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Implementation of the education unit level curriculum (KTSP) and integrated science learning at SMPN 2 Barombong, Gowa Regency

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ABSTRACT

The main problem is how to implement the Education Unit Level Curriculum (KTSP) and Integrated Science Learning at SMPN 2 Barombong, Gowa Regency. This problem is seen with a theological approach and discussed with qualitative methods and with content analysis (content analysis). In order to improve the quality of education, the curriculum is the main spearhead in achieving an increase in the quality of education. The current curriculum is the Education Unit Level Curriculum (KTSP) and Integrated Learning. Integrated learning as a concept can be said to be a teaching and learning approach that involves several related or integrated subjects both intra and between subjects to provide meaningful experiences to children. It is said to be meaningful because in integrated learning, Children will understand the concepts they learn through direct experience and connect them with other concepts they already understand so that they become a unified whole. The aim of this study was to get an overview of the implementation of the Education Unit Level Curriculum (KTSP), and to find out the difficulties of integrated science learning at SMPN 2 Barombong, Gowa Regency, and to provide solutions related to the difficulties faced by teachers in implementing integrated science learning at the school.

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1. INTRODUCTION

Education is one of the means to improve the personality, civilization and progress of the nation for the future. However, in practice, education always faces challenges, such as issues of quality, relevance, equity and so on. The problem of the quality of education is one of the challenges in the field of education. Educating children in high quality while continuing to maintain a high quality of education is not an easy task. That quality also needs to be improved from time to time on a regular and continuous basis. So to get rid of these problems , a comprehensive and integrated concrete action is needed.

The teacher is a manager in learning, namely an educator who has the task of compiling and implementing learning. Learning carried out by the teacher must be in accordance with the applicable curriculum. In the current curriculum there are competency standards and basic competencies.

According to the Ministry of National Education (2006), in the implementation of competency standards and basic competencies, various studies have been carried out that lead to increased efficiency and effectiveness of services and development as a consequence of an educational innovation, and as a form of efficiency and effectiveness of curriculum implementation various models of curriculum implementation have been developed. .

The integrated learning model is one of the curriculum implementation models recommended by the government to be applied at all levels of education, starting from Elementary School (SD), Junior High School (SMP), up to High School (SMA) according to competence and teaching materials contained in the curriculum. Integrated learning is an approach that integrates several related subjects in harmony to provide meaningful learning experiences to students. With this meaningfulness, the knowledge or learning experience gained by students will not be easily lost from their brain memory.

Since 2006/2007, the education unit level curriculum (KTSP) has been implemented. The education unit level curriculum (KTSP) is an operational educational curriculum developed by and implemented in each education unit in Indonesia. KTSP is legally mandated by Law Number 20 of 2003 concerning the National education system and Government Regulation of the Republic of Indonesia No 19 of 2005 concerning National Education Standards. The preparation of KTSP by schools began in the 2007/2008 academic year with reference to Content Standards (SI) and Graduate Competency Standards (SKL) for primary and secondary education as issued through the Minister of National Education regulations Number 22 of 2006 and Number 23 of 2006 respectively , as well as the KTSP development guidelines issued by the National Education Standards Agency.

In the curriculum developed in this period, one of them is the integrated learning model. The integrated learning model is one of the curriculum implementation models that is recommended to be applied at all levels of education, starting from the Elementary School/Madrasah Ibtidaiyah (SD/MI) to Senior High School/Madrasah Aliyah (SMA/MA). This learning model is essentially a learning approach that allows students both individually and in groups to actively seek, explore, and discover concepts and principles holistically and authentically.

Natural science (IPA) is related to how to systematically find out about nature, so that natural science is not only the mastery of a collection of knowledge in the form of facts, concepts or principles but also a process of discovery. Science education is expected to be a vehicle for students to learn about themselves and the environment, as well as prospects for further development in applying it in everyday life. The learning process emphasizes giving direct experience to develop competencies in order to understand the natural surroundings scientifically. Science education is directed to inquiry so that it can help students gain a deeper understanding of the natural world around them. Science is needed in everyday life to meet human needs through solving identifiable problems. The application of IPA needs to be done wisely to protect and maintain environmental sustainability.

Through integrated science learning, students can get hands-on experience, so that they can add strength to accept, store and apply the concepts they have learned. active. Integrated learning in science can be packed with themes or topics about a discourse that is discussed from various points of view or scientific disciplines that are easily understood and recognized by students. In integrated science learning, a concept or theme is discussed from various aspects of subjects in the field of study IPA.

2. RESEARCH METHOD

This research is a qualitative research, a case study type that aims to find out, describe the application of the education unit level curriculum (KTSP) in integrated science learning at Barombong 2 Public Middle School, Gowa Regency. This research was conducted at SMP Negeri 2 Barombong, Jln. The Barombong axis, to be precise in the area of Gowa Regency, Tangngala', South Sulawesi for the 2012/2013 school year. The source of data in the study was science teachers consisting of 3 teachers, one of whom also served as a curriculum development team at the school. Analysis is carried out on data from preliminary studies, or secondary data that will be used to determine the research focus. Data collected through interviews in the form of audio recordings, observations, and documentation

that is analyzed descriptively exploratory which aims to describe the state or status of the phenomenon by collecting relevant data for thesis discussion. The validity of the data obtained is declared valid because the data is directly obtained from data sources who are already experienced in their field, especially in implementing the curriculum developed at the school, as well as teachers who have implemented integrated learning since the implementation of the education unit level curriculum.

3. RESULTS AND DISCUSSIONS

The findings in the field as disclosed in the results of the research show that the knowledge of the respondents, in this case the teacher, about Integrated Science is quite good, this is because in general the respondents have received information and have attended training or seminars on Integrated Science learning. However, from the results of the interviews (attached), information was obtained that science teachers still needed continuous and comprehensive training on Integrated Science learning, because they felt their knowledge of implementing Integrated Science learning was still minimal.

Doing something new or innovating is certainly not easy to implement, as well as Integrated Science learning which is required by the government to be carried out in junior high school level schools in accordance with ministerial regulations issued in 2006. This learning is certainly expected to improve and improve the quality of education in Indonesia in general , but it turns out that in its implementation educational actors found several obstacles that hindered the realization of the process of implementing this integrated science learning, so that it could not run optimally as expected.

Previous research has found 9 common obstacles experienced by teachers in implementing Integrated Science learning in schools. These obstacles are; incomplete learning facilities such as laboratories, low student learning motivation, insufficient availability of textbooks that support the teaching and learning process (PBM), inadequate teacher competence, student-to-class ratio that exceeds capacity, insufficient number of teachers, ineffective time allocation, teacher difficulties in associating concepts, and reducing the teaching hours carried by teachers who are included in the field of science studies. From the results of this study it was found that there was a lack of classrooms, so that the laboratory became a learning classroom that should be used for practice, insufficient availability of textbooks that support the teaching and learning process (PBM),

The very low student learning motivation at school is the obstacle with the largest percentage in the implementation of Integrated Science learning, this is also what is seen at SMPN 2 Barombong. No matter how good and good the design of a curriculum is, if it is not accompanied by high motivation to learn, then educational goals will be very difficult to achieve. This lack of motivation to learn is caused by several factors, including the teacher's lack of interest in students, and the teacher rarely associates subject matter with everyday life so that students feel they do not find the benefits of what they learn. In addition there are other internal factors concerning the personal life of students.

One aspect that is the weakness of this integrated learning model, when we look at it from the aspect of the teacher itself as the main supporter of education, must be broad-minded, have high creativity, reliable methodological skills, high self-confidence, and dare to package and develop material. . Academically, teachers are required to continue to dig up scientific information related to the material to be taught and to read a lot of books so that the mastery of teaching materials is not focused on a particular field of study. Without this condition, integrated learning in science will be difficult to materialize. However, what can be seen in this school is that there are no facilities so that it is easier for teachers to get information related to the material to be taught.

Previous research obtained information that inadequate teacher competence also contributed to the obstacles to Integrated Science learning, as seen at SMPN 2 Barombong. The absence of facilities to make it easier for teachers to obtain information related to the material to be taught, makes teacher competence inadequate. In addition, based on previous research, in fact, almost all teachers complained about the difficulty of implementing Integrated Science learning, as well as from the results of interviews obtained in the field, it turned out that teachers at this school also complained about the same thing, because of the different backgrounds of teachers. With these differences,

teachers are required to relearn knowledge that is not their field, not that they cannot, but of course the results will not be optimal. If Integrated Science is taught by a single teacher,

Teachers who are included in the science field of study feel that their teaching hours are reduced, because not every semester there are physics and biology lessons at each grade level. With some of the obstacles described above, most of the public junior high school teachers in Gowa Regency returned to teaching as before, namely based on their respective disciplines. The physics teacher continues to teach physics and the biology teacher continues to teach biology. However, in some schools there are still teachers who teach all science subjects or teachers in the biology field teaching biology and chemistry, as well as physics teachers teaching physics and biology, or vice versa, including at SMPN 2 Barombong.

In theory, integrated learning as a concept can be said to be an approach to teaching and learning that involves several related or integrated subjects, both intra and between subjects, to provide meaningful experiences to children. It is said to be meaningful because in integrated learning, children will understand the concepts they learn through direct experience and connect them with other concepts they already understand so that they become a unified whole. One of the keys to integrated learning which consists of several fields of study is to provide a learning environment that places students in a learning experience that can relate concepts from various fields of study.

The results of the research, namely interviews, observation and documentation, found that this school did not provide a learning environment that could connect and relate concepts from various fields of study, especially in the field of Natural Sciences which combines physics, chemistry and biology. For example, when learning biology, of course there is one subject chapter that must directly involve students with the real environment, this is what should be implemented in this school, namely the need for parks outside the school environment as a container or learning media, especially in this case biology subjects , so that students feel more at one with the nature of their lives, as described in the meaning of biology itself, namely the study of living things and their environment.

Then when viewed from the aspect of Learning Facilities and Resources, where integrated learning requires quite a lot and varied reading materials or sources of information, maybe also internet facilities. All of this will support, enrich and facilitate the development of insight. If these facilities are not met then the application of integrated learning will also be hampered.

The existing facilities and infrastructure at SMPN 2 Barombong are sufficient to hinder the implementation of the Education Unit Level Curriculum (KTSP). The infrastructure in the form of a library has 1 unit, the facilities in the form of textbooks, especially science books based on KTSP, are inadequate when compared to the number of students in SMPN 2 Barombong. Laboratory infrastructure that is used as a place to practice the theories obtained in class is classified as good and suitable for practical use, but the facilities in the laboratory are still limited. We can see from the laboratory inventory, which is still limited in number, such as solutions used as preservatives and tools. - Laboratory equipment that supports the practicum process.

There is a lack of related books in the school library, the references do not change from year to year, there are no internet facilities that can make it easier for teachers to access information related to their teaching materials. This may also be what the school needs to pay more attention to, so that they can jointly build this school to be even better in the future, how can schools make efforts to provide wifi, to make it easier for teachers and students to access or get information about what will be taught. The presentation of the results of the research above has described qualitatively how the description of the implementation of the curriculum at SMPN 2 Barombong, Gowa Regency, what obstacles teachers face in teaching integrated science related to the Education Unit Level Curriculum,

Based on the discussion above, it is the teacher who is the main supporter for the implementation of the learning process properly and as expected. The teacher, in this case, must know very well the responsibilities and duties he is carrying out, of course, in this case, when all of this is properly realized, then the teacher is worthy of being called a professional teacher. It should also be realized that there is actually no learning model that is suitable for all concepts, therefore learning models must be adapted to the concepts to be taught.

4. CALCULACION

Based on the results of research conducted in the field, it can be concluded that the implementation of the Education Unit Level Curriculum (KTSP) at SMPN 2 Barombong, Gowa Regency has not been carried out properly, because not all teachers know exactly what KTSP is. In implementing integrated learning, especially science teachers experience difficulties in the teaching and learning process. Learning facilities and infrastructure in schools, especially books in the library, especially books related to science and laboratories, are inadequate.

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