

ANALYSIS OF THE IMPLEMENTATION OF CURRICULUM 2013 TEACHING BOOK IN IPS SUBJECTS AT SMP MEDAN CITY

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Abstract

This study examines the implementation of the 2013 curriculum on social studies textbooks in five junior high schools in Medan. The problem that arises in this research is how to implement the 2013 curriculum textbook in social studies lessons. This study aims to uncover and analyze (1). Implementation of the 2013 curriculum in social studies textbooks, (2). suitability of language and graphics in social studies textbooks, (3). How are the obstacles and solutions faced by teachers in implementing the 2013 curriculum textbooks in social studies subjects. This type of research is qualitative research using descriptive statistical approaches and descriptive qualitative. The sample in this study was the 2013 curriculum book. The implementation of the 2013 curriculum in the social studies textbook was measured using a questionnaire. $t_{(count)}$ is -0.869 while the value is 2.074 at the 0.05 significance level with $dk = 22$ $t_{(table)} \leq 2.50$. So it can be concluded that H_0 is accepted, H_a is rejected, thus the results of the study show that, most of the 2013 curriculum books are not in accordance with the 2013 curriculum and are not yet suitable to be used as textbooks for class VII students, so they still need re-analysis results. From the results of interviews with linguists and graphists, it is known that most of the language and graphics presentations in social studies textbooks need to be revised again. From the results of interviews with teachers, it is known that there are several obstacles in using social studies textbooks such as the availability of books, limited material in books, so that the teacher anticipates by distributing 1 book to 2 students due to lack of books, and for material shortages the teacher still uses additional books other than books 2013 curriculum.

Keywords: *Student Textbook Implementation, 2013 Curriculum, Social Studies Subjects*

A. Introduction

Realizing the importance of the process of improving the quality of human resources, the government continues to strive to realize the national mandate and improve the curriculum and evaluation system, improve educational facilities, and develop teaching materials, as well as training for teachers and other educational personnel. Educational development should not only focus on educational input factors but must also pay attention to educational process factors. as stated in the law on the education system.

In Law no. 20 of 2003 concerning the national education system mentioned, "National education has the function of developing abilities and shaping the character and civilization of a nation with dignity in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens".

The government is responsible for improving the quality of education in Indonesia. The lack of success in education in Indonesia is caused by several factors, including the learning process in schools that is not in accordance with the applicable curriculum, the ability of teachers to teach, the lack of character building of students in the learning process so that many negative things occur.

Character education in the 2013 curriculum aims to improve the quality of education and character formation of students through the implementation of the 2013 curriculum based on competence and character. So that students are able to use their knowledge and skills in facing life in the future. In the implementation of the 2013 curriculum, many things must be adjusted, one of which is changes in textbooks used

for students. This is because the curriculum is the main guideline that must be adapted to student textbooks. In the curriculum, it is stated that learning objectives are in the form of competencies that are expected to be achieved by students. The contents of the textbook are the results of analysis and descriptions that students need to know in order to achieve the specified competencies (Sitepu, 2005: 120-121).

The 2013 curriculum purpose to produce graduates with character. The aim of the 2013 Curriculum is to produce productive, creative, innovative, affective Indonesians through strengthening integrated attitudes, skills and knowledge (Mulyasa, 2013: 65). This means that student textbooks that apply to the 2013 Curriculum, no longer only contain material descriptions and practice questions for knowledge. These books must also be able to provide attitudes and skills to support the application of the knowledge that students have acquired for their application.

Textbooks are a learning resource that has a very big role in improving the learning process and outcomes. Since 1970, the government has attempted to provide textbooks for primary and secondary school students with a target of one book per student. The government continues to provide the book policy whenever there is a curriculum change (Sitepu, 2005: 114-115). This means that the government will also replace the previous curriculum textbooks with textbooks based on the 2013 curriculum. These books are distributed to schools that provide the 2013 curriculum for free.

Student textbooks are the main source of learning, to achieve competence, student textbooks have an important role for students in learning. In the eyes of students, no textbook means no purpose. Without textbooks, students think that they are not being taken seriously. That is

the importance of textbooks for students, so that it is a major priority that must be considered.

Textbook functions include: (1) presenting evaluation and remedial resources, (2) providing an orderly, neat and gradual subject matter, (3) presenting rich and harmonious subject matter, (4) providing various teaching methods and means, and (5) provides initial fixation for assignments and exercises (Abdulkarim, 2005: 108-109).

Textbooks have a function that is closely related to the curriculum because the curriculum is the main reference in the development of textbooks. Therefore, every time there is a curriculum change, the textbook will also change according to the current curriculum, for the successful implementation of the curriculum, the textbook used must be in accordance with the curriculum, and must be implemented optimally. In accordance with the function of the book in order to get maximum results

In addition to bringing changes to student textbooks, the 2013 curriculum also brought changes in social science (IPS) subjects. In the 2013 curriculum, IPS was developed as an integrative social studies subject, not as an educational discipline but the development of thinking skills, learning abilities and curiosity as well as a caring attitude towards the social and natural environment (Mulyasa, 2013: 89). Where social studies are no longer taught in accordance with their respective studies (History, Geography, Economics, Sociology), but are taught integratively or in an integrated manner and there is no separation between one topic and another.

Social studies subjects in SMP use an integrative approach in the Basic Competency (KD) organization and learning. These Basic Competencies are integrated using the concept of geography as a

platform. Integration in KD is carried out between the contents of geography, history, economics, sociology and anthropology, which is called Integrated IPS Learning. "The purpose of social studies education is to develop the potential of students to be sensitive to social problems that occur in society, to have a positive mental attitude towards correcting imbalances that occur, and to be skilled in overcoming problems that happen to both themselves and society (Triatno, 2010: 176).

Through integrated or integrative social studies learning, students can gain direct experience, without being separated from one study to another. So that it can increase the strength to accept the things that have been learned. The learning experience shows more links between conceptual elements to make the learning process more effective. Williams (in Triatno, 2010: 194) argues that the conceptual link studied with the relevant field of study will form a conceptual scheme, so that students will gain the integrity of learning, knowledge, and views of life in the real world can only be reflected by integrated IPS.

However, textbooks that have been provided by the government have not yet been able to fulfill their function as quality textbooks to be implemented. Even though it has been tested, it is indicated that there are still many deficiencies, including the material in the social studies textbooks which are differentiated and not yet integrated. In the social studies book there are also problems with the material with the subtitle "Connectivity Between Space and Time". This subtitle is certainly difficult for grade VII students to understand. the material presented in the social studies textbook is not in accordance with the development of students. The government is very responsible for publishing student textbooks, so

that books that are issued are not rushed because they can have an impact on the success in implementing the curriculum.

The implementation of social studies learning in junior high schools using the 2013 curriculum has been implemented by several schools in the city of Medan and its surroundings. One of them is by using textbooks issued by the government or the Ministry of Education and Culture. However, whether the 2013 curriculum textbooks, especially social studies subjects, have been implemented according to the 2013 curriculum or not. In fact, the implementation of social studies learning, junior high schools using integrated or integrative textbooks based on the 2013 curriculum, still has several obstacles including the material in the 2013 curriculum textbooks, because the books are adjusted to the abilities of all Indonesian children so that students in Medan feels that it doesn't provide information so that it requires another textbook. In addition, teachers also experience difficulties in teaching, Because the teacher must be able to master the entire field of social studies. This is because, among other things, the background of the teaching teacher is a teacher of different disciplines according to their respective studies so that it is very difficult to carry out learning that combines between disciplines. For example, a history teacher must now master all fields of social studies.

From the results of the survey that the researchers have conducted, there are several schools in Medan that have implemented the 2013 curriculum, among them, SMP Shafiyatul Amaliyyah, SMP Budi Murni, 3 SMP N 38, SMP N 1, and SMP N 34. From the results of the survey the researchers conducted interviews with social studies teachers, social studies teachers used textbooks based on the 2013 curriculum provided directly by the government. From the results of the teacher interviews, it was explained that the social studies textbooks issued by the

government were still very narrow. In addition, the material in the social studies textbook is still very basic. so that teachers need books and other resources in the teaching and learning process.

Teachers have difficulties in teaching social studies because of the different skills of teachers consisting of History, Economics and Geography teachers. so that teachers must master all branches of science related to social studies, apart from their own expertise. Based on the problems that arise above, the researcher will see how the 2013 curriculum is implemented in the social science textbooks (IPS) of SMP in Medan City. As well as seeing the implementation of the 2013 curriculum textbook, in order to improve the educational process in the future. This study aims to see how the teacher's understanding and the solutions taken by the teacher in the implementation of the 2013 curriculum textbook on social studies subjects.

B. Method

The sampling technique was carried out by purposive sampling, which is the determination of the research sample based on certain objectives or interests (Mukhtar, 2013: 95). Purposive sampling technique also means the technique of sampling data sources with certain considerations (Sugiyono, 2013: 54). The sample in this descriptive study is the book of Social Sciences by Ahmad Mushlih, Iwan Setiawan, Suciati, and Dedi. Government issued and used by schools running the 2013 curriculum.

Based on the focus of the problem and the objectives of this study, this research was conducted using descriptive research. This research aims to describe or explain systematically the facts and characteristics of a particular population, in other words the researcher describes what

actually happened, not to seek or explain the relationship between variables.

C. Finding and Discussion

In general, it can be seen that the results of the 2013 curriculum book research published by the government are not in accordance with the BNSP which includes language and graphics assessments, as well as the 2013 curriculum. This can be seen from the results of statistical tests as shown in Figure 4.1. Meanwhile, the implementation of the 2013 curriculum book in schools which are the target of the government in the city of Medan, has also not gone according to expectations. It can be seen that there are still various obstacles faced by teachers who teach using the 2013 curriculum book.

Every time there is a curriculum change made by the government, there will be a change in the education system, therefore the government must take responsibility for the implementation of the new curriculum. The implementation of the 2013 curriculum had a change in pa There are social studies lessons that become integrated social studies with the integration of all social studies materials into one book, namely the Social Science Book for Class VII SMP students to be implemented when the 2013 curriculum is running. The results of the 2013 curriculum implementation research in student textbooks were seen from the material, language, graphics and presentation. and its implementation in school. For more details, a brief explanation of the unsuitable book, can be briefly explained in tabular form, as in the following table.

Table 1. Aspects that are not yet suitable in social studies textbooks

No.	Rated aspect	Rating result	Information
1	Material breadth	2.25	Still not wide enough for seventh grade junior high school students
2	Depth of material	2.12	The material presented is still narrow
3	Balance of content	2	The material presented is not balanced between sub subjects.
4	Core material 1	2.6	Too little serving
5	Core material 3	1.87	Too little serving
6	Core material 4	1.87	Too little serving
7	Time Allocation	2.12	Not sufficient for IPS material
8	Integrated IPS concept	1.62.	Not appropriate
9	Integration between materials	2.12	Not all material is integrated in every theme.
10	The scientific approach	2.25	Not all of the steps are presented in the social studies book
11	Illustration / presentation	There are still things that are not suitable	Cover, pictures / photos, caption are not in accordance with the characteristics of class VII SMP / MTs students.
13	Grammar and language rules	There are still things that are not suitable	Writing, sentence presentation is still not appropriate, and the language used is still not suitable for grade VII SMP / MTs students.

One, The suitability of book content/material with the curriculum is important to study because the curriculum is the main reference in the development of textbooks. The curriculum states learning objectives in the form of competencies that are expected to be achieved by students after experiencing the learning process. The material in the textbook is the result of further analysis and description of competencies and is a collection of knowledge that students need to know in order to obtain the [452]

specified competencies. KI and KD curriculum 2013 have been presented in the 2013 curriculum book, especially in social studies lessons.

Aspects of Core Competencies (KI) and Basic Competencies (KD) in class VII IPS textbooks are in accordance with the messages of the 2013 Curriculum. Several other aspects such as the breadth of the material, the depth of the material, the integration of subjects and sub-topics, the balance of the material, and the allocation of time still need improvements in order to represent the message of the 2013 Curriculum.

Social studies teachers are of the opinion that the social studies material is so dense or extensive and impractical with a limited time allocation. At the time of the implementation of the 2006 Curriculum, they only received a portion of 2 hours of meeting each week with an allocation of 80-90 minutes for each social studies lesson (Geography, Economics, History). During the implementation of the 2013 Curriculum, IPS in class VII received a portion of 4 hours of meetings each week with an allocation of 180 minutes. This time allocation is not proportional to the density of the material that must be studied by students. The material in the 2013 curriculum book has been integrated with all social studies (Geographical, Economic, and Historical) lessons with only 4 hours of lessons, so that the material presented with this time will have difficulty with the allocation of time that has been provided.

Two, Ideally, a social science textbook for class VII Curriculum 2013 encourage active student participation through the learning process with the scientific approach. This approach is also known as 5M, which includes observing, questioning, reasoning, experimenting, and networking. However, the class VII IPS textbooks of the 2013 Curriculum are not sufficient to bring up the steps of the scientific approach in learning activities. The most dominant learning method raised is group discussion,

while other learning methods are still very limited. In fact, there are various other learning methods that can be applied in the scientific approach, such as portfolios, problem solving, inquiry, and role playing.

The social science textbook for class VII of the 2013 curriculum is ideally capable encourage teachers to assess authentic learning outcomes. Authentic assessment requires students to use competencies or combine knowledge, abilities, and attitudes in a context that is closer to the real world. IPS textbook class VII Curriculum 2013 has presented some components of authentic assessment in it. This is because the authentic assessment form is able to describe the increase in learning outcomes in the scientific approach which is the demand for the 2013 Curriculum. Authentic assessment is also suitable for assessing the balanced competency aspects of the 2013 Curriculum.

Three, From the results of the study, it is known that the Social Studies textbook for class VII of the 2013 Curriculum is not suitable in terms of language. Some notes on linguistic aspects that still need improvement, among others, in terms of the students' language ability in social studies textbooks is not in accordance with the language skills of grade VII students, this can be seen in the social studies textbook text such as charming words, these words cannot be understood by students. and in the text there are also quotations, quotations should not have been presented in student textbooks, especially junior high school students, quotations should only be presented in scientific papers.

Judging from the rules of language or grammar and sentences in the student books, some of them are in accordance with the rules of the language. However, there are still many that are not in accordance with linguistic principles. Judging from the choice of words, there are still word choices that are difficult for students to understand, because they use

scientific words, because the use of scientific words can sometimes confuse students. Judging from the language style used in student textbooks, many use scientific language, this can confuse students who use textbooks. Judging from the readability aspect used in student textbooks, it is not in accordance with the legibility aspect, this can be seen from several paragraphs in student textbooks, which exceed 100 words.

Four, Graphic aspects are presented in the textbooks of class VII students in social studies lessons Not yet corresponding. This can be seen from the researchers interviews with graphic experts Therefore, according to graphic experts, it is necessary to make improvements in the future. This fix is mainly located on the cover of the book. For student textbook readers, the book cover plays an important role because it becomes the first attraction before the reader decides to find out more about the contents of the book. The illustration on the cover should not be a finished image that comes from the internet and is easy for students to find. Such an illustration will not give a deep impression to students, even though the illustration depicts a true story and there is historical value behind the illustration.

Five, The 2013 curriculum has been implemented in schools targeted by the government. These schools have also used textbooks based on the 2013 curriculum, which have been provided by the government for the 2013 curriculum. However, the books that have been provided by the government still have several obstacles, including the lack of books given to each school. As a result, the teacher took a solution to the obstacles that occurred, in the implementation of the 2013 curriculum. Especially in Social Sciences lessons by distributing one book to two students, or taking a photo copy again so that each student gets

one book.

To minimize the little material, the teacher uses KTSP books to make it easier for students to learn, because there are students who are confused about using the 2013 curriculum books. Meanwhile, to minimize the breadth of the material the teacher instructs students to use internet media to look for additional material, or assign assignments to students so that they get material that is not contained in the 2013 curriculum textbook.

From the description above, the calculation of statistical hypotheses with the one-sample t test on the implementation of the 2013 curriculum in the social studies textbook can be seen in the appendix. From the calculation of the one-sample t test on, it is obtained t_{hitung} equal to -0869 While the value at the significance level of 0.05 with $dk = 22$, is 2.074.

$$t_{hitung} > t_{table}$$

$t_{hitung} > t_{table} = H_0$ is rejected and H_a is accepted

$-0869 < 2,074 = H_0$ is accepted and H_a is rejected

So, H_0 who stated that the average for the appropriateness of the implementation of aspects of the 2013 curriculum in the social studies textbook for class VII Curriculum 2013 is ≤ 2.50 is accepted, it means that H_a is rejected, thus the results of the study show that most of the 2013 curriculum books are not in accordance with the 2013 curriculum and are not yet suitable to be used as textbooks for grade VII students, so they still require re-analysis results. The social science curriculum 2013 book, especially in the social studies subject matter, has been withdrawn by the government, and replaced with the Science Problem textbook (IPS), which is the second edition of the revised book.

Ho's acceptance is also supported by other relevant research results. For example, the results of research by Ruwanto (11: 2013) which state that the material presented in social studies books is still difficult for students to understand, for example in the material "Connectivity between space and time". The explanation in this sub-title is still not concrete or cannot be understood by students and is still considered abstract.

The results of Ruwanto's research above show that the material in the 2013 curriculum of social studies textbooks is not yet fully in accordance with the character of students and the student's environment, even though we know that social studies material must be taught based on the student's environment. Ruwanto's research results above are in line with Sutrisno's research which states that the material presented in the social studies book is not in accordance with the development of students. The results of this study were also proven by the government revising the 2013 curriculum book.

D. Conclusion

Based on the findings from the research results, several conclusions were put forward, namely, first, Implementation of the 2013 curriculum in social studies textbooks for the average value of the conformity of the implementation of the 2013 curriculum aspects in the social studies textbook for class VII of the 2013 curriculum ≤ 2.50 , thus the results of the study show that most of the 2013 curriculum books are not in accordance with the 2013 curriculum and are not yet suitable to be used as textbooks for grade VII students, so they still require re-analysis results.

Second, Implementation of suitability of graphics and language. Language or grammar and sentences in student books, some of which are in accordance with linguistic rules. However, there are still many that are not in accordance with the appropriate language rules for seventh grade students of junior high school. Graphic aspects are presented in the textbooks of class VII students in social studies lessons. Not yet according to the level of education.

Third, Implementation of 2013 curriculum textbooks in social studies lessons. The teacher has implemented the 2013 curriculum textbook and faced several obstacles including the availability of books, limited material and others, so that the teacher took the initiative to distribute one book to two students. and teachers also still use other books such as the KTSP book or the 2013 curriculum book that is not produced by the government.

Fourth, factors causing the book's incompatibility with the 2013 curriculum. The factor that causes the incompatibility of books with the curriculum is that books issued by the government are too hasty and the government is not maximally evaluating the books.

Suggestion

The government is responsible for any changes that occur in the education component, especially the curriculum, because every time there is a curriculum change, the student textbooks will also change so that the government must be responsive in facing obstacles to implementing the 2013 curriculum.

The Education Office is also responsible for providing the 2013 curriculum books, so that there are no schools that do not get books according to the number of students, so that the implementation of the

2013 curriculum textbooks in social studies lessons can run optimally, for the perfection of the 2013 curriculum implementation.

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