Implementation of Curriculum 13 in Implementation Thematic Learning at MIN Muara Laung

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ABSTRACT

This study aims to describe the implementation of thematic learning K13 classes I and IV at MIN Muara Laung, the obstacles faced by class I and IV teachers, and provide solutions / ideal thematic learning models in the implementation of curriculum 13 thematic learning. This research uses a descriptive qualitative research approach. The research method used is descriptive qualitative with a case study approach. Data were collected using observation, interview, and documentation techniques. To test the validity of the data, researchers used triangulation techniques. The primary data in this study were 2 thematic teachers from class I and 3 thematic teachers from class IV. The results showed that the implementation of K13 thematic learning in classes I and IV of MIN Muara Laung has been implemented. Learning planning is well planned and in accordance with curriculum standards. The obstacles faced by teachers are the concept of K13 thematic learning received by teachers in grades I and IV through upgrading and counseling and meetings at the KKG level are still theoretical and do not touch on practical matters. The thematic learning solution/model offered is the PAIKEM model (Active, Innovative, Creative, Effective and Fun). In addition, researchers also provide solutions for training conducted at the KKG level, seminars or workshops tailored to the needs of teachers, and discussions between fellow classroom teachers.

Keywords: Curriculum 2013, Murung Raya, Thematic Learning

I. INTRODUCTION

The curriculum is an instrument that must be implemented in our national education system. The curriculum can also be interpreted as a tool for planning arrangements regarding achievements, main parts and learning materials as well as various ways that are carried out as basic provisions in compiling the educational unit level curriculum and syllabus for each educational unit (Hermawan et al., 2020). The 2013 Curriculum is one of the curricula that is being implemented. In the 2016 academic year, Curriculum 13 was implemented nationally, but its implementation was limited to certain...
schools (classes), namely classes I (one) and IV (four) for basic education units (Madrasah Ibtidaiyah). The teacher acts as a facilitator, so that learning focuses on the students so that they can foster interaction between the two (Magdalena et al., 2021).

The learning process with the 2013 Curriculum focuses on students' thinking abilities through direct experience (Anshory et al., 2017). To make the implementation of K13 a success, actors in the education sector, especially at the operational level, have several important things that must be considered, namely preparing plans for implementing the 2013 Curriculum in a spacious and open manner and following the pace of change required (Aisyah & Astuti, 2021).

Thematic learning is a learning reference that provides learning materials that provide meaningful experiences for students (Sari et al., 2015). Thematic learning focuses on students’ processes in trying to understand learning. In this way, students can develop various forms of skills that can be honed.

In order to improve and enhance the quality of student learning, the implementation of thematic learning can improve the relationship between one sub-section and another (Qatrinnada et al., 2022).

Thematic learning is learning that is able to grow basic concepts of knowledge, actual knowledge and make learning fun with theme concepts that are better recognized by students (Riwanti & Hidayati, 2019).

In the research carried out by Untsa & Qorib (2021), assessment of thematic learning processes in the implementation of the 2013 curriculum using an authentic assessment approach. Authentic assessment aims to assess student preparation, learning processes and outcomes as a whole. The results of this assessment can be used by teachers to design remedial programs, counseling services and enrichment programs.

In developing a curriculum, it is necessary to understand the components of the curriculum in order to be able to plan learning well. Because in this way, learning can be carried out in a more focused manner and learning objectives can be achieved well (Saferly, 2021).
II. RESEARCH METHODS

This research uses a descriptive qualitative method approach. This research method is focused on problems that actually occur as they exist during the research (Sugiyono, 2019). So this research focuses on explaining in detail and analyzing the implementation of thematic learning by implementing K13 in classes I and IV of MIN Muara Laung, Murung Raya Regency, Laung Tuhup District.

The primary data in this research were 2 thematic teachers from class I and 3 thematic teachers from class IV. Besides that, also use secondary data taken from relevant documentation, photos and previous research. The process of analyzing data consists of 3 stages, namely, data reduction, presenting data, and draw conclusions (Sugiyono, 2019).

III. RESULTS AND DISCUSSION

A. Implementation of curriculum thematic learning for 13 Classes I and IV.

In general, in preparation for each lesson there are several things that must be prepared. Thematic learning also needs to prepare several things so that its implementation runs smoothly. The quality of the plans that have been prepared will influence the success of the learning process. Therefore, several things that must be prepared are creating an entire learning program, for example the Annual Program, Semester Program, and syllabus, as well as RPP.

The annual program is a planning learning program over a period of one year. Meanwhile, the semester program is a learning plan for one semester. The syllabus is a plan and management of the class, arrangement of learning activities, and assessment of learning outcomes. The syllabus is designed in an orderly manner and has parts that are connected to each other to achieve basic competency targets (Trianto, 2011). After compiling the series above, the teacher makes a lesson plan based on themes, sub-themes and learning (Mrs E & Mr SA, Interview, December 2017). The RPP is then made in the applicable format in accordance with the applicable regulations.

The next step in implementing thematic learning is
for the teacher to map the basic competencies and Competency Standards of each subject into indicators, then determine the themes and create a lesson plan, syllabus and semester program. Theme mapping aims to get an overall picture of competency standards, basic competencies and indicators for each subject. Determining the learning theme can be determined using two techniques, namely:

1. Analyze each competency standard and basic competency of each subject,
2. Establish basic learning themes.

Teachers can discuss with students to determine learning themes. In this way, the theme used will be in accordance with students' interests and needs. Identification and analysis, basic competencies, competency standards and indicators (RPP Document for Class I and IV Teachers of MIN Muara Laung, 22 April).

MIN Muara Laung implements thematic learning through three stages, namely the introductory agenda, core agenda and closing. The time allocation for the opening agenda is 5-10% of the time provided, for the core agenda 80%, and closing activities around 10-15%.

So that the effectiveness and efficiency of teaching and learning activities can be achieved, it is necessary to manage learning by designing designs, methods and approaches, as well as the media that will be used so that learning is more optimal. Apart from that, it can increase students' understanding of the lessons taught so that they can be understood optimally.

Based on Government Regulation no. 19 of 2005 concerning National Education Standards, process standards are national education standards related to the process of implementing learning in the classroom to achieve graduate competency. Process standards are one of the things that must be considered to be developed. Process standards have minimum criteria that apply to primary to secondary education levels on formal channels. Process standards include planning and implementation, monitoring the
implementation of learning, as well as assessing the results of learning for the implementation of the learning process.

Preparing learning tools is part of learning planning (Minister of Education and Culture Regulation No. 65 of 2013). Learning planning is a combination of tools that teachers use to plan learning activities in the classroom. Learning planning consists of the Annual Program (Prota), Semester Program (Promes), Syllabus, and RPP.

Based on the research results, it can be seen that this standard process has been implemented by all teachers at MIN Muara Laung. In the learning planning stage, there are several steps that must be understood, namely that the teacher must map Competency Standards and Basic Competencies, the purpose of which is to determine the theme, prepare the syllabus, and create lesson plans.

The teacher’s ability to take advantage of every opportunity that arises during learning is one of the things that influences the effectiveness of learning implementation. It is necessary to create an atmosphere at the beginning of the lesson so that students can focus themselves to follow the learning process well. Students are mentally prepared to be able to accept new knowledge, skills and attitudes well.

In the opening stage, children’s understanding is explored to provide an understanding of the theme that will be studied together. Examples are praying before studying, physical activities, telling stories and singing. There are several factors that need to be considered by teachers in implementing learning, namely time allocation, objectives, characteristics of learning materials, characteristics and number of students, as well as the facilities provided as stated in the learning implementation plan (RPP). From the explanation above, the researcher conducted classroom observations and saw directly the process of implementing learning in classes IA, IB, IVA and IVB, the aim was to find out to what extent the views/opinions above were in line with the thematic learning
implementation of the 2013 Curriculum implemented at MIN Muara Laung.

Based on observations made by researchers, classes I and IV at MIN Muara Laung use themes as a reference for various subjects in the 2013 curriculum integrative thematic learning. Students are expected to be active so they can explore the basic and core competencies that have been planned.

For class 1 learning, the themes used are: Myself, My Hobbies, My Activities, My Family, My Experiences, Clean Environment, Animals and plants around me, and Natural events. Of the eight themes, themes 1 to 4 are studied in semester I, and themes 5 to 8 are studied in semester 2.

The final activities in implementing integrated thematic learning can also be considered as follow-up activities and student assessment activities in terms of the learning process and results. Teachers must be good at managing and using time as effectively as possible because the time available for this activity is relatively short.

The closing agenda can be implemented by giving students the opportunity to conclude the material that has been taught, informing them of the topics that will be discussed next, giving assignments or exercises, providing evaluation, giving students the opportunity to ask questions, providing learning guidance or motivation for certain subject matter.

B. Obstacles faced by Teachers
1. Teachers have not received training in thematic learning and curriculum 13.

Teachers are one of the most important components in a learning process. This is because a teacher is seen as capable of implementing and achieving educational goals. Therefore, teachers are a very influential component in the learning process. The teacher's influence in the learning process is related to the teacher's own professional attitude. Professional teachers are seen from three things, namely: expertise, commitment and skills. Based on the research results,
researchers found that class IA, IB, IVA, IVB MIN Muara Laung teachers had never received education and training regarding thematic learning.

2. Teachers have not been able to apply thematics to all lessons on a particular theme.

3. Teachers do not fully understand the purpose of curriculum 13 thematic learning.

Another obstacle is that grade 4 students are used to the 2006 KTSP curriculum, so it is quite difficult to adapt. (Handoko, 2022). With the implementation of the new 2013 curriculum by the government at all levels of schools/madrasahs, this will of course give rise to new problems/constraints that occur in the field. The first problem/obstacle is with the teacher. Teachers are the spearhead of success in the process of implementing thematic learning in the classroom. In reality, not all teachers receive education and training regarding K13 thematic learning, so this has an impact on the implementation of K13 thematic learning in the classroom. The quality of the 2013 curriculum is determined by the understanding of implementers in the field in efforts to implement these changes in educational programs (Melati & Utanto, 2016).

C. The ideal thematic learning solution/model

Appropriate learning strategies are needed because each student’s understanding ability will be different. The learning model is one of the strategies used to deal with these problems, so that learning outcomes can be achieved. Using the right method can help teachers make learning successful.

The learning process should use more than one learning method alternately. Below, the researcher provides a solution for an ideal learning model, namely a model PAIKEM (Active, Innovative, Creative, Effective and Fun). The Paikem model can be used by teaching staff so that students are active in learning in groups or individually. An interesting teaching and learning process will eliminate students’ feelings of
boredom and boredom (Hanifah, 2016).

Students are expected to be able to think creatively to gain new learning by interacting with other students, teachers, and subject matter. Meanwhile, teachers are required to try to use a variety of ideas in order to include all students when learning activities take place. Research conducted by Habibah (2013), students' learning activities have increased with its implementation PAIKEM model in the learning process. Other research too done by Repelita (2021) By implementing the PAIKEM model, students are more interested and enthusiastic in a fun learning situation. Students also become braver and appear more confident in showing their abilities.

IV. CONCLUSION

Implementation of thematic learning at MIN Muara Laung uses Curriculum 13 at grade I and IV levels. Thematic learning facilities and infrastructure are still general. At the planning stage and the learning activities carried out were still conventional. Obstacles in implementing K13 thematic learning are teachers' lack of understanding about K13 so that learning outcomes are less than optimal, integrating subjects into themes during classroom learning, lack of textbooks, especially student books, lack of meetings at the KKG level, and KKM as a forum for communication and a means to share information regarding curriculum 13. Class I and IV teachers in implementing thematic learning of the 2013 Curriculum at MIN Muara Laung have not fully implemented pure curriculum 13 learning, in the learning process in class teachers class I and IV have not used the approach ideal learning so that the learning process is still conventional.

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