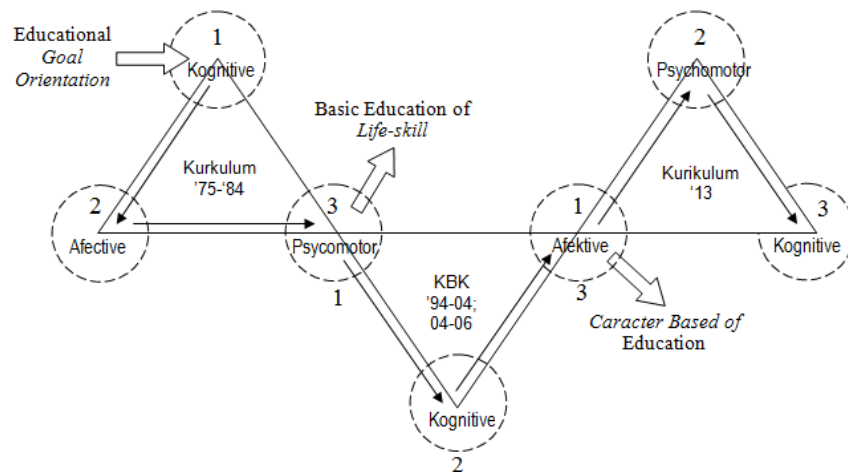


Figure 1:
Instructional Objective The virtue Sphere Pattern Bloom
in Kurikulum Change Education in Indonesia

Based on the above pattern, we can see that the school education in Indonesia actually has gone through three days of the curriculum, namely (1) a curriculum goal oriented (1975-1984); (2) life-skills-based curriculum (1994-2004-2006), and (3) the character-based curriculum (2013). Then came question, "Curriculum-based KBK 2006 oriented or what?" There may be a spontaneous answer, "KBK is a culture-based curriculum". This answer raises a new question again, "Is cultural base in KBK has the goal of learning competence?" The answer is "it" and there stating "undecided". Looks like this is the reason for the plaintiffs KBK, so the curriculum must be returned to the KBK. Therefore, if most of the subjects (for example on the subjects of art and culture) in KBK competence can not be described explicitly, but questioned the culture of art and culture in the context of the geographic scope of the study of art and culture in the curriculum does not qualify as a learning field of study. Because that is said to be the subjects of learning is learning that spawned ability in a certain area, for example, competent knowledge, attitudes, and skills earlier. If there is the subject of "Local Music Local, Music archipelago, or World Music, what items competencies to be achieved as learning objectives aerah competence in the area of local, domestic and foreign ?. The answer, obviously floating competence. Because becoming blurred skiranya Geographic scope of the area used as a measure of competence in the subject.

Other than that, the reason KBK curriculum should be replaced according to the government, a response to the understanding of the essence of the curriculum that is not right. If the curriculum is narrower sense is the

"subject matter" or a particular field being taught and studied with particular skills and competencies, the curriculum is the concept of learning in the educational unit level (adjusting competencies with the situation and condition of the area in which learning was implemented), it does not produce standard or floating competencies in each area. In other words, KBK regarded as illogical curriculum because schools are given the freedom to elaborate on the core curriculum set by government, but government evaluation conducted to evaluate the learning outcomes of the dominant determining student graduation instead conducted nationally through national examination (UN). Another thing to be a replacement KBK to Curriculum 2013 is a weakness as disproportionate curriculum. Although the curriculum has been declared the division of authority between the government and the schools, in fact, the distribution of tasks between the government and the development of school curricular often overlap. If referring to the rules in the KBK, the government simply sets the general framework of objectives or competencies, content, strategy, and evaluation, while the development in detail be ready to use left entirely to the school. But in doing so, the government, represented by education departments often do not carry out their roles and functions to develop a curriculum for limitations of human resource. More than that, it looks like the school remained just continue to copy-paste existing curriculum, without need to adjust to the needs and conditions of the school.

F. CURRICULUM 2013 ON CHARACTER BASED, WITH EMPHASIS ON AFFECTIVE LEARNING PURPOSE

One of the concepts of thought that distinguishes between Curriculum 2013 and the other curriculums in the history of education in Indonesia, is putting more affective learning domain main goal of the realm of other learning objectives. In addition, if the domain of affective objectives for this just as a complement or an excess of the achievement of learning competence in cognitive and affective, then on Curriculum 2013, the affective domain of learning objectives should be expressed as a competency concrete learning objectives. That is why the Core Competencies (KI) of any discussion in the 2013 subjects in the curriculum, with the necessary detail specifying the affective competence whatever is needed in the realm of attitudes, so it is not wrong if the affective competencies in KI is the basis for the formation of character. For teachers in part, to foster subjects can develop values as tangibly as Religion and Civics Education, for example, the problem domain to concrete learning objectives in the field of attitude in the KI is not so questioned, because it only reinforces the earlier character domains, in addition to the affective and cognitive domains. But for the other teachers, especially for subjects who had been dominant develop knowledge and skills, set goals field of affective learning is not an easy job. Although the government has provided the foundation-setting KI character in the syllabus subjects that apply nationally, still RPP (*Rencana Pelaksanaan Pembelajaran*) which made the teacher needs more consideration in the use of KI that have been set by the government. In other words, if the RPP will be the only paper work curriculum that can be created and implemented a teacher in the learning activities, it is possible that teachers will adjust according to the situation KI character and learning conditions that it faces.

G. CURRICULUM 2013 BASED CHARACTER, AND INTEGRATE WITH STREAMLINE LESSON MATERIALS FOR LEARNING

The presence of the base character in Curriculum 2013, so far only in terms of the achievement of affective competencies that exist in the learning goals in each subject. However, if explored further, "What exactly is meant by base character in Curriculum 2013?", Then the answer according to question the competence of speakers not sekedar character learning objectives that will be obtained after the students learn. But more than that, based on the character here is not just in the context of learning goals, but also on how the learning in each subject was also carried out in character. Thus, the way teachers teach and the way students learn must also be characterized. So in a classroom, learning goals character, the means used in the learning process must also be characterized. Understanding character here is characterized, so it can distinguish with other curriculum.

When Curriculum 2013 socialized by the government by curriculum as based on character, then there are three principles to be applied in learning activities as a way to be a characteristic in Curriculum 2013, which implement simplified learning (simple instruction), implementing an integrated instruction (Integral instruction), and meaningful learning (meaningfully instruction). If it was relegated to the third principle components that exist in learning, then at any lessons learned in school, the teacher must be able to meet the three principles of learning simpler, unitary implementing, and creating meaningful learning for students to components: (1) set of learning objectives; (2) preparing subject matter; (3) the selection and use of methods; (4) the use of media and learning resources; and (5) evaluating and reflecting on learning.

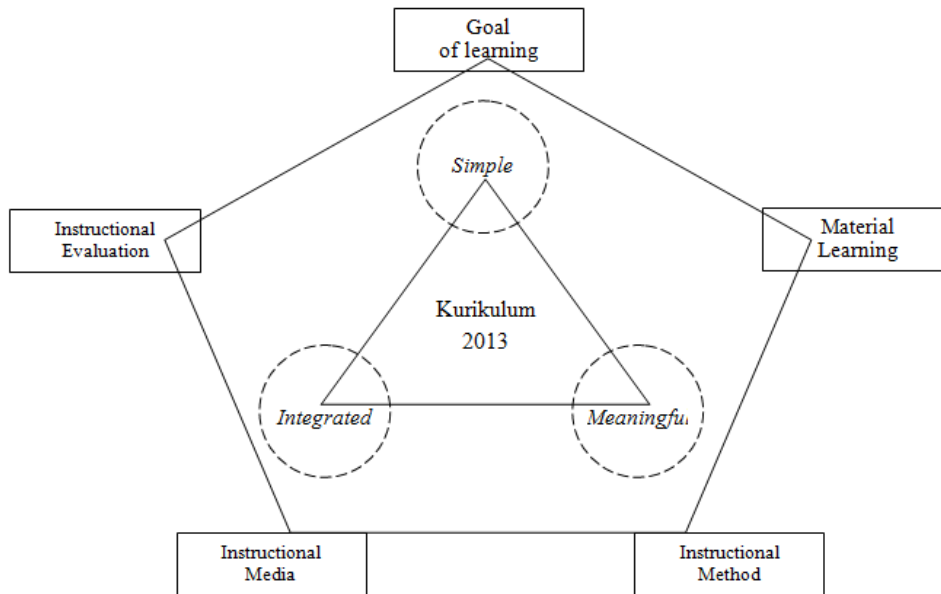


Figure 2:
Relationship Principle Simplicity, Integration, and Kebermakanaan Learning
the learning component in the Curriculum 2013

Although the three principles of learning in Curriculum 2013 is already a popular memjadi conversation in the eyes of teachers and educators, the real problems often arise in developing principle-integrated in integrating thematic subject matter. In the result of socialization curriculum published in 2013 by the government, there are few weaknesses in some difficult subjects-integrated thematic apply because: (1) curriculum content is still too dense, this is indicated by the number of subjects and a lot of material that the breadth and level of distress beyond the level of development of the student's age. As a result, students find themselves difficult to absorb or things in a meaningful thematic lessons he learned; (2) learning objectives are not fully in accordance with the demands of a competency-based functions and objectives of national education, so incorporate thematic in a broader context is also more difficult. This is further complicated by the teachers as educators that provides learning materials to students is sometimes not sensitive and responsive to social change at local, national, and global; (3) competency domains holistically not describe attitudes, skills, and knowledge; because some of the competencies required in accordance with development needs (such as character education, active learning methodology, the balance of soft skills and hard skills, entrepreneurship) have not been accommodated in the curriculum; (4) The standard describes the learning process has not been detailed so that the sequence learning opportunities and a diverse interpretations lead to teacher-centered learning; and (5) have not led to the assessment standards of competency-based assessment (process and outcome) and not explicitly require any remediation periodically.

F. CONCLUSION

What to be done, that the current of the reality condition of Curriculum 2013 has been "word of the hammer" and must be carried out mainly by teachers as stakeholders tiugas implementation of learning in the classroom. Whatever broke down that far behind all our perceptions and interpretations of Curriculum 2013, it's good for a while ruled out, given the task of turning the wheels of education in the form of learning is much more important and is already in sight. Importantly updated by teachers today is their intentions to implement Curriculum 2013 properly, including the unsuspecting berasalasan not, in order to save the jobs ruma national education learning areas that are still dormant.

Moreover, the implementation of Curriculum 2013-based character, do not be too exploitable shortcomings, but trying to bring up the excess. Because after all, Curriculum 2013 was far different meanings to the KBK, especially with the intention of carrying out well for character-based education to the students. The way we see the basis of these characters do not just revolve around the repositioning of the realm of learning objectives Bloom, formerly of cognitive competence priority Cognitive → Affective → Psychomotor to be Affective → Psychomotor → Cognitive, but also the character meaning in the context of the way teachers teach and the way students learn. As for simplifying learning, integrated and meaningful learning can also be interpreted as a character in the sense instructional implementation of components such as materials, objectives, methods, media, and evaluation.

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