

**READINESS OF TEACHERS OF EXTRAORDINARY SCHOOL IN CENTRAL
JAVA IN MASTERING OF THE TEACHING MATERIALS AND IMPLEMENTING
OF CURRICULUM OF 2013**

(A case in mathematics teaching at Extraordinary School)

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Abstract

Extraordinary School (ES) is a school that educates for students with disabilities. The purpose of this research: Describing the readiness of teachers of extraordinary schools in Central Java – Indonesia in implementing of Curriculum of 2013, especially in: (a) changes in mindset of teachers related to the implementation of Curriculum of 2013, (b) mastering of the teaching materials, (c) implementing of Curriculum of 2013 in extraordinary schools through a scientific approach and integrated thematic, (d) the skills of ES teachers at Central Java in making lesson plan, and (e) change the raw scores into Report Value. This article based on a qualitative research, so that the data collection was done through questionnaire, observation and open interviews intensively, which was forwarded by triangulation. The research methods include: (1) data reduction, (2) data display, (3) data interpretation, and (4) conclusion/verification. The results of this research: in principle the ES teachers were ready to implement the curriculum in 2013: (1) there was a positive change in mindset of teachers of extraordinary schools in Central Java associated with the implementation of Curriculum of 2013, (2) the majority of teachers already mastered the material, (3) teachers were encountered many difficulties in implementing/teaching the materials of extraordinary schools through a scientific approach and integrated thematic, (4) the teachers were confused in making a lesson plan that includes scientific approach, (5) In the process of implementing the curriculum of 2013, the teachers feel less skilled in converting raw scores into Report Value. As an additional result, there were many teachers of extraordinary schools who want a training, workshops, practices, and assistance in classes on how to teach the material to students of extraordinary schools, which was implemented through a scientific approach and integrated thematic, and then forwarded to the assistance specifically related to how to change the raw value into Report Value.

Keyword: extraordinary school, scientific approach, Report Value.

1. INTRODUCTION

1.1. Background

Development of Special Education and Special Services (*PPK-LK*) of *Ditjen Dikdasmen of Kemendikbud* (Ministry of Education and Culture) oversees the education implementation of the Extraordinary School (ES) or at Indonesia is called *Sekolah Luar Biasa (SLB)* throughout Indonesia. *PPK-LK* also wants education in ES is not inferior to education in regular school, even including the implementation of Curriculum of 2013 in ES.

Directorate of *PPK-LK Dikdasmen of Kemendikbud* has also provided assistance in the form of textbooks of Curriculum of 2013 for ES, also computer device completed with a modem in sufficient quantity, LCD, and hotspots installed on each ES.

Curriculum of 2013 in ES should also be phased in gradually, starting in academic year 2014 in ES throughout of Indonesia. The curriculum changes are the mindset of ES teachers, learning approach, the model that should be applied, lesson plan that should be made by teachers, implementation of integrated thematic in all classes, and also including the way of Report Value processing.

For example, although the aspects value of knowledge analyzed quantitatively, but that is loaded in the Report Value relating to ES is a qualitative description. The description in the form of a positive sentence about what stands related to the ability of students in charge of each lesson and efforts necessary to achieve the competency.

So, when ES teachers implement Curriculum of 2013, it is necessary and must analyze the test results that aims to identify strengths and weaknesses of each ES student of contents of subject matter in a problem. For the writing of the ES Report Value, the government through the Directorate of *PPK-LK Dikdasmen of Kemendikbud* in 2014 has issued Technical Guidelines for Assessment in ES. For lesson plan, also issued Technical Guidelines for the Preparation of the lesson plan in ES. However, not all of ES teachers can understand the contents of the Technical Guide book.

The writing of report based on the implementation of Curriculum of 2013, clearly very different from the implementation of the Curriculum of 2006. In the implementation of Curriculum of 2013, the ES teacher is required to convert the raw value into Report Value. High grade teacher who previously did not recognize the integrated thematic, now must convey the lesson material in a theme or sub-themes that have been set.

Therefore, there is a fundamental change concerning the implementation of

Curriculum of 2013 in ES, then ESteachers need to be given clear information associated with the approach of learning, a model that should be applied, lesson plan should be made by teachers, the implementation of the integrated thematic in all level of class, and also including the way of grades processing in accordance with the demands of the implementation of Curriculum of 2013 in ES. Driven by eagerness to devote themselves in the field of education, then the researcher team wants to synergize the research in Semarang State University as an institution of higher education which also result teachers, this research wants to analyze the readiness of teachers of extraordinary schools in Central Java in mastering Instructional Materials and implement Curriculum of 2013. So, the government has input on the readiness of ES teachers in Central Java which expected that the results of this research can be a barometer of the size of the readiness of ES teachers at Indonesia in implementing curriculum of 2013 in ES steadily.

1.2. Formulation of the problems

The formulation of the problems are as follows. How does the result of an analysis of describing of readiness of teachers of extraordinary schools in Central Java – Indonesia in implementing of Curriculum of 2013, especially in: (a) changes in mindset of teachers related to the implementation of Curriculum of 2013, (b) mastering of the teaching materials, (c) implementing of Curriculum of 2013 in extraordinary schools through a scientific approach and integrated thematic, (d) the skills of ES teachers at Central Java in making lesson plan, and (e) change the raw scores into Report Value.

1.3. The Purpose of this Research

The purpose of this research: Obtain a description of the readiness of teachers of extraordinary schools in Central Java – Indonesia, especially in: (a) changes in mindset of teachers related to the implementation of Curriculum of 2013, (b) mastering of the teaching materials, (c) implementing of Curriculum of 2013 in extraordinary schools through a scientific approach and integrated thematic, (d) the skills of ES teachers at Central Java in making lesson plan, and (e) change the raw scores into Report Value

1.4. Contributions of this Research

Contributions can be obtained from this research are as follows.

- 1) For Semarang State University, the research results are for sciences reference related to the readiness of ESteachers at Central Java in mastering Instructional materials and implementing curriculum of 2013.

- 2) For Directorate of *PPK-LKDikdasmen Kemendikbud*, the results of this research as a valuable input about the readiness of ESteachers at Central Java which expected that the results of this research can be a barometer of the size of the readiness of ES teachers at Indonesia in implementing Curriculum of 2013 in ES steadily.

2. LITERATURE REVIEW

2.1 Implementation of Curriculum of 2013

Curriculum of 2013 has been put in place gradually, starting from the 2014 academic year, no exception for ES level. Such changes include the need to change the mindset of teachers about the curriculum of 2013, learning approach, the model that should be applied, lesson plan should be made by teachers, implementation of integrated thematic in all level of classes, and also including the way of grades processing.

Learning approach should be implemented by teacher is scientific approach. The phases are (1) observing; (2) questioning; (3) gathering information; (4) associating; (5) communicating. While learning models that should be applied are the models of problem-based learning, discovery-based learning, and project-based learning. In addition Lestari (2013) reported that lessons in ES should be based on the theme and sub-theme which is carried from grade I to grade VI.

Thus, the lesson plan should be made by teachers must follow a change, which includes a theme or sub-themes which are defined, scientific approach, and learning models that have been outlined above.

2.2 Assessment of Process and Learning Outcomes

Assessment of process and learning outcomes in ES include aspects of attitudes, knowledge, and skill. National Education Minister Regulation No. 66 of 2013 Chapter II, Section E points e number 1) and 2) stated that assessment of education in primary and secondary education consists of a valuation report by educators in the form:

- a. Description of attitude, for the results of the competency assessment of spiritual attitudes and social attitudes.
- b. Value and description of competency achievement of knowledge.
- c. Value and description of the achievement of skills competency.

Report of a student learning outcomes (Report Value) is a link document between the school with the parents of student as well as with other parties concerned to determine the competence of student. Therefore, reports of the study of students should be communicative, informative, and comprehensive so that can provide an overview of the learning outcomes of students with clearly and easy to understand.

2.3 Assessment Techniques in a Report Value

Assessment in a report value on ES also categorized into three aspects: attitude, knowledge, and skills.

- a. Aspects of attitude assessment, carried out through observation, self-assessment, assessment between friends, and journals.
- b. Aspects of knowledge, can be assessed by means of written tests, oral tests, or assignments.
- c. Aspects of skills can be assessed by means of performance, project, and portfolio.

Although the aspects value of knowledge analyzed quantitatively, but that is loaded in the Report Value is a qualitative description. The description in the form of a positive sentence about what stands related to the ability of students in charge of each lesson and efforts that necessary to achieve the competency. So, ES teachers implement Curriculum of 2013 in ES, it is necessary and must need to analyze the test results that aims to identify strengths and weaknesses of each ES student of charges of subject matter in one problem.

2.4 Understanding and Role of Teachers

Act No. 14 of 2005 on teachers and lecturers mentioned that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating of students on early childhood education, formal education, basic education, and secondary education. Teacher is the dominant element in the educational process, so the quality of education is determined by the quality of teachers in the role and duties in society. The teacher is a profession that requires special skills and can not be done by people outside the field of education. The regulation of Indonesian government Number 74 of 2008 on the teacher, mentioned that a teacher must have academic qualifications, competence, teaching certificate, physically and mentally healthy, and have the ability to achieve national education goals.

The teacher's role is very important in the world of education. Law Number 14 of 2005 on Teachers and Lecturers Article 4 confirmed that the teacher as learning agent serves to improve the quality of national education. Teachers act of transferring knowledge to the students. Teachers also required to give character education and be an example of good character for the students. Moreover , learning in ES should be well designed . Alison (2008) in the journal wrote that planning is an important phase of teaching, during which teachers make decisions about various aspects of instruction that ultimately shape students' opportunities to learn.

In the curriculum of 2013, ES students are required dare communicate their ideas to the class through appropriate learning models and other students are trained to respond or provide feedback . Duron , Limbach and Waugh (2006) wrote that feedback and assessment of learning are provided by the teacher in the final step of the model. Hopefully, the material can be absorbed well by the ES students.

In ES , teachers must be proactive in inviting their students to learn . Slow but sure. Students must be told , why it should be done. Higgins & Mosley (2001) said that: but that it is much more complex and proactive, and requires a clear emphasis on addressing not just 'how' to do it, but on 'why' it should be done. The students of ES also need to be trained to learn to find their own . Polya (1962) asserted that the best way to learn anything is to discover it by yourself.

Furthermore , Bishop (1994) revealed that all formal subject matter was actually a process of cultural interaction and every student to experience the culture in the process. Thus , the subject matter in the ES also can not actually be seperated from various cultural phenomenon that surrounded them . This means , learning in an integrated thematic must be implemented in ES .

Boudreau (2001) and Templeton (2004) asserted that thematic must be made in the organizational learning, and difficult for it.

2.5 Teachers in the Implementation of Curriculum of 2013

Barriers of the implementation of the curriculum usually on the socialization process of the new curriculum has not hit the target (teachers, school personnel, students, parents, community users of the graduates, etc). Teacher is an agent who directly involved in the learning process so that the socialization of the curriculum changes should actually touch the teacher. Teachers and school personnel usually

difficult to change the old mindset to the new mindset in accordance with developments in the curriculum.

The success of a curriculum implementation that is to be achieved is very dependent on the capability possessed by a teacher. If the capability of a teacher is high, then the teacher will quickly capture and adapt to the existing curriculum so that the curriculum can be implemented optimally. However, if a teacher's ability is low then the teacher will not easily adapt to the existing curriculum so that the implementation of the curriculum to be blocked. So, in addition to the teacher in charge of carrying out the curriculum should also be responsible for developing the curriculum. The statement was reinforced by the reasons as follows.

- 1) Teachers are the direct implementers of the curriculum in a classroom.
- 2) Teachers have a duty to develop of curriculum in learning process.
- 3) Teachers who directly confront the various problems that arise in connection with the implementation of the curriculum in the classroom.
- 4) The teachers' task of finding effort to solve all the problems faced and implement the effort.

Curriculum of 2013 for ES will work effectively if competence of teachers, particularly in math based on scientific approach was sufficient. To obtain good results in the implementation of Curriculum of 2013, ES teachers should not only teach facts, concepts, or problems counting repetitive routine for children to be memorized. Math should be deep, understand, and train students to reason effectively. Marton, F & Saljo, R (1976) wrote that in mathematics education, there has been tension between deep learning and repetitive learning. Further reaffirmed that in western culture repetitive learning is often positioned as the opposite of deep learning and understanding.

In fact, the teaching competence of ES teachers in mathematics based on Scientific approach is required. Watkins, D & Biggs, J.B (2001) also does not agree that learning mathematics is dominated by memorization activities. They found that one aspect of the criticism is that rote learning is known to lead to poor learning outcomes.

Thus, ES teachers need to be traced of readiness in mathematics was based on Scientific Approach. Watson, A & Chick, H (2011) asserted that highlight the importance of teachers selecting mathematical tasks and examples with adequate variation to ensure that the critical features of the intended concepts are exemplified without unintentional irrelevant features.

Especially in the field of mathematics, Lauder & Brown, P (2006) asserted that the strength of a nation is built on human resources developed by its educational intitutions which train the brains, provide skill and open a new world of opportunities and possibilities to the nation for economic growth, social justice, and poverty alleviation.

For the students themselves, the results of the generalizations made by the students themselves become tools for learning mathematics better, and was an important component of their mathematical progress. Watson, A & Mason, J (2006) confirmed that the results of generalizations created by students became tools for more sophisticated mathematics, and are a significant component of their mathematical progress.

Curriculum 2013 is designed to develop the potential of students. Curriculum of 2013 was developed with the continuing development of competency-based curriculum that has been initiated in 2004 with competence include attitudes, knowledge, and skills in an integrated manner (Kemendikbud 2013).

Steps of governance in curriculum of 2013 consist of: (1) prepare a handbook of learning for students and teachers, (2) prepare teachers in order to understand the use of learning resources that have been prepared and other resources they can use, and (3) strengthening the role of mentoring and monitoring by the central and local.

3. RESEARCH METHODS

3.1 Research Location

The location of this research, the scope of Central Java. For purposes of efficiency of time, effort, and thought, this research was held in the city of Semarang. ES teachers at Central Java were invited to Semarang.

3.2 Data Analysis

Data analysis in this research using the rule of Matthew B. Miles and A. Michael Huberman. Miles and Huberman who translated by Rohidi (1992), suggests that activity in qualitative data analysis is done in an interactive and takes continuously until complete, so the data are saturated. The size of the data saturation was marked by not obtaining further data or new information. Activity in the analysis of the data include: reduction of data (data reduction), data display, interpretation of the data, and than conclusion and verification.

Data reduction interpreted narrowly as a data reduction process, but in a broader sense is a process of refinement of data, either a reduction of the data is less necessary and irrelevant, or additions to the data that it is still lacking. Presentation of data is a process of gathering information, sorted by categories or groupings necessary. Interpretation of the data is the process of understanding the meaning of a set of data that has been presented, in a form that does not just look at what is written, but rather to understand or interpret as to what is implied in the data that has been presented. Withdrawal conclusions / verification is the process of formulating the meaning of the results expressed by the sentences short, compact, and easily understood, and is done by repeatedly reviewing the correctness of the inference that, particularly with regard to the relevance and consistency of the title, objectives, and formulation problems.

3.3 Research Achievement

The achievement of this study to describe the readiness of ES teachers of at Central Java in mastering of instructional materials and implement Curriculum of 2013, that can directly be used by the stakeholders, namely Directorate of *PPK-LKDikdasmen* of *Kemendikbud*.

3.4 Indicators of Accomplishment

This study is deemed successful, and the indicator of achievement as follows.

Undescribed readiness of teachers of ES in Central Java in mastering of instructional materials and implement Curriculum of 2013 of ES, include: (1) Undescribed about mindset changes of ES teachers in Central Java associated with Curriculum of 2013. (2) Undescribed about teachers knowledge related to the Teacher Book and Students Books for Extraordinary Schools. (3) Undescribed about the skills of teachers ES in Central Java in implementing the scientific approach. (4) Undescribed about the skills of ES teachers at Central Java to implement learning models that fit the demands of Curriculum of 2013. (5) Undescribed about the skills of ES teachers at Central Java in making a Lesson Plan. (6) Undescribed about the skills of teachers ES in Central Java in converting raw scores into grades based on Technical Guidelines for Assessment of Curriculum of 2013.

4. RESEARCH PRODUCTS

Based on the qualitative analysis of the research data, the research results are as follows . The results of this research: in principle the ES teachers were ready to implement

the curriculum in 2013: (1) there was a positive change in mindset of teachers of extraordinary schools in Central Java associated with the implementation of Curriculum of 2013, (2) the majority of teachers already mastered the material, assuming that the materials in curriculum of 2013 has many similarities with the previous curriculum, (3) teachers were encountered many difficulties in implementing/teaching the materials of extraordinary schools through a scientific approach and integrated thematic; the teachers found that the teaching aids were needed but many teachers confused about how to use the teaching aids through the scientific approach, (4) the teachers were confused in making a lesson plan that includes scientific approach, (5) In the process of implementing the curriculum of 2013, the teachers feel less skilled in converting raw scores into Report Value.

As a byproduct, there are many ES teachers who want a training, workshops, practices, and assistance in classes on how to teach the material to ES students, which is implemented through the scientific approach and thematic integrated, making lesson plans, and then forwarded to the accompaniment particularly related to how to change the raw value into Report Value.



Lestari/teacher of ES tried implementing of Scientific Approach



ES teacher was being interviewed by Sugiman as researcher

4.1 Discussion

Based on the research results, the majority of ES teachers already have a positive mindset changes associated with the implementation of Curriculum 2013. But from the observations of researchers, the mindset changes have not been followed by a follow-up to study the 2013 curriculum independently. Teachers tend to wait for the arrival of a training of government. Although most teachers SLB felt already mastered the material, assuming that the curriculum materials in 2013 has many similarities with the previous curriculum. But, if only to master the material, this is not enough. Teachers must teach the material with a scientific approach. In fact, many teachers were having difficulties in implementing/teaching materials of ES through scientific and thematic integrated approach.

Because teachers work in ES, the use Teaching Aids was indispensable. From the research, to teach the material through a scientific approach and integrated thematic, the teachers also found the props needed but many are confused about how to use teaching aids through a scientific approach. Thus, teachers need to be trained to be skilled in the use of learning tools (teaching aids). Teachers also need to be trained in applying learning models that fit the demands of Curriculum 2013. This is necessary for the curriculum in 2013 was effective.

Lesson Plan is the main tool the teacher before teaching. To enable teachers to implement the curriculum in 2013 with a steady, then the difficulty teachers to create lesson plans containing scientific approach and integrated thematic, need to be trained. There were interesting results of this research. In the process of implementing the curriculum of 2013, the teachers feel less skilled in converting raw scores into Report Value. Therefore, teachers need to be helped and accompanied in practice to complete Report Value of students.

5. SUGGESTION

Although there has been change in mindset that is positive from teachers ES in Central Java related to the implementation of Curriculum of 2013, but because there are some difficulties experienced by teachers of ES, the results of this study should be followed up with the provision of training continued with workshops and mentoring in the classroom. Contents of training, workshops, and mentoring, is associated with the

implementation of ESCurriculum of 2013 as a whole, including how to change the raw value into Report Value.

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