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Problems on History Teaching With Curriculum 2013 in Vocational High Schools in East Jakarta

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ABSTRACT

This research is discussing about problems on History teaching in vocational high schools in east Jakarta using curriculum 2013. The scientific approach becomes the characteristics of curriculum 2013 that becomes the changing basis of the paradigm for the instructional services in vocational high schools, or Sekolah Menengah Kejuruan (SMK), as the education services institution applying work readiness, which are compulsory to nationalism and the proud of nationalism through History lesson. The key process in History instruction in curriculum 2013 is the 5 M method that are identifying, asking questions, experimenting, thinking, and communicating important attitudes in this globalization era. Globalization brings international work force now. The characters of SMK alumnae should be strengthen with global attitudes and national identity to get the easy adaptation in the international working atmosphere without losing their national identity. However, there are some problems in History teaching in SMKs in line with the importance of History learning, time allocation, the suitable content of lesson material, facilities, History teacher competencies, media and the facilities, for the SMK outputs now.

Keywords: *Curriculum 2013, History Instruction in SMKs*

INTRODUCTION

Curriculum 2013 is a new paradigm in Indonesian education after the Reformation era 1998. The curriculum is the continuation of the level-based curriculum or Kurikulum Tingkat Satuan Pendidikan, or KTSP in short applied in 2006. Historically, Indonesia has made ten times changes of curriculum starting the 1947 curriculum up to 2013 (Idi, 2016). Learnt deeply, the curriculum changes emphasized on the competency development aspects, however it has not succeeded in making significant paradigm change in schools.

Curriculum 2013 is aimed at motivating instructional paradigm change in schools by integrating knowledge, attitude, and competencies (Rahman, 2013). In addition, the challenge of the curriculum change is in line with the human resource needs in this 21st century technological development era. Consequently, curriculum 2013 has made paradigm changes mainly from teacher-centered instruction to student-centered instruction. The philosophy of the student-centered instruction is the constructivism teaching concept which asks the students to fully participate in the lesson. Therefore, in applying the constructivism concept, need to be completed by Higher Order Thinking skills or HOTS as said by Friedman in Sudarisman (2015). This is really expected by curriculum change from the previous ones to curriculum 2013.

The main process in curriculum 2013 is the scientific approach, the instructional process designed for making the students able to construct concepts, and laws, through the 5 M teaching approach, identifying, experimenting, thinking, and communicating (Sudarisman, 2015). The curriculum is also completed by character education aiming at revitalize the religion norms, social norms, law norms, and Indonesian culture norms particularly for the young generation (Edy, Setyowati, & Wasino, 2018). This is the way to integrate knowledge, attitude, and competency aspects. SMK is one level of Indonesian education that must use scientific approach of teaching and character education in their instructional implementation as SMKs have aims to make the outputs ready to work in their own fields (UU No. 20 Tahun 2003).

Vocational instructional services for the ready-to-work outputs should be accompanied by historical values from the History subject. Indonesia History subject is to strengthen nation identity, to ease the

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working environment, to have strong base for finding good moral for the sake of future life. This is said by Hamid Hasan that through History lesson, the young generation knew that how this nation came into exist and developed, some problems faced by this nation, and to face the future challenges (Hasan, 2010).

Important historical values which should be possessed by human beings including the young generation of SMK students for historical facts show the fact of human beings time process and their civilizations. However, there are still big problems in History teaching in SMKs including the time allocation, the correlation between the material and the outputs, teachers profesionalism, teaching methodology, and the teaching facility. The other important issues in this study are the image description of the students, teachers, and the headmaster towards the History subject. The novelty of this research is focussed on the problems found in the instructions of Indonesian History subject based on curriculum 2013 in SMKs pratically in east Jakarta.

RESEARCH METHOD

This research uses qualitative research. Data finding technique was implemented through involved identification and intensive interviews towards the subjects of research and some figures related to this context research. Data was analysed by phenomenology approach as developed by Miles and Huberman (2014) with the following phases (1) data reduction was done for sharpening, catagorizing, actuating, and omitting unnecessary data and organizing data for verification. (2) Data presentation was done to show some forms of data available from the selected data for the description of the focussed final result. (3) to get the conclusion and verification as the part of the final process of data analysis to find the core of the whole findings.

RESULTS AND DISCUSSION

The Real Condition of the History Instruction in SMKs.

The History subject and the instruction of the subject in ten SMKs have become a serious discussion among the History teachers, the students, and the decision makers, the finding said that the History subject was only taught through historical timeline of the past events by preaching method. In addition, the History subject is regarded as the second important subject after the subjects with direct competent subject for the output of SMKs..the condition exists because for the philosophical bases in the various meanings of history and the history teaching and full of certain necessity and contents. *History makes man wise* this is philosophical expression from Sir John Seeley in his book the Importance of History to make a wise attitude for those who can learn it well has not been accepted by the doers of the History instructions and the policy makers. History subject is only regarded as the compulsory subject as it is in the curriculum as well.

History subject as the lesson is regarded as unimportant by the young millenial generation and not necessary to be presented in a complex instruction in classrooms as informed by the source Bb (student of level II SMK) and the lesson may be learnt through internet easily. "It is easy to find a lot of Historical information in internet without any difficulties. Sometimes teachers presented the subject materials monotonously and boring."

Quite many sceptivisms on the importance of History for the nation existance. The History teaching both theory and the functions has the important role for the quality of Indonesian resource persons, and for the nation character buildings (Alfian, 2011). History instruction has important strategy in character building and nation identity. Indonesian identity was constructed strongly as it has the same history and necessity to build Indonesia as the united nation of Indonesian Republic signed by its unity and diversity (Suswandari, 2016). The good History teaching should be able to present main values in the unity and diversity as its base strengths. For example from the Indonesian independence proclamation text, it should be able to expose through characters or figures values, the brave spirit, the nation love for the independence.

In the themes of the superiority of Hinduism, the influence of Budhism, the development of Islam, and the entrance of colonialism and many effects of the periods and the long period after the independence day up to now are the Historical facts that can be presented to the students in an interesting way and involve them in the process.

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The characters of the nation heroes are expressed as the mirror of the noble persons that are worth to follow. So are their master pieces that we can make them as inspiration sources for the young generation for the sake of the strength of our country. For instance, various master pieces of Art from the past artists like RA Kartini for her concern on the Indonesian woman rights, Soekarno for his concern on nationalism, Army Pane, Sanusi Pane, Bung Hatta and so on.

History Instruction Problems in SMKs.

Various problems of History teaching in SMKs, not only the problems on the philosophical understanding in teaching History by the teachers and their students and policy makers but also there are still some problems found like:

Time Allocation

Based on the regulation letter from Director General of Dikdasmen No. 07/D.D5/KK/2018, the History subject has only 108 hours of teaching periods. This amount of time is regarded a little compared with other subjects of the national contents that may have 212 up to 488 hours as showed by this chart.

**STRUKTUR KURIKULUM
SEKOLAH MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN**

1. Bidang Keahlian : Teknologi dan Rekayasa
- 1.1. Program Keahlian : Teknik Konstruksi dan Properti
- 1.1.1. Kompetensi Keahlian : Konstruksi Gedung, Sanitasi dan Perawatan (4 Tahun)

MATA PELAJARAN		ALOKASI WAKTU
A. Muatan Nasional		
1.	Pendidikan Agama dan Budi Pekerti	318
2.	Pendidikan Pancasila dan Kewarganegaraan	212
3.	Bahasa Indonesia	320
4.	Matematika	424
5.	Sejarah Indonesia	108
6.	Bahasa Inggris dan Bahasa Asing Lainnya*)	488
Jumlah A		1.870

Picture 1. Total Time Allocation in the SMK/MAK Curriculum Structure Based on Regulation Letter from Director General of Dikdasmen No. 07/D.D5/KK/2018

More detail, Indonesian History subject in SMKs is taught only at the level X with 3-hour time allocation each week. This is different from other subjects as the national contents that are given from level X to level XII as seen in this picture 2. With such time allocation, it is hard for the History teachers in SMKs to analyse the teaching materials in the classrooms as there is no continuous teaching time from level X to level XII.

MATA PELAJARAN	KELAS									
	X		XI		XII		XIII			
	1	2	1	2	1	2	1	2		
A. Muatan Nasional										
1.	Pendidikan Agama dan Budi Pekerti		3	3	3	3	3	3	-	-
2.	Pendidikan Pancasila dan Kewarganegaraan		2	2	2	2	2	2	-	-
3.	Bahasa Indonesia		4	4	3	3	2	2	-	-
4.	Matematika		4	4	4	4	4	4	-	-
5.	Sejarah Indonesia		3	3	-	-	-	-	-	-
6.	Bahasa Inggris dan Bahasa Asing Lainnya*)		3	3	3	3	4	4	4	4
Jumlah A			19	19	15	15	15	15	4	4

Picture 2. Time Distribution in the SMK/MAK Curriculum Structure Based on Regulation Letter from Director General of Dikdasmen No. 07/D.D5/KK/2018

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Teaching Materials Compression

Based on regulation from Director General of Dikdasmen No. 464 /D.D5/KR/2018 is stated that the Indonesian History materials learnt in SMKs start from understanding the basic concepts of History up to the evaluation of the Indonesian people life in developing knowledge and technology in the independence era. When compared with the similar History materials of teaching in senior high schools or Sekolah Menengah Atas (SMA) there must be a compression on the teaching materials in level X of SMKs. Such material compression makes the teachers rush to finish their teaching materials as targeted that is up to the material on evaluating the Indonesian people life in developing knowldege and technology in independence era.

The Correlation Between Teaching Materials and The Outputs

SMKs have the institutional aim that is to produce skillful workforce having abilities suitable with industrial needs, and they are able to develop their own potentials in adoption and adaptation process with the knowledge development, technology, and art as said in the Minister of Education and Culture No. 34, 2018. Whilst the base of the implementation and the success measurement of SMKs implementation are the quality level and the match with working field and the chosen skill possessed by the students. The job here means the students readiness either as enterpreneur or as the job seekers in industrial jobs. (Ahmad, 2018). Seen from the concepts exposed above, SMKs then emphasized on creating human resources who possess the ability, the skill, and expertice based on curriculum to face the working opportunity once they leave the schools.

It looks like there is no direct correlation between the Indonesian History materials with the outputs. Consequently, it is a need to study further on the Indonesian History materials and need to learn by the students of SMKs because it is possible for the students of SMKs do not need the History learning materials

Chronologically, it is based on Historical themes instead just like on maritime, culture, or technology.

Teacher Professionalism

Teachers professionalism is an important aspect during the instruction activity lasts. This is seen in their lessson plan, like the syllabus, and the lesson plan or RPP. It is found that from one resource teacher may do 'copy-paste' for his lesson plan. It shows that a History teacher may not prepare their presentation well. In addition, the teacher's classroom leading is also a special attention, as seen several times the class is not condusive. The teacher may not manage the class well. Such illustration shows that there are still some problems from the teachers in handling the History class effectively.

The Method and the Instructional Media

The image of the Indonesian History lesson seems as boring, uninteresting, and monotonous Suswandari & Absor (2018) makes the History teachers use the creative method and instructional media to leave the old or conventional method that is only using the preaching method. There are some other good instructional methods for teaching Histroy like brainstorming, mapping, problem sloving, and discovery technique (Afandi, Chamalah, & Puspita Wardani, 2013). In addition teachers may use media, like powerpoint, video, and documentary videos (Nurseto, 2011).

Facility

One of the facilities use in Indonesian History instruction is based on regulation from the Director General of Dikdasmen No. 07/D.D5/KK/2018 is books on History lesson. The package book in line with the new curriculum in SMKs is issued by private publisher not from the government. The absence of the book from the government makes a worry that there are no matching materials between the basic competencies or the new Based Competence as issued in the Director General regulation of Dikdasmen No. 464/D.D5/KR/2018 with the reality happens in the classrooms activities. The existence of school library can be pushed to get more collections on History books to support the teaching and learning activities of Indonesian History in SMKs. Unluckily, based on the data from the Mininstry of Education in 2017, there are only 18,029 SMK or 13.1 % SMKs have the libraries (Kompas, 2019). Both the collection of books in SMK libraries and the constructions of SMK libraries should become attention as well to support the better Indonesian History instructions.

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CONCLUSIONS

The instruction of History as the effort to strengthen nation identity and nation character has become an important part of Indonesian education process as written in the curriculum and its development. The 2013 curriculum as a new curriculum paradigm, with its global view, has not fully applied in instructional process in SMKs as to prepare their students to work. The problems on History teaching mostly concern with time allocation, the relevance of the materials, teachers professionalism, materials compression, media and teaching aids, and other facilities. The competence of SMKs students to be ready to work is clearly different with those the inputs from senior high schools or Sekolah Menengah Atas (SMA) to develop their knowledges. So, the Indonesian History content is not the simplification of those used in SMAs. The SMK alumnae should be completed by a subject concerning the proudness of being Indonesian citizens based on the past history records, ethnicity, and Indonesian culture as to ease in communication and collaboration, in the use of conventional and global technology, and in mixing with other nations in the world wisely and nicely.

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