

THE APPLICATION OF CURRICULUM 2013 IN LEARNING ENGLISH IN SMP KOTA PEMATANGSIANTAR

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ABSTRACT

This research was conducted to determine the process of applying scientific methods in teaching English and the difficulties faced by teachers in the teaching process in the classroom. The focus of this research is on the teaching process, especially the application of scientific methods. The research was carried out in three different secondary schools in Pematangsiantar. Participants in this study were nine junior high school English teachers from three junior high schools, grades 1, 2 and 3. The study used a descriptive approach and a qualitative design. Through file analysis, interviews and observations, data from this study were collected. Use thematic analysis to analyze data and introduce based on research questions. Then verify the data by deleting and checking members. The results showed that the application of the scientific method in the 2013 curriculum was in accordance with the rules and regulations. In the format of the Learning Implementation Plan (RPP), English teachers use various methods, strategies or learning techniques to clearly describe the steps of the scientific method (scientific method). However, in the process of learning English in the classroom, teachers rarely use this method. In the systematic scientific method, teachers usually do not follow the steps of implementing the method because they can better adapt to classroom conditions. Teachers do not apply this method optimally, because several factors will influence it. The difficulties associated with the adoption of the scientific method by teachers are: 1) lack of training or workshops involving multiple teachers in each school; 2) limited learning media in the school.

Keywords : Application, Curriculum 2013, Learning

INTRODUCTION

In 2013, the learning process for all subject levels was carried out using the scientific method (scientific) (Subali et al., 2019). The steps of the scientific method in the process (scientific method) of learning include obtaining information through information, asking questions, conducting experiments, then processing data or information, presenting data or information, analysis, conclusions, then conclusions, conclusions, research, and this program is always properly applied (Gerde et al., 2013). Scientific method-based learning emphasizes the ability of students to discover for themselves (discover) their own learning experiences, laws, principles, and categories of generalist knowledge Andersen & Hepburn, (2015); Ketokivi & Choi, (2014); Reilly, (2018). Therefore, Picanous Leker students in 1988 gained greater strength, more power, and they must act and play an active role in collecting information in various learning resources, and teachers play more of a role as organizers and facilitators of

learning (Siahaan et al., 2021). At the junior high school level, the application of the scientific method in learning is very complicated. Various obstacles faced by teachers include: understanding the 2013 curriculum, lesson plans, etc. English is one of the subjects that need to be studied using the scientific method. It is this question that we need to consider when conducting this research, in order to understand the process, problems and difficulties of how English teachers apply the scientific method in the process of learning English at SMP Kota Pematangsiantar.

THEORETICAL FRAME WORK

1. 2013 Curriculum

The 2013 curriculum is dedicated to thematic simplification and integration. The 2013 curriculum is prepared to prepare the next generation, because the structure of the curriculum can predict future developments. The point is to encourage students to observe, ask questions, reason and communicate (present) what they have learned after receiving the learning material. The objects to be studied in the preparation and improvement of the 2013 curriculum emphasize natural, social, artistic and cultural phenomena.

a. Curriculum Basic Framework

The basic framework is a new framework for developing course documents, implementing courses and evaluating courses, the basic framework is used as a new framework for the development of national, regional and KTSP courses.

b. 2013 Curriculum Foundation

The 2013 curriculum is formulated in accordance with statutory regulations, which require the development of new courses, a philosophical foundation and an experience base; the legal basis is the laws and regulations that are used as the basis for curriculum development, and the need to develop new courses, the philosophical foundation is to regulate the courses that will be produced by humans as the basis. The theoretical foundation provides a theoretical basis for curriculum development, namely documents and processes. The empirical foundation provides guidance for the conduct of current courses in this area.

c. Principles of Curriculum Development

Carry out basic development according to the following principles:

1. The curriculum is not just a list of subjects, because subjects are only a source of learning materials to gain competence. According to these principles, curriculum plans are designed for educational content. All students must complete all learning in a unit or level of education before all students can take the course. Course as a process is the total experience or level of education of learners in A unit To master the educational content designed in the plan, learning outcomes are teacher participant behavior and ordinary publication behavior.
2. Basic courses of graduate competency standards are set for educational units, education levels and education plans, and in accordance with government policy on "12 years of compulsory education", then formulated "Graduate Competency Standards" Curriculum development is an ability that must be possessed by students after 12 years learning.
3. The basic courses of the competency-based curriculum model are based on the competency-based curriculum model. When administering the course, attention should

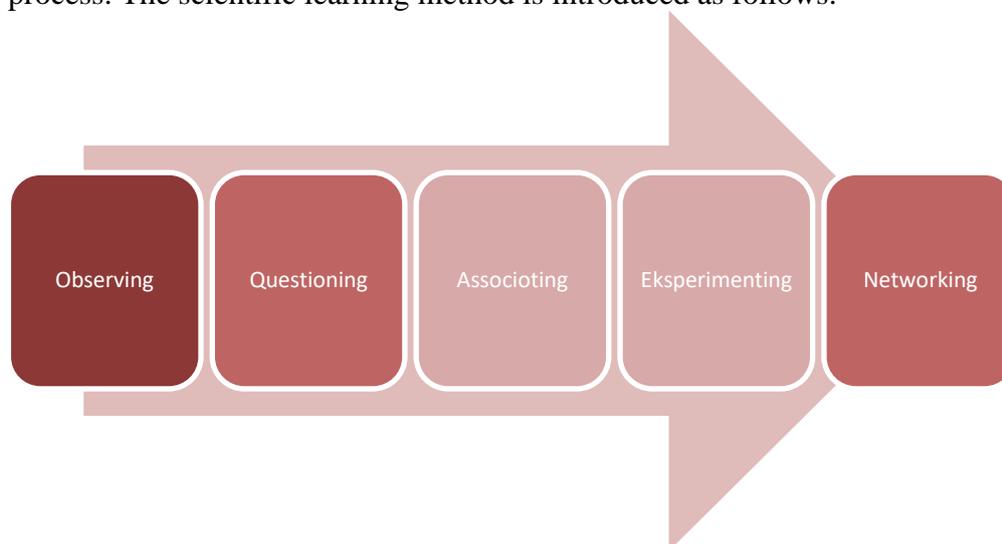
be paid to the principles of organizational strengthening and the sustainability of vertical organizations in order to conform to the principle of accumulation in learning.

2. Scientific Approach

Learning with the scientific method is a design process that aims to enable students to actively construct concepts, laws or principles through observation (identifying or finding problems), asking questions, proposing or proposing hypotheses, and collecting data through various technologies. Analyze data, draw conclusions and communicate "discovered" concepts, laws or principles. Some of the principles of the scientific method in learning activities are as follows:

1. Student-centered learning
2. Students' self-concept in the form of learning
3. Avoid oral learning
4. Learning gives students the opportunity to absorb and adapt to concepts, laws and principles
5. Learn to improve students' thinking skills
6. Learning increases the motivation of students and teachers
7. Provide opportunities for students to practice communication skills
8. There is a process of verifying concepts, laws and principles constructed by students in their cognitive structures.

For certain topics, materials or situations, the scientific method may not always be suitable for process applications. Of course with such conditions, the learning process must of course be a learning process, but the purpose of the learning process is to become a non-scientific process. The scientific learning method is introduced as follows:



Pictures of learning steps with a scientific approach (Source of 2013 Curriculum Education and Training Book)

1. Observing

The observation method prioritizes a meaningful learning process. This method has certain advantages, such as presenting real media objects, making students happy and challenging, and easy to apply. The observation method is very useful to satisfy students' curiosity. Make the learning process more meaningful. The desired ability is to train sincerity, thoroughness and information seeking.

2. Questioning

The teacher guides students to ask questions: Questions about results need to be treated as special objects. Here more abstract summary of facts, concepts, procedures, or other issues. The expected questioning ability is to foster creativity, curiosity, and the ability to ask questions to form critical thinking, which is important for intelligent life and lifelong learning.

3. Associating (Reasoning)

As stated in Permendikbud No. 81a of 2013, the activity of "associating / processing information / reasoning" in learning activities is to process the information collected correctly from the results of the activity to summarize dozens of honest, thorough, and disciplined attitudes. , work hard, carry out procedures, and summarize and think deductively in conclusions.

4. Experimenting (Trying)

Try (experimentally) to develop various areas of learning objectives, namely attitudes, skills and knowledge by using experimental methods for learning activities, or trying to pass stages, time and completion of stages.

a. Preparation

b. Doing

c. Follow

5. Networking (Communicating)

In the scientific method, teachers are expected to provide opportunities for students to communicate their findings. This activity can be accomplished by building relationships or telling people what information. The abilities expected from this activity are to foster honesty, thoroughness, tolerance and thinking skills, express opinions systematically, briefly and clearly, and develop good and correct language skills.

METHOD

This research is a descriptive research using qualitative methods Sugiyono, (2016) Nassaji, (2015). Qualitative research shows that in the process of ranking entity theory based on the concepts expressed in qualitative concepts derived from the qualitative concepts of Pematangsiantar City and SMP Negeri 8 Pematangsiantar City, researchers used three document tools for data collection (document analysis) and interviews. Data files (data analysis), observations and interviews were evaluated using qualitative analysis techniques, and a comprehensive description was made based on the results to check the validity of the data carried out by several things, Morgado et al., (2016) namely: data, data reduction, data representation and graphs/levers.

DISCUSSION

Result

Observations of classroom research were obtained by resource consultants for English language teachers in three junior high schools in Pematangsiantar, namely: SMP Negeri 1, SMP Negeri 8 and SMP Negeri 3 regarding the application of the scientist's method. According to the survey results, the implementation comes first. The scientific method uses five (5) stages; stare (observe), ask (ask), gather people (ask), gather information / try (experiment), make

comments (experiment), build a network), which are used in teaching English teachers the application of this method is still lacking in the process three (3) The most important middle school.

This is contrary to the provisions of " Permendikbud No, (2013) which accompanies the process of implementing the scientific method using predetermined stages, thus setting learning objectives for analysis purposes and providing space for expression and behavior for cash distribution, or Make students active. This is also the principle of learning the scientific method. The principles in learning activities are:

- 1) Student-centered learning
- 2) Students' self-concept in the form of learning
- 3) Avoid oral learning
- 4) Learning gives students the opportunity to absorb and adapt to concepts, laws and principles
- 5) Learn to improve students' thinking skills
- 6) Learning increases the motivation of students and teachers
- 7) Provide opportunities for students to practice communication skills
- 8) There is a process of verifying concepts, laws and principles constructed by students in their cognitive structures.

Therefore, it is undeniable that the scientific method must be used in 2013 courses. The law applies to teachers in general, and more specifically to English teachers at junior high schools in Pematangsiantar. If this scientific method can be applied properly, students will become active, which can encourage students to improve their abilities.

According to the results of interviews with school principals, vice principals in the field of curriculum, and teachers about this. The principal and vice principal for curriculum said: "Teachers have adopted scientific methods in the learning process, but implementers have adopted many practices in the learning process, but they have received various security guarantees, so the results are not satisfactory. Expect how to automatically improve students' abilities / abilities.

Discussion

According to interview data with resource persons; Principals, assistant principals of curriculum and teachers found information that there were problems and difficulties associated with teachers rising to the challenge due to several factors, among others; (1) lack of training and workshops involving many or all teachers in each school, and (2) lack of introductory facilities in schools.

So that the scientific approach demanded by the 2013 Curriculum must be implemented by teachers in schools and will achieve maximum results in the capacity of students, then things must be done in the usual way, and coaching teachers as teachers is what is needed in Pematangsiantar City. And also provide more learning facilities, which can further enhance the creativity of teachers.

CONCLUSION

The last chapter of this research summarizes the conclusions drawn from the discussion on the application of the scientific method in the 2013 course. Therefore, the following conclusions can be drawn:

1. The results of research on many school principals, vice principals in the field of curriculum, and junior high school (SMP) teachers in Pematangsiantar show that due to various factors, the application of the scientific method has not yet reached the best effect factor.
2. Obstacles and difficulties in applying the scientific method in the learning process are caused by the following factors: lack of training and workshops organized by the Provincial Education Office and Pematangsiantar City Education Office. Schools lack learning media.

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