

## Analysis of Implementation of the 2013 Curriculum in Elementary School on Teacher's Capabilities in the Field of Pedagogic Competence

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**Abstract.** This research is motivated by the low quality of teachers in Indonesia. Whereas the aspect of the ability of teachers is one of the success factors of Indonesian education. One of the problems that arise in the 2013 curriculum is that the teacher does not understand the process of implementing authentic learning and assessment in the implementation of the 2013 curriculum. This study aims to describe the pedagogic competence of the teacher's ability. The method used in this research is case study. The data collected through the primary study are Pedagogic Competence books and other books as support. The data is processed through data reduction, data presentation and verification. The results of this study indicate that (1) the teacher's ability to develop the curriculum is in line with pedagogic competence (2) the teacher's ability to carry out assessments and evaluations is not yet in line with pedagogic competence in conducting evaluations. The result is that there is a relevance between the ability of teachers and pedagogic competence in Government Regulation No. 16 of 2007.

**Keywords:** 2013 Curriculum, 2013 Curriculum Implementation, Teacher Ability, Pedagogic, Pedagogic Competence.

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**INTRODUCTION** ~ The most basic principle of the 2013 curriculum is to emphasize the ability of teachers to carry out a true, useful and meaningful learning process for students. This allows the potential of students to develop in line with the expectations of national education goals. (Melianasari & Gularso 2015) However, there are still many teachers who have not been able or are still confused in implementing or implementing the 2013 curriculum in learning. One of the reasons for the low quality of education in Indonesia is the low quality of teachers. Meanwhile, the basis for selecting pedagogic competencies is the focus of this study due to the fact that the quality of education in Indonesia is currently still far from other countries, where Indonesia is ranked 10th out of 14 developing

countries in education. (Fahrudin, in Brigitta & Ade, 2018). The success of education is supported by the competence of teachers. As stated in the 2005 Law on Teachers and Lecturers and the Elucidation of Government Regulation no.19 of 2005 concerning National Education Standards, that teachers have four competencies leading to teacher professionalism and improving the quality of Indonesian education. The competencies that must be possessed by teachers are: (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence. With this competence, teachers will be able to perform and improve their performance. Factors that affect teachers' teaching abilities consist of internal factors, namely educational background, personality, classroom

management, teaching experience, mastery of methods, and time awareness. External factors are student characteristics, physical facilities, subjects, and school environment. In this study, what will be studied is pedagogic competence.

## METHOD

In this study, the authors chose a qualitative method (qualitative study). Bogdan and Taylor (Moleong, 2007) define qualitative methodology as a research process that produces descriptive data in the form of written or spoken language of people and observable behavior. This approach is holistic with a personal background.

According to Nasution (2003), qualitative research observes people in the environment, interacts with them, and interprets opinions about the world around them. Furthermore, Sukmadinata (2005) describes qualitative research (qualitative research) and analyzes events, social activities, attitudes, beliefs, perceptions, and people's thoughts individually and in groups.

This qualitative study specifically includes the application of case study techniques. Like the opinion of Lincoln and Guba (Pujosuwarno, 1992), a qualitative approach can also be called a case study or a qualitative study, detailed and detailed about everything related to the research subject.

Basically research with the type of case study aims to find out about something in depth. So in this study, researchers will

use the case study method to reveal the ability of teachers in the field of pedagogic competence in the implementation of the 2013 curriculum in elementary schools.

In this study, the retrieval of research data sources used the "purpose sampling" technique. Sukmadinata (2005) stated that the purposive sample is the sample chosen because it is indeed a source and is rich in information about the phenomenon to be investigated. This sampling is based on the researcher's choice of what and who aspects are focused on during certain situations and currently continuously throughout the study, sampling is purposive, that is, it depends on the purpose of the focus at a time. In this study, 3 teachers were used as subjects, namely Mrs. Sri Mulyani, Mrs. Hana Dewi and Mr. Darmin, at SDN 1 Sukanagara, Lakkok District, Ciamis Regency.

## RESULTS

This study involved teachers who were considered to have not understood the process of implementing authentic learning and assessment in the implementation of the 2013 curriculum. Based on the recapitulation of the results of observations and interview questionnaires, data were obtained that (1) the teacher's ability to develop the curriculum was in line with pedagogic competence (2) the teacher's ability to carry out assessments and evaluation has not been in line with pedagogic competence in conducting evaluations.

The following is a table of observations.

**Table 1.** Observation table (Permen Number 16 of 2007 concerning Teacher Qualification and Competency Standards)

Variable	Sub Variable	Indicator	Execution	
			Yes	No
Pedagogic Competence	Curriculum development	Determine the learning objectives that are taught	Already done it	
		Determine the appropriate learning experience to achieve the learning objectives taught	Already done it	
	Organizing assessment and evaluation of learning processes and outcomes.	Determine the procedure for assessment and evaluation of learning processes and outcomes. Analyze the results of the assessment process and learning outcomes for various purposes. Evaluate learning processes and outcomes.	Already done it	Of the 3 new teachers, 1 person is implementing it  Of the 3 new teachers 2 people carry it out

## DISCUSSION

### Teacher Competence

According to the Law on Teachers and Teachers of 2005 and Government Regulation Number 19 of 2005 concerning National Education Standards, teachers have four abilities that help improve teacher professionalism and the quality of education in Indonesia. The abilities that teachers need to present are (1) educational abilities, (2) personal

abilities, (3) social skills, and (4) professional abilities. This study examines pedagogic abilities.

#### 1. Definition of Competence

In accordance with the Government Regulation Act . No.14 of 2005 in article 8 says about the competence of a teacher. There are 4 basic competencies that must be possessed by a teacher, including: personality competence, pedagogic competence, professional competence,

and social competence. (Wahyudi, 2012). According to the KBBI in 2014 competence means the authority (power) to determine or decide something. The basic definition of competence (competency), namely the ability or skill. According to the origin of the word, competency means ability or skill. Meanwhile, in the popular scientific dictionary (1994) it is stated that competence is skill, authority, power and ability.

## 2. Pedagogic Nature

Etymologically, pedagogy comes from the Greek words "paedos" which means boys, and "agogos" which means to guide, guide. Thus literally means boy maid in ancient Greece whose job is to take his employer's children to school. Then figuratively pedagogically is an expert who guides children towards certain life goals. According to Hoogveld, pedagogy is a science that studies the problem of guiding children towards certain goals, namely so that they will be "able to independently complete their life tasks". So pedagogy is the science of educating children. (Sadulloh, et al, 2019). Langeveld in Sadulloh (2019), distinguishes the term "pedagogy" from the term "pedagogy". Pedagogy is defined as the science of educating, which focuses more on thoughts, reflections on education. An idea of how we guide children, educate children. While the term pedagogy means education, which emphasizes more on practice, concerning educational activities, activities to guide children.

Syarifudin and Kurniasih (2014) argue that the term pedagogy (Dutch: paedagogiek, English: pedagogy ) comes from two ancient Greek words, namely

paedos which means child and agogos which means to lead, guide or lead. Pedagogy is basically a theory that children's education is a must (necessary) in the context of the practice of educating children.

In some literature, it is found among educators and education experts that pedagogy is the science of education or the science of educating. Based on the perspective of the "broad" understanding of education, the goal is not limited, the purpose of education is the same as the purpose of life. Therefore, education can take place at the stages of early childhood, children, adults and even the stages of old age. Referring to this assumption, there are several branches of education developed by experts, namely pedagogy, andragogy, and gerogogy (Syaripudin & Kurniasih, 2008).

## 3. Concept of Pedagogic Competence

Educational ability is the ability of a teacher to master the theory and the process of its application in learning. Indeed, this ability is related to: First, learn the characteristics of students. Second, study the theory and principles of learning. Third, curriculum development and learning design. Fourth, pedagogical learning is carried out using specific educational objectives (ICT) for learning purposes. Fifth, encourage the development of student potential. Sixth, communicate effectively, empathically, and politely with your students. Seventh, evaluate and evaluate the learning process and results. Eighth, using evaluation and evaluation results for learning purposes. And ninth, take reflexive action to improve the quality of learning. (Irwantoro and Suryana, 2016).

Educational ability is the ability (ability) of a person in the field of education. To become a professional teacher, you need educational skills. In the National Education Standard, the explanation in letter a Article 28 (3) states that educational ability is the ability to manage student learning, which means student understanding, learning design and implementation, and learning evaluation. This includes developing students to achieve results and their possibilities. .. In line with this, Susilo (2011) explains that educational ability is the ability of teachers to manage student learning, such as preparing learning tools, implementing learning, and assessing learning.

#### 4. Philosophical Study of Pedagogic Competence

Philosophy of Education is knowledge that investigates the substance of the implementation of education related to the objectives, background, methods, results, and nature of educational science related to a critical analysis of its structure and uses. Philosophy of Education is knowledge that thinks about the nature of education comprehensively and contemplatively about the sources, ins and outs of education, functions, and goals of education. Philosophy of Education examines the nature of teachers and students in the learning process in the classroom and outside the classroom.

Philosophy of Education examines various educational theories, methods, and approaches in education. Philosophy of Education formulates everything related to the nature of education and its implementation. Education is held with reference to the educational goals that

have been developed previously. Thus, the process and goals to be achieved by education are the essence of education itself, meaning that the educational journey depends on its goals. From the quote above, it can be concluded that the philosophy of education is a formulation related to the nature of education, for the implementation of education based on educational goals. This goal can be achieved by formulating various models, approaches, strategies, methods, techniques, tactics (methods) and infrastructure that will be used in education and the learning process. (Kumala, Susilo, Susanto 2018).

#### Teacher's Ability in Pedagogic Competence

Teachers as educators need to understand the concept of educational ability, namely the ability of teachers to carry out educational and learning processes and create an educational communication environment that includes cognitive, emotional, and psychomotor aspects.

The fourth pedagogic competence is the competence to carry out educational learning activities. In this competency, teachers are required to be able to compile and implement educational and complete learning designs, carry out learning according to the needs of students, compile and use various learning materials and learning resources according to the characteristics of students, and utilize Information and Communication Technology (ICT) for the benefit of the students. learning. (Irwanto and Suryana, 2016)

In pedagogic competence, teachers must face the demands of democratic learning

because they are able to reflect an increasingly complex need that comes from students. The ability of teachers not only to master the lesson alone but also other abilities that are psychological, strategic and productive and able to motivate students to learn. Such demands can only be answered by those who have competence, especially pedagogic competence.

According to Irwanto and Suryana (2016) to master the competence of learning activities that educate and implement part of the performance, teachers at least need to have knowledge about, among others, the following:

1. Educational learning planning, implementation and assessment
2. Effective learning
3. Effective learning communication
4. Scientific and contextual learning
5. Learning with various strategies and methods
6. Attention and motivation to learn students
7. Effective classroom management
8. Use of ICT tools in learning
9. Use of various learning materials
10. Use of various learning resources.

Knowledge of the things above and accompanied by high motivation to apply them is very important and decisive for teachers in an effort to realize effective and optimal performance, especially in educational learning activities.

According to the book Sagala (2009), the professional ability of teachers and education staff states that educational ability consists of sub-capabilities (1) that contribute to the development of KTSP in relation to the subjects being taught. (2) Develop subject curriculum based on

competency standards and core competencies. (3) Making lesson plans based on the developed curriculum. (4) Design of learning management and classroom management. (5) Implementation of learning that encourages change (active, creative, innovative, experimental, effective, and interesting). (6) Original evaluation of student learning outcomes. (7) Teach students in various aspects. For example education, personality, talents, interests, career. (8) Develop self-specificity as a teacher.

The professional ability of teachers and teachers shows that the teaching skills of teachers are not easy, because the quality of teachers must be above average. This quality can be seen from the intellectual aspect including (1) logic as cognitive development including intellectual ability to recognize the environment consisting of six kinds which are arranged hierarchically from simple to complex. That is knowledge (the ability to recall things that have been learned), understanding (the ability to capture the meaning or meaning of things), application (the ability to use things that have been learned to deal with new and real situations), analysis (the ability to describe something). into parts so that the organizational structure can be understood), synthesis (the ability to combine the parts into a meaningful whole), and assessment (the ability to price something based on internal, group, external, or predetermined criteria); (2) ethics as affective development includes emotional ability to experience and appreciate something, including five kinds of emotional abilities arranged hierarchically. Namely: awareness (the ability to want to pay attention to



something), participation (the ability to participate and be involved in something), value appreciation (the ability to accept values and be bound to them), value organizing (the ability to have a value system in themselves), and self-characterization (the ability to have a pattern of life where the value system formed in him is able to monitor his behavior); and (3) aesthetics as psychomotor development, namely the motor ability to activate and coordinate movements. Consists of reflex movements (the ability to perform involuntary actions in response to stimuli) and basic movements (the ability to perform innate and formed movement patterns from a combination of reflex movements). Perceptual abilities (the ability to convert stimuli received through the senses into appropriate movements). Physical fitness (ability and basic movement are the core of the development of trained movement). Physical abilities (ability and basic movements are the core of developing trained movements). Trained movement (the ability to perform sophisticated and complex movements with a certain level of efficiency) and nondiscursive communication (the ability to communicate with body gestures).

### **Teacher's Ability in Implementing Curriculum 2013**

The teacher is the main character in the implementation of learning. The success of the curriculum applied in learning cannot be separated from the role of the teacher in it. In implementing the curriculum in learning activities, teachers must understand and master the contents contained in the curriculum, for that

teachers must prepare themselves for changes in the learning curriculum.

Understanding the curriculum of teachers and other education personnel is very important because the curriculum acts as a guide for the implementation of the learning process. Therefore, the concept of the teacher's curriculum affects the learning process carried out with children at school. Curriculum implementation is an inseparable problem for the community, especially for parents of children. The curriculum not only affects the goals and direction of education, but also includes the material that students must possess.

An understanding of the curriculum for teachers and other education personnel is absolutely necessary, because the curriculum serves as a guide for the implementation of the learning process. Thus the curriculum concept held by the teacher will affect the learning process he does with the children at school. For the community, especially parents of children, the implementation of a curriculum is a problem that cannot be separated from their lives, because the curriculum does not only concern the goals and directions of education but also involves teaching materials that must be owned by students.

One of the crucial things in implementing the 2013 curriculum is the issue of the readiness of educators or teachers. The problem of teachers is felt to be crucial because if teachers are not ready to implement the new curriculum, the best curriculum will not bring any changes to the world of national education. In order to ensure the implementation of effective and efficient 2013 curriculum implementation in schools, teachers and

education staff need to have sufficient understanding in implementing the 2013 curriculum. principles, programs, strategies and mechanisms for implementing the 2013 Curriculum as well as being able to reflect and improve the implementation of teaching and learning activities in the classroom. (Kurniasih and Sani, 2014)

Learning plans are prepared every new school year and then submitted to the principal. This learning program will be evaluated every semester by the principal, and all teachers whether in the next semester it is appropriate to continue or have to make a re-planning. This is in line with Moon's theory in Uno (2008), namely, the teacher as a learning designer. In line with the opinion of Sanjaya (2008) that teachers act as developers, that is, they have a role in determining the goals and content of the lessons to be delivered.

Besides the teacher acting as a learning designer, the teacher also plays a role in educating children in the classroom. Teachers guide students in learning. Learning that applies the 2013 curriculum is identical to the scientific approach. The scientific approach is a hallmark in the implementation of the 2013 curriculum. The scientific approach is the approach used in the learning that is carried out through a scientific process. The implementation of learning activities in the 2013 curriculum uses a scientific approach, although in practice it is not the same between schools, but the basic concepts used are the same, namely observing, asking, presenting, concluding, communicating.

According to the Regulation of the Minister of National Education of the

Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, the kinds of competencies that must be possessed by teachers include pedagogic, personality, professional and social competencies obtained through professional education. Of the four teacher competencies, the pedagogic competence of the teacher occupies the most important place in education in general and in the implementation of learning because the teacher plays a role in the process, where the learning process is the core of the overall educational process involving aspects of teacher competence.

Gliga in Suci and Liliana (2010) states that the concept of pedagogical competence tends to be used as a meaning of minimum professional standards, often regarded as law, which will enhance and complement the role of the teaching profession. PP RI number 19 of 2005 stated that pedagogic competence is the ability of teachers to manage learning which consists of understanding students, planning, implementing learning, evaluating learning outcomes and actualizing all students' potential. Pedagogic competence is the ability of teachers to organize and manage learning starting from planning, implementation, assessment of learning processes and outcomes.

The teaching-learning process and student learning outcomes are largely determined by the role and competence of the teacher. Usman (2013) classifies the teacher's role which is considered the most dominant, namely:

1. Teacher as demonstrator



2. Teacher as manager
3. Teacher as mediator and facilitator
4. Teacher as evaluator

According to Mulyasa (2013) teacher competence is more personal and complex and is a unified whole that describes the potential that includes knowledge, skills, attitudes and values, possessed by a teacher related to his profession which can be represented in the practice and performance of teachers in managing learning at school. school.

### CONCLUSION

Based on the results of the research discussion, the ability of teachers in the field of pedagogic competence shows that (1) the ability of teachers to develop curriculum is in line with pedagogical competence (2) the ability of teachers in conducting assessments and evaluations is not yet in line with pedagogical competence in conducting evaluations. The result is that there is a relevance between the ability of teachers and pedagogic competence in Government Regulation No. 16 of 2007.

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