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Problematic of Mathematics Learning Based on Curriculum 2013

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Abstract. The study aimed to describe the problems in prior, during, as well as mathematics learning process basd on Curriculum 2013 in SMP Negri 2 Blora Central Java Indonesia. The kind of the research is qualitative by using three mathematics teachers as sample. Data collected by observation, interview, and document analysis method. Data analyzed via three steps: 1) reduction, 2) presentation, as well as 3) conclusion and verificaion. Validity of data checked by triangulation techniques and sorces. The study shows: 1) Sometimes teachers do not arranging lesson plan because the lesson plan in Curriculum 2006 almost the same with those in curriculum 2013, 2) During learning process the teachers as well as the students dont find the sources (book, link, etc) support the learning process, 3) The obstacles faced by students in the assessment stage is when a student originally from the academic ability were able to get good grades, but its activity in terms of academic ability lost with the mediocre. This research result can be used to repair the mathematics learning process in order to increase the quality of mathematics learning outcomes.

PRELIMINARY

Education is a step change in an effort to improve the knowledge, skills, and creativity. Discussing about education is closely related to the presence of the curriculum, where the curriculum was to be the mastermind of all the activities of the learning process. Understanding the curriculum has been described in Article 1 paragraph 19 of Indonesian Law No. 20 of 2003 on National Education System. The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational goals.

Kurniasih argues that the curriculum is dynamic. The curriculum cannot be stagnant because the curriculum itself is associated with changes and developments taking place in the life of society, nation and state, and not in spite of the effects of global change, development of science and technology, and arts and culture. A curriculum must continue to adapt to changes and developments. Therefore, change in the curriculum is something that is very possible. The curriculum will continually being changed to a curriculum able to challenge this age of ever changing inexorably, and to prepare learners who are able to compete in the future with all the scientific and technology progress.Offorma argues that the curriculum is regarded as knowledge, skills, values and attitudes conveyed to students to change their behavior to become functional members of society. A planned curriculum should reflect the actual culture in order to be regarded as a functional curriculum.

Based on the history, Indonesia conducted the curriculum changes and improvements in several times. The curriculum change is based on the recognition that development and changes require the need to improve the national education system, including improving the curriculum to create a society that is able to compete and adjust to the changes.

Raihani presented the Indonesian education system has undergone a radical change. These changes triggered by the socio-political situation recently, including at least three major aspects of education. First, there has been a redefinition of national educational goals, which puts extra emphasis on the importance of reaching citizens to live in a democracy. Second, the school management approach has changed from centralized to decentralized management. This shift will crystallize into the implementation of School Based Management (SBM). Third, there has been a paradigm shift in terms of the school curriculum by introducing the curriculum in 2004, which

was conceptualized in terms of: (a) establish a national competency standards for students to achieve, (b) make a clear link between the graduates and the demands of the job, and (c) accommodate local needs by involving stakeholders in the development of their local schools.Constraints that might hinder the successful implementation of reforms needs to be handled properly, or reform remains good only on paper.

Kasimatis discloses data analysis shows the key factors valued by Greek students in their mathematics learning. Importantly, the analysis reveals inter-cultural aspects of mathematical values and special aspects of the value of Greek students. The level of class and gender may also affect the value obtained by the students.

Indonesia has several times to change the curriculum. In 2003, Indonesia applied Competency-Based Curriculum. Mudlofir explained the general purpose implementation of CBC in Indonesia is to boost the quality of outcomes of education by empowering schools to develop competencies that will be given to students according to environmental conditions. Granting authority to the school is expected to encourage schools to conduct participatory decision making. But in fact the Competency-Based Curriculum is still considered good enough to support education in Indonesia.

The rumor says the change of the curriculum 2013 into the National Curriculum. It could make people misunderstand because of assuming that the existing education system in Indonesia is unstable. This instability views of curriculum change in 2013 to the national curriculum. Due to the curriculum 2013 is no longer in use in Indonesia. In fact the name of Curriculum 2013 officially changed to the National Curriculum. This change contained in the book *Kilas Setahun Kinerja Kemendikbud* (November 2014 -November 2015: 3).

In every implementation curriculum there must be advantages and disadvantages. This is evidenced from the 2004 curriculum (CBC) is replaced by the curriculum of 2006 (KTSP), the curriculum of 2006 (KTSP) is replaced with the curriculum 2013, and Curriculum 2013 is now replaced by the National Curriculum. In the implementation of the National Curriculum are many obstacles. These constraints will certainly be encountered at the preparation stage. A teacher must prepare lesson plans and prepare instructional media. In the process of preparation of the lesson plans a teacher does not find it difficult, because it is quite easy to understand. The difficulties encountered when setting up the media, because the textbook used has not been much. So that teachers find it difficult to get a more varied material. Furthermore, at the implementation stage, the teacher cannot develop methods of learning, because learning method is limited only Discovery Learning, Problem Based Learning, and Project Based Learning . The last stage is the stage of assessment, assessment of the teacher is actually easier, because teachers are assessing aspects of knowledge and skills in solving aspect. Meanwhile, from the aspect of attitude, mathematics teacher is working with civic education teachers and religious teachers to assess such students.

Handal says that confidence in learning mathematics teacher is crucial in determining the pace of curriculum reform. Educational change is a complex process in which teachers hold the belief that strong on quality and innovation. Implementation curriculum may be only occurs through a long process because many teachers are not confident with reformation in mathematics education which give vague results over the last few decades. Glynne Mackey argues as teachers we should be familiar as an effort to support the youth committees, they should be encouraged to engage in a more sustained dialogue with children about social justice. In early childhood picture book can be used as a tool to support children to express their views, and teachers should also be able to create a pleasant learning situations. In this study, the teacher gives examples of their practice in a reflective discussion groups were held with other teachers and researcher. Teachers admit that they could have an important role in supporting institutions and channeling his desire to be useful to raise awareness about social justice problems.

Based on this background, i was trying to find out the problems faced by teachers prior to the implementation of the mathematics-based National Curriculum, to find out the problems faced by teachers during the implementation of mathematics learning-based curriculum in 2013 and to measure the problems faced by teachers after the implementation of the (assessment) of mathematics learning-based curriculum 2013.

RESEARCH METHODS

This research was qualitative. The design of this study was the real situation on the ground. Herdiansyah explains that the design of qualitative research is natural, in the sense that the researcher did not attempt to manipulate the background of the study, but did a study of a phenomenon in a situation with such phenomena exist. The method used in this research is interview and observation. Moleong explains that the interview is a conversation with a purpose. The conversation was conducted by the two parties, namely interviewers and interviewees were asked questions that provide answers to the question.

In this study the subjects that the researcher who conducted the interview. While subjects in the interview that Mathematics teacher at State Junior High School 2 Blora many as 3 and 5 students. Interview questions in this study related to the preparation, implementation and assessment phase of the National Curriculum that has been applied in State Junior High School 2 Blora. Sutama describes the observation is a technique of data

collection by collecting data and information through observation or observation is done by exposing / see and / or hear the people or events.

RESULT AND DISCUSSION

Researcher found there were no significant problems faced by teachers prior to implementation of curriculum-based mathematics learning 2013. Only in arranging of Lesson Plan there is little difference between RPP-based Curriculum 2013 with Curriculum 2006. The difference in the curriculum of core competencies 2013 (KI) is written but in 2006 there was noCurriculum Core Competence (KI). Researcher also found there were no problems in dealing with the students before teaching in class, plumpness students already understand the meaning of the 2013 curriculum is the curriculum applied in their schools. Regarding the students' comments about changes in curriculum beginning in 2006 to curriculum 2013 curriculum is also most students have said there were no problems, many of which considered curriculum in 2013 it even easier for students to get good grades.

Researcher found the problems and constraints faced by teachers during the implementation of curriculum-based mathematics learning 2013. First, teachers have difficulties in delivery of materials due to lack of fulfillment of textbook-based curriculum in 2013 it slightly hamper the implementation of learning. Second, the learning method, each material must use different teaching methods. While the teacher has little understanding on the learning method. Researcher found the problems and obstacles faced by the students that the students did not understand the language of the book that tends to be more complicated, and sometimes there were teachers who did not master the material because of changes in the order of learning material, which was originally on the curriculum in 2006 the material in first grade, now on the curriculum in 2013 the materials moved into second grade. This is a problem because at a certain school, not the change of teaching, such as teacher Xalways taught in the first grade and teacher Y always taught in second grade, so students need to adapt to the change of the material.

Researcher did not find the problems faced by teachers after the implementation of curriculum-based mathematics learning 2013. Overall there are no difficulties that teachers face, just that there are differences in giving score to the curriculum in 2013 using an index of 1 to 4. While the curriculum in 2006 using an index of 10 to 100. Researcher found the problems faced by the students after the implementation of curriculum-based mathematics learning in 2013, is actually more students in make it easy to obtain a score, because score can be taken in terms of the activity is not only focused on students in terms of capabilities. Complaints of students mostly occur when students are clever and lack of confidence will affect the score. And according to the student's curriculum implementation in 2013 between teachers and students equally benefited, because it is very easy for students to get score for teachers and very easy to process the score.

CLOSURE

Based on the results of research and discussion, it can be concluded that at this stage of curriculum-based lesson plans in 2013 researcherdid not found significant problems faced by teachers prior to implementation of curriculum-based mathematics learning 2013. Only in the manufacture of lesson plans there is little difference between RPP-based Curriculum 2006 with Curriculum 2013. The difference in curriculum 2013 there is KI (core competencies) written but Curriculum 2006KI does not exist. While on the studentsresearcher also did not find problems, most students already know about the understanding of the curriculum in 2013 and they consider the curriculum in 2013 it easier for students to get good grades. While at the implementation stage based learning curriculum 2013,researcher discovered the problems and constraints faced by teachers and students during the implementation of mathematics learning based curriculum2013. First, teachers have difficulties in delivery of materials due to lack of fulfillment of textbook-based curriculum 2013. It slightly hampers the implementation of learning. Second, the learning method, each material must use different teaching methods. While many teachers that do not master the learning method. Researcher found few obstacles facing students are students sometimes less able to understand the language of the book that tends to be convoluted. Teachers and students still need to adapt to the change in the order of learning material. And at this stage of lesson plans basedcurriculum- 2013 researcher did not find problems faced by teachers after the implementation of curriculum-based mathematics learning 2013. Overall there are no difficulties that teachers face, just that there are differences in giving value to the curriculum in 2013 using an index of 1 to 4. While in curriculum 2006 using an index of 10 to 100. The obstacles faced by students in the assessment stage is when a student originally from the academic ability were able to get good grades, but its activity in terms of academic

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