



Implementation of the development of a typical Papuan teacher education college (KPG) curriculum in Merauke district

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ABSTRACT

This study aims to determine 1) Implementation of the Papuan Teacher Education College (KPG) Curriculum Development in Merauke; 2) Obstacles in the implementation of the Merauke Papuan Typical Teacher Education College (KPG) curriculum development. (This research was carried out at the Merauke Special KPG Papua Office and School. The main study was centered at the Merauke Papua KPG School). Determination of the sample is done intentionally or purposive sampling, which is a technique of determining the sample with special considerations in accordance with the research objectives. Data analysis was carried out in a qualitative-descriptive manner. The results of the study show that: 1) The implementation of the College Curriculum application system is currently undergoing an improvement process in order to find a form in accordance with the character and local culture of Papua. Although the implementation has not fully met expectations, 2) The implementation of the Papuan Teacher Education Curriculum in Merauke faces obstacles, among others related to the lack of facilities and limited human resources, in the management of education.

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1. INTRODUCTION

Education is a benchmark for the progress of a nation or a region. National development in the field of education is one of the efforts to educate the nation's life and improve the quality of Indonesian people who have faith, are pious, and have noble character and master science, technology, and the arts in realizing an advanced, just and prosperous, and civilized society based on Pancasila and the Constitution. -The 1945 Constitution of the Republic of Indonesia.

One important component of the education system is the curriculum, because the curriculum is an educational component that is used as a reference by every educational unit, both by managers and administrators, especially teachers and school principals (Muslich Masnur 2007:9). Therefore, since Indonesia has had the freedom to organize education for the nation's children, since then the government has also developed a curriculum. The Education Unit Level Curriculum (KTSP), was inaugurated on July 7 2006. The curriculum accommodates regional interests, teachers and schools are

given autonomy to develop curriculum according to school potential, school problems and school needs (Mulyasa, 2006: 14). Education Unit Level Curriculum, requires the teacher's ability to create a curriculum based on ability,

Basically, the purpose of the Education Unit Level Curriculum is how to make students and teachers more active in learning. In addition to students having to be active in learning and teaching activities, teachers must also be active in provoking the creativity of their students so that two-way dialogue occurs very dynamically. Another advantage of the Education Unit Level Curriculum (KTSP) is that it provides time allocation for student self-development activities. Students are not only familiar with theory, but are also invited to be involved in a learning experience (Martinis, 2007:9).

Education in Merauke, as in other regions in Indonesia, has a very important role, so it must be designed properly and correctly so that it can answer the challenges faced both nationally and regionally. One of the educational designs in responding to this challenge is to create a curriculum that is based on the wisdom values that are owned by the region or in Merauke at the district levels.

A good curriculum certainly produces good quality education, and depends on efforts to produce a curriculum concept that can be integrated with national curriculum concepts into a locally based curriculum concept. It is this kind of concept that the author wants to offer as part of a implementation approach by trying to develop a curriculum model in one of the schools for Teacher Education in Merauke known as Kolose which is one of the characteristics of Papua in Merauke Regency.

In reality, education in Merauke Regency, which is used as a benchmark, especially in its capacity as a system, is actually only seen in reality as very simple, but actually what happens in reality is that the implementation is so complex and must require various approaches, especially in an effort to create an educational concept that is based on the values of wisdom possessed by the districts in Merauke Regency. Even more than that, it's not just as simple as thinking about how the implementation process will go, but the most important thing is how to think about fixing problems that will be encountered later in the implementation reality in the future.

Responding to the challenges of the complexity of problems that are difficult to solve optimally in the implementation of education in the country today, is now a trend of discussion among many people who care about the fate of the nation regarding the education of the nation's children as the next generation for the ideals of the nation's struggle in the future. It must be admitted, considering that it is in the hands of the next generation that the ideals of the nation depend. Therefore, it is the success of all components of education in presenting a quality generation through hard work and contribution of ideas, full of idealism that determines the success of education in the country, as well as education in the regions, especially education in Merauke district.

On this basis, the local government of Merauke Regency saw the need and took the initiative to establish a supporting educational institution which actually became a teacher education institution with a curriculum program based on local wisdom with local Merauke characters as an alternative in the field of development with the alternative being the opening of the Teacher Education College. (KPG) Typical Papua which aims to answer the problem of teacher shortages, especially at the elementary school (SD) education level in Merauke Regency, with a priority scale, which prioritizes native Papuan sons and daughters, with the intention of further empowering local communities so that they can be on an equal footing with other regions. other areas in Indonesia and Papua in particular.

The implementation of curriculum development at the education unit level at the Papuan Teacher Education College (KPG) in Merauke Regency is very important in order to demand various changes in learning and assessment practices, which are basically expected to be oriented towards competency achievement. In this regard, various efforts have been made to improve the quality of learning and graduates, especially in the development of human resources (HR) as well as various other facilities and infrastructure to support the learning process at these schools, even at all levels of education in Maroke. In this regard, the authors are interested in conducting research with the title

"Implementation of Papuan Typical Teacher Education College Curriculum Development (KPG) in Merauke Regency".

2. RESEARCH METHOD

This research is a document study with a descriptive approach to find out the perceptions of respondents who describe curriculum development at the Merauke Special Papuan Teacher Education College (KPG) about how much community participation is in curriculum development at these educational institutions, through the integration of local cultural values in future curriculum development.

This research was conducted for approximately 1 (one) month, namely in April 2011. The location of the research was at the Merauke Papua Specialist Teacher Education College (KPG) educational institution whose address is Jalan Ndoren Buti, Samkai Village, Merauke District, Merauke Regency.

data obtained through written reports and other documents, including: reports on the existence of educational institutions which are the object of research conducted by the author with an emphasis on teachers, students, school facilities and infrastructure. To obtain accurate data in this study, data collection techniques were used. The methods used in this study are 1) document study, which examines all the results of obtaining information data on research objects related to curriculum development issues in educational units which are the research objects. After the data collection process, it is followed by analyzing the research data which is carried out using a qualitative descriptive method.

3. RESULTS AND DISCUSSIONS

A. Implementation of Merauke Papuan Teacher Education College Curriculum.

The implementation of education at this level was initially only in teaching and learning activities in the education process based on religion which was interpreted as the Teacher Education College (KPG), but in its journey it underwent a change with the operational system at the level level and it became a discussion in the Coordination Meeting at the Office of Education and Teaching Papua Province in Jayapura on May 29 2007, with the discussion of adjusting the curriculum for grades 1 (X) to 3 (XII) using the high school curriculum which contains local teacher training. Meanwhile, graduates continue with the D.II PGSD UPP FKIP Cenderwasih University program in the district as the organizer. To strengthen this system, based on the decision of the Head of the Papua Province Youth and Sports Education Office Number: 188,

The formation of the four Teacher Education Colleges (KPG) in the Regency and Municipality did not appear to be having problems. The problem is mainly the debate about the national education system with the policies made by the Provincial Government. The concept of Teacher Education College (KPG) education with education for five years and without a national exam, this condition is of course contrary to the national education system which continues to enforce national exams as one of the benchmarks for students' ability to master the subjects given by the teacher. -his teacher.

In the process of developing the curriculum for the Teacher Education College (KPG) Typical Papua in Merauke Regency, the application apart from those based on local wisdom also still refers to the Education Unit Level Curriculum, the preparation of curriculum development needs to pay attention to Competency Standards, Basic Competencies, What Learning Objectives will be obtained by students, and what teaching materials and learning experiences it can achieve. Furthermore, it is also necessary to pay attention to what indicators are measured to find out whether the competency objectives have been achieved by students or not and what if the competency cannot be achieved by students. From the results of interviews with the Director of the Teacher Education College (KPG).

Thus the successful implementation of curriculum development depends on the teacher's role in improving the quality of his profession. From observations and interviews, information was obtained that the IPS-IPA Subject teachers had developed a syllabus that was based on a competency-based curriculum. There were two teachers who had not yet developed a learning syllabus. One of these teachers, when asked, answered that he had made it according to the national syllabus. He did not yet

know that the development of indicators had to be elaborated so that they matched the characteristics of the students.

In implementing the Papuan Teacher Education Colleges (KPG) Curriculum in Merauke, the method used by subject teachers for both social studies and science subjects in learning during the author's observation in this study, the lecture method is still used by religious teachers in delivering subject matter. Accompanying the lecture with questions and stimuli related to student problems, so that religious learning material is conveyed in a simple but effective way, when this method is used, participants, students pay attention and also respond by doing and asking about the material presented. be delivered. However, there are also students who play alone and some are sleepy. This was not anticipated by the teacher because the teacher only stood in front of the class. When students ask questions, the teacher stops lecturing and answers student questions and provides feedback to students. The teacher's voice that is slow and not too loud will affect the learning process, the teacher's voice that is not loud is drowned in the voices of students, so that the teacher cannot control the class.

The discussion method is used as a process of delivering learning material with joint dialogue in class to find ways of solving and absorbing and analyzing certain learning materials. "In the discussion method the emphasis on learning activities lies with students. The teacher acts as a facilitator and regulator of information traffic between students, as a regulator of information and a stimulator in discussions, the teacher must be able to direct what is discussed to contain competencies that must be possessed by students. Before the discussion the teacher gives the material first, then the teacher divides the students into four groups with four or more members according to their seats. The results of group discussions are usually presented in front of the class, in this discussion method the students are very happy. The discussion method greatly develops students' knowledge by means of students adding book references that are not yet known in the discussion theme. Presentations in front of the class develop talent and train students to be able to speak in public."

This game method is used as a form of variation that has been used so far, namely lectures. This method is very simple, so that students can receive it well. adopted the game of snakes and ladders. So, those who do wrong will be rewarded but their religious value will not be reduced, while those who are good will be rewarded and will also not affect the teacher's assessment of religion. This game method is very liked by students because it is not boring for students, this game also trains students to think fast because they have to precede each other's answers from other friends in class.

To find out the increase in student success in mastering basic competencies, Social Sciences Subject teachers use several bills, or exams. These bills are used to determine mastery in the cognitive, affective and psychomotor domains.

B. Supporting and Inhibiting Factors in Curriculum Implementation in Middle Schools Plus Teacher Education Colleges (KPG) in Merauke Regency

Curriculum-based learning is a process of applying ideas, concepts, and Education Unit Level Curriculum policies (KTSP) in a learning activity, so that students master a certain set of competencies, as a result of interaction with the environment. These competencies are in the form of complete and integrated knowledge, skills and attitudes, and can be demonstrated by students as a form of learning outcomes.

The Education Unit Level Curriculum (KTSP) has the characteristics of giving each school full discretion to develop the potential of the school and the potential of the region, so that it will encourage schools to be more creative and innovative. Based on observations made by researchers during the study, it can be seen that the learning facilities and infrastructure at the Middle School Plus College of Teacher Education (KPG) in Merauke Regency.

Inhibiting factors are factors that have been a problem in learning social studies and science subjects. This is complained about by students and also the teacher himself as a subject in the implementation of the Education Unit Level Curriculum. The teacher factor greatly influences the success in implementing the Education Unit Level Curriculum (KTSP) learning Social Sciences Subjects, especially at the level of the teacher's ability to master the material, and this will affect the

assessment of students. Under certain conditions, teachers who teach social studies and science subjects often cannot carry out learning activities properly because they are active in social institutions such as administrators taking care of churches and other social activities. Busyness like this can also be categorized as such, of course it can affect teacher performance and led to the ineffectiveness of IPS-IPA learning, which had been scheduled to run according to the existing mechanism.

Lack of preparation in learning, even just a copy of the existing syllabus, the RPP used is last year's RRP so the teacher only gives assignments. An undeveloped syllabus will hamper the course of the learning process in class because the teacher comes only based on handbooks without providing additional knowledge, so that completeness in learning is not optimal. Seeing the teacher's inhibiting factors above, basically lies in the discipline of the teacher himself, with discipline he will be able to develop the syllabus, divide the time in learning. In this way, the learning process and assessment of social studies and science subjects in the Education Unit Level Curriculum (KTSP) will be carried out.

Facilities and infrastructure are needed to support the learning of social sciences and natural sciences subjects. Some of the infrastructure facilities have been fulfilled but what is still an obstacle is the means of religious books for social sciences and natural sciences subjects. In this study, the complaints from teachers and students were the limited number of books on various subjects, especially in Social Sciences and Sciences subjects, because the library was very limited in Social Sciences and Sciences books, so they had to take books from outside, from the internet, newspapers, so have to pay extra. In addition to the lack of religious books, the tools for funeral practice require a lot of funds. Barriers to teaching aids such as dolls and practice CDs can be overcome by working with the nearest school.

The management strategy is a strategy for managing interactions between students and the components of other learning methods. The learning management strategy is related to how the interaction between students and the strategy of organizing and delivering learning is so that learning can be carried out. Implementation of a good learning strategy will improve the quality of learning. Scheduled lessons that are regular and adapted to the conditions of students make it easier to deliver social studies and natural sciences subject matter. Motivation from teachers in social studies and science subjects is needed so that students are enthusiastic about learning. Making notes on the progress of students in learning is easier to control the progress of students. According to the results of research on social studies and natural sciences learning scheduling,

Assessment is a process of collecting, reporting and using information about student learning outcomes obtained through measurement to analyze or explain student performance or achievements in carrying out tasks. The assessment is carried out by covering the three domains namely cognitive, affective, psychomotor. Assessments are not always formal, but assessments can be carried out within the school environment and also outside the school environment, with an observation system. In carrying out teacher assessments using direct observation, you can use tests and tools in the form of a check list. The value obtained from the teacher's observations is recorded in a notebook about the assessment that must be brought. In the assessment diary it is written the values of students which include the affective domain,

In the practice of this assessment, teachers have not been able to assess all components according to the Education Unit Level Curriculum (KTSP) because teacher activities are not only at school but in the social environment of the community and family. But for assessment in class observation, the teacher has implemented it, although not as perfect or as ideal as the Education Unit Level Curriculum (KTSP). Because social studies and science subject teachers who use this assessment are only teachers in these subjects who prepare assessment plans, to find out information data about increasing student success in mastering basic competencies, social science and natural science learning teachers use several bills, or exams. These bills are to determine mastery in the cognitive, affective and psychomotor domains.

Students who are enrolled in the Merauke Special Papuan KPG educational institution are prioritized on empowering native Papuan children where 60% of the students 60% of the students not only come from Merauke Regency but also come from several surrounding districts, including the

South Coast of Papua, namely the Asmat, Mappi, Boven Digoel and other regencies in the mountainous region of Papua, namely Yahukimo and Puncak Jaya and their surroundings. While the other 40% are non-native Papuan students whose recruitment process is quite selective. because it is the 40% of students who are empowered by the institution as pioneers in stimulating and encouraging native students to be more motivated to pay attention to their educational process so that they will later become individuals who are equally competitive with other native students later, after the process of completing their studies at KPG Typical of Papua, which is expected to be a person who is quite competent and professional according to the education they have received while occupying their study bench. The condition of students so far is still experiencing various problems in carrying out their studies.

Infrastructure is a very decisive factor, for this reason the school principal and teacher council have made efforts to build coordination with related parties, such as meetings with parents of students, school committees, to discuss the condition of the school and try to make reports and proposals to related parties. From the results of the interview, it shows that the teacher education college school and related parties carry out business in the form of coordination meetings with parents, school committees and related parties and lobby and make proposals and other efforts to improve infrastructure. to support the implementation of the curriculum at the Papuan Middle School Plus (Teacher Education College) in Merauke Regency.

4. CONCLUSION

The conclusions from the research and discussion regarding the implementation of the teacher education college (KPG) curriculum development typical of Papua in Merauke Regency, are as follows, How far is the implementation of the Teacher Education College (KPG) curriculum at the education unit level of social studies and science subjects. Includes preparation for learning by compiling an existing syllabus and making developments in a learning implementation plan (RPP) in accordance with the conditions of the school and students. The learning process with several activities namely; managing classes, managing students, using various methods, learning strategies and assessing social studies and natural science subjects which include cognitive, affective, and psychomotor aspects. let alone develop the syllabus. This reveals the need to improve discipline in developing the Teacher Education College curriculum (KPG) and schools should try to compile it with reference to the Education Unit Level Curriculum (KTSP), by taking from local wisdom values that are characteristic of Papua found in Merauke Regency for the sake of support smooth learning, especially after being supported by students who are highly enthusiastic in learning about Social Education Sciences (IPS) and Natural Education Sciences (IPA). Supporting factors already have study rooms, offices, leadership rooms, teacher rooms, administration rooms, meeting rooms, science labs, multi-media laps, and library rooms which are still in as-is condition. Meanwhile, the inhibiting factors for the implementation of the Teacher Education College (KPG) curriculum, which is unique to Papua in learning social studies and science subjects, in this case are divided into three aspects, namely the first teacher, lack of discipline in the teacher's preparation for learning, which results in the learning process and assessment. The second is students, the many characteristics of students in the class and the third is infrastructure in the form of a library building, social studies and science books and media for learning. The solution is for teachers to take part in various activities for the professional development of teachers at both the regional level one, two and national level. Students who have problems are held coaching by the subject teacher, homeroom teacher, BP teacher coordinating the parents of students.

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