Socialization of Research Plan Arrangement of Curriculum 2013 Based on Technical Guide Preparation of Research Plan in Basic School

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ABSTRACT

The purpose of the implementation of community service is to provide an understanding of the preparation of the implementation plan of curriculum lesson 2013 based on the technical guidelines for the preparation of the implementation plan of learning in elementary school. The teachers involved amounted to 30 people and were representatives of several schools. Methods of activities carried out in the form of socialization by displaying resource persons who have competence in the field of preparation of curriculum learning implementation plan 2013. From the results of community service activities with the focus of the preparation of the implementation plan of learning Curriculum 2013, knowledge and understanding of teachers about the implementation plan of learning Curriculum 2013 better.

INTRODUCTION

One aspect that influences the success of national education is the curriculum aspect. Curriculum is a system of learning programs to achieve institutional goals in educational institutions, so that the curriculum plays an important role in realizing a quality school. The curriculum is a set of plans and arrangements regarding goals / competencies, content, and lesson materials, as well as ways used as guidelines for the implementation of learning activities to achieve specific educational goals.

The 2013 curriculum has been running for at least three years. In the period of three years has also been done improvement efforts. The work done includes several aspects, one of which is the teacher's understanding of the preparation of the learning implementation plan. The implementation of curriculum is regulated in various regulations of the Minister of Education and Culture. The success of the 2013 Curriculum implementation at the primary school level in the learning activities in the classes as expected by the government and the community is largely determined by the understanding of stakeholders, particularly teachers. Primary school teachers must have understanding, awareness, ability, creativity, patience and perseverance.

The 2013 curriculum is a national curriculum. The national curriculum is a curriculum that must be able to realize the national education goals of a nation. Law No. 20 of 2003 on National Education System in Article 1 Item 1 states that "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, and skills needed of him, society, nation, and country".

Establishing the success of the curriculum will actually be determined by the curriculum implementation. Implementation of curriculum in educational unit, embodied in the form of learning activities and based on the design or lesson plans that have been determined. In the implementation often occurs curriculum implementation that is not in accordance with the design of learning so as to result in non-achievement of goals that have been set.

To implement the curriculum to fit the design, some preparations are needed, especially the readiness of the implementer. As good as any design or curriculum design owned but the success depends on the teacher. A simple curriculum, if the teacher has the ability, passion, and high dedication, the result will be better than the great curriculum design but the ability, spirit, and dedication of the teacher is low. Teachers are the key to educational success. The other resources are the key to educational success, but the key lies in the teacher.

Implementation of the curriculum actually occurs during the learning process. The learning process is a process that contains a series of actions of teachers and students on reciprocal relationships that take place in educational situations to achieve certain goals, in the process contained multi-role teacher. The role of teachers in the effort to implement the curriculum at the level of educational unit includes; plan, implement, and evaluate the curriculum.

The role of teachers with regard to curriculum planning is the teacher making the lesson plan (RPP). The plan of learning implementation means making preparations for learning. This is based on the assumption that if we do not have good instructional preparation, the opportunities for non-focus are wide open, perhaps even inclined to self-improvise without clear reference.

Referring to it, the teacher is expected to be able to do the preparation of learning, both regarding learning materials and psychological and psychological conditions conducive to the ongoing learning process. Basically planning activities may include; determining objectives / competencies / expected indicators, determining learning materials, determining media, methods, learning tools, and planning assessment of learning. Planning activities is a systematic effort in an effort to achieve goals. Through good learning planning is expected to facilitate the implementation of learning activities

Based on the formulation of the problems that have been mentioned above, the purpose of this PKM implementation is to provide an understanding of the preparation of the implementation plan of curriculum learning 2013 based on the technical guidelines for the preparation of the implementation of learning in primary school. Adapun benefits of PKM activities is to increase the insight of elementary school teachers on preparation of the implementation plan of curriculum lesson 2013 based on technical guidelines for the preparation of the implementation plan of learning in primary schools.

The Lesson Plan (RPP) is a detailed learning plan that refers to the syllabus, textbooks, and teacher manuals. (2) time allocation, (3) KI, KD, competency achievement indicator, (4) learning

materials, (5) learning materials, (4) learning materials, (5) learning activities, (6) assessment, and (7) media / tools, materials, and learning resources.

In the Regulation of the Minister of Education and Culture No. 22 of 2016 stated that the Learning Implementation Plan (RPP) is a plan of face-to-face learning activities for one or more meetings. RPP developed in detail from a subject matter or a specific theme that refers to the syllabus to direct the learning activities of students in an effort to achieve Basic Competence (KD). Every educator in the educational unit is obliged to develop a complete and systematic RPP for learning to be interactive, inspirational, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity and independence according to the talents, and physical and psychological development of students. The RPP is based on the KD or sub-theme held in one or more meetings.

According to E. Mulyasa (2007: 216), several notions of learning planning include the following: (1) the process of preparing the activities systematically to be done to achieve a certain goal, (2) calculation and determination of something to be executed in order to achieve certain goals. Who does that? When? Where? How to do it ?, (3) as a whole process of thought and careful determination regarding things to be done in the future in order to achieve predetermined goals, (4) the process of preparing a set of learning to be implemented in the future , which is directed towards achieving the goals of competence, and (5) the decision-making process or alternatives (choices) about the goals and ways to be implemented in the future to achieve the desired objectives and monitoring and assessment of the results of its implementation, systematic and sustainable.

Teachers in each educational unit have the obligation to prepare RPP for the class where the teacher is teaching (classroom teacher) in SD / MI. The development of the lesson plan is done before the beginning of the semester or the beginning of the school year, but needs to be updated before the lesson is implemented. RPP development can be done by teachers independently and / or grouped in schools / madrasah coordinated, facilitated, and supervised by the principal / madrasah.

Components of the RPP Curriculum 2013 includes subject identity, core competencies, basic competencies, competency achievement indicators, learning objectives, learning materials, approaches and methods, learning activities, assessment, remedial teaching and enrichment, as well as media, materials, and learning resources. RPP components are minimal, meaning that each unit of education is given the opportunity to add other components as long as the component provides convenience in the implementation of learning.

The principles to consider in developing or preparing the lesson plans are (1) each RPP must contain the basic competencies of the spiritual attitudes (KD of KI-1), social (KD of KI-2), knowledge (KD from KI-3), and skills (KD of KI-4), (2) one RPP is implemented in one (one-day) meeting, (3) taking into account individual differences of learners. The lesson plans are arranged by taking into account the differences in initial ability, intellectual level, interest, learning motivation, , potential, social skills, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and / or the environment of learners, (4) centered on learners. The learning process is designed with a learner-centered to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm, using a scientific approach that includes observing, questioning, gathering information, reasoning / associating, and communicating, (5) context-based. Learning process that makes the surrounding environment as a source of learning, (6) oriented contemporaries. Learning-oriented development of science and technology, and the values of life today, (7) develop self-reliance learning. Lessons that facilitate learners to learn independently, (8) provide feedback and follow-up learning. The RPP includes the design of positive feedback, reinforcement, enrichment and remedy programs, (9) having interconnection and / or inter-charge linkages and integrity. RPP is prepared by considering the linkage and integration between KI, KD, competency achievement indicators, learning materials, learning activities, assessment, and learning resources in a whole learning experience. RPP is prepared by accommodating thematic learning, cross-cutting, cross-learning, and cultural diversity, and (10) utilizing information and communication technologies. RPP is prepared by considering the application of information and communication technology in an integrated, systematic, and effective manner in accordance with integrated, systematic, and effective situations and conditions in accordance with the situation and conditions.

Preparation of RPP can be done at the beginning of each semester or beginning of the school year with the intention that RPP has been available in advance at the beginning of each learning.

Preparation of RPP can be done by teachers individually or in groups within the Teacher Working Group (KKG) in the school cluster, under coordination and supervision by supervisors or education offices. The 2013 curriculum for elementary school (SD) uses an integrated thematic learning approach from class I to class VI. The preparation of the RPP is prepared by accommodating thematic learning or called the Integrated Thematic RPP. Thematic RPP in the implementation of Curriculum 2013 is an integrated thematic learning plan developed in detail from a theme with the following stages.

Review Thematic syllabus. In general, for each lesson in each syllabus includes 4 core competencies (KI) in accordance with the core competencies aspects: KI-1 (spiritual attitude), KI-2 (social attitude), KI-3 (knowledge), and KI-4 (skills). To achieve the 4 KI, in the syllabus formulated the activities of learners in general in learning based on the Guidelines for Implementation of Learning. The activities of these learners are a breakdown of the scientific approach: observing, asking, gathering information, processing and communicating. This activity should be further detailed in the RPP, in the form of steps undertaken by teachers in learning, which makes learners actively learn. Assessment of syllabus also includes formulation of indicators of achievement of KD in KI-1; KI-2; KI-3, and KI-4 and its assessment. In the 2013 curriculum, syllabus has been developed at the national level into the form of learning process design to be realized into the form of learning process.

Reviewing Master's Books. The teacher's book contains about (1) Graduate Competency Standards (SKL) and Core Competencies (KI); (2) the scope of learning for a sub-theme consisting of 6 lessons; (3) mapping of KD KI-1 and KI-2 and KD KI -3 and KI-4 for one sub-theme, (4) mapping of KD KD-3 and KI-4 for one lesson, (5) mapping the learning indicators for each learning, (6) reflection, enrichment, and remedial, and (7)) counseling with parents.

Reviewing Student Books. The book of students of integrated thematic learning for learners is arranged in reference to the basic competencies of the subjects contained in Permendikbud number 57 of 2014 on the SD Curriculum. The student book contains an activity-based learning plan. It contains the sequence of learning expressed in the activities that the learner should do. This book directs the activities that learners should do with the teacher to achieve certain competencies, not books whose content is read, filled, or memorized. Student book is a reading book as well as activity book that will facilitate the learners actively involved in learning. The student book comes with a more detailed explanation of the content and use as outlined in the Master's Book. Learning activities that exist in the book students are more examples of activities that teachers can choose in implementing learning to achieve certain competencies. Teachers are expected to develop further creative ideas by utilizing alternative activities appropriate to the local context, or developing their own learning ideas.

Developing Learning Activities. Learning activities are designed to provide a learning experience that involves mental and physical processes through the interaction of learners, learners with teachers, students with the environment, and with other learning resources in order to achieve KD. Learning experience in question can be realized through the use of learning strategies that vary and centered on learners. The learning experience contains life skills that students need to master. The things that should be considered in developing the learning activities are (1) learning activities are arranged to provide assistance to educators, especially teachers, in order to implement the learning process professionally, (2) learning activities contain a series of managerial activities undertaken by teachers, so that learners can do activities such as the syllabus, and (3) learning activities for each meeting is a scenario of the steps of teachers in making learners actively learn.

Translation of Assessment Type. Assessment is a series of activities to obtain, analyze, and interpret data about the learning process and learning outcomes of students are done in a systematic and sustainable. This data will be a meaningful information in decision making. Things that need to be considered in designing the assessment are (1) knowing the level of competency in attitude, knowledge, and skill which have and have not mastered a / group of learners to be improved in remedial learning and enrichment program, (2) attitude assessment done daily is observation note (observation and journal). While self-assessment and antarteman assessment can be done within a certain period of time, and serves as verification / validation of observational data, (3) assessment using reference kriteriter which is an assessment of the progress of learners compared with the criteria of achievement of defined competencies. Scores obtained from the results of an assessment both formative and sumatif a learner. (4) for those who have not achieved the criteria, are given the

opportunity to follow remedial lessons conducted after an assessment activity (not at the end of the semester) either individual, group, and classical. For those who succeed can be given enrichment program according to the time available, either individually or in groups. The enrichment program is an extension or extension of the competencies learned, and (5) the criterion reference uses modes for attitudes, meanings for knowledge, and optimum performance for skills.

Determining Time Allocation. RPP is made per-activity face-to-face meeting for one day of learning. For SD use 35 minutes / hour lesson. Duration of learning time adjusted to the needs of educational units.

Determining Learning Resources. Learning resources are references, objects and / or materials used for learning activities, in the form of print and electronic media, resource persons, and the physical, natural, social, and cultural environment

METHOD

This PKM form is the socialization of the preparation of the implementation plan of curriculum lesson 2013 based on the technical guidance of the preparation of the implementation plan of learning in elementary school. Problem solving is done by (1) determining resource that has capability in accordance with the theme of activities to be implemented and (2) providing socialization activities directly.

Participants of the training amounted to 30 people representing elementary school teachers. The form of activities selected by PKM Team PGSD FKIP Untan about the preparation of the implementation plan of curriculum lesson 2013 based on the technical guidelines for the preparation of the implementation plan of learning in elementary school is socialization and counseling. Participants are given general explanation or information about the compilation of the implementation plan of curriculum 2013 based on the technical guidance of the preparation of the implementation plan of learning in primary school.

The training was held on Sunday 24 September 2017 at 10.00-14.00 WIB held at PGSD Campus FKIP Untan. The target audience in this activity is the elementary school teachers totaling 30 teachers and involved representatives from several schools. Activity method that is carried out is in the form of socialization by displaying competent sources in preparing the implementation plan of learning in elementary school.

RESULT

The socialization of the compilation of the implementation plan of the Curriculum 2013 based on the technical guidelines for the preparation of the implementation plan of learning in elementary school was held on September 24, 2017. The activity started at 10.00-14.00 WIB held at PGSD Campus FKIP Untan. The event was attended by 30 participants consisting of representatives of several school teachers. The speakers in the socialization are representatives of TIM PKM PGSD lecturer FKIP Untan. Socialization activities are welcomed by teachers. The number of teachers present is as planned. Participants carefully attend the event and carefully listen to the resource explanation. The result of the socialization activities is the teacher's understanding of the compilation of the implementation plan of the Curriculum 2013 based on the technical guidelines for the preparation of the implementation plan of learning in elementary school the better.

DISCUSSION

Curriculum development includes the stages of planning, implementation, monitoring, and evaluation. The role of teachers with regard to curriculum planning is that teachers play a role in planning planning implementation (RPP). Learning planning means making learning preparations. This is based on the assumption that if we do not have good instructional preparation, the opportunities for non-focus are wide open, perhaps even inclined to self-improvise without clear

reference.

The important role of teachers in the first curriculum is that as an implementer, teachers play a role in applying the existing curriculum. In carrying out its role, teachers only accept various curriculum drafting policies. Second, the role of the teacher as an adapter, more than just as a curriculum implementer, but also as a curriculum alignment with the characteristics and needs of students and local needs. Third, the role of curriculum developer, teachers have authority in designing a curriculum. Fourth, is the role of teacher as a curriculum researcher.

Based on these roles, the teacher has the authority to develop the curriculum in this case is the RPP based on the needs and situation of the school and the characteristics of students.

The difficulty in preparing the lesson plan is a problem that is often encountered in teachers' learning lives. The many obstacles in this arrangement cause teachers to be lazy. Lazy in the sense of the word lazy to compose RPP. Whereas as we know, a teacher is required and required to prepare RPP. Given the importance of the RPP role for teachers, it will be very fatal if the teacher does not arrange it.

There are some difficulties that cause teachers not to develop RPP. The first difficulty, teachers have not understood the details of the preparation of the Lesson Plans. If the teacher has not understood the intricacies of the arrangement, then automatically the feeling of laziness will arise when about to arrange it. Actually this is a classic reason, because in these years the government has promoted various socialization programs related to the preparation of RPP. Second difficulty, curriculum change. Curriculum changes will affect the change of component structure in RPP. The RPP is structured according to the rules in the curriculum. The current curriculum is Curriculum 2013. This means that the current Curriculum RPP 2013 will be different from the previous RPP in the curriculum (KTSP). This change is often difficult for teachers. The third difficulty, the lack of mastery of computerized technology of teachers. Teachers in previous generations (or so-called elderly teachers) averaged the stuttering of computerized technology. Any work involving the preparation of words in a text, including in the RPP, will be very easy if done with the help of computers and laptops. Just imagine if RPP which can now be copied-paste from the teacher's book files should be handwritten manually, it will take some time

CONCLUSION

Based on socialization activities in the framework of dedication to the community with the focus of socialization activities on the preparation of the implementation plan of learning Curriculum 2013 based on the technical guidance of the preparation of the implementation plan of learning in primary schools can be concluded (1) the knowledge and understanding of teachers on the preparation of the implementation plan of learning Curriculum 2013 based on the technical guidance of preparation the implementation of learning in primary schools and (2) the increased interest of teachers to develop learning implementation plan according to the applicable guidelines.

SUGESSTION

Some suggestions that can be given given the amount of benefits from socialization activities on community service activities are as follows (1) it is necessary to carry out similar activities on an ongoing basis considering the existence of higher education especially PGSD Study Program FKIP Untan has important benefits for the development of surrounding communities and (2)) should be maximized ongoing cooperation between universities (LPTK) and Diknas in order to improve the professionalism of teachers through training, workshops, seminars, and so on.

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