

Implementation of Process Standards by Certified Teachers in Social Studies (IPS) Teaching at Junior High Schools in Pariaman Tengah District, Pariaman City

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Abstract

The issue in this research stems from the lack of understanding among certified teachers in teaching Social Studies (IPS) regarding the preparation of lesson plans. The submission of learning materials often occurs late, sometimes two or three weeks after the learning process has begun, and there are even teachers who submit them at the end of the semester. In the implementation of learning, certified teachers have not fully used teaching methods that can explore students' abilities regarding the material being taught. Moreover, in the assessment process, the cognitive aspect is more frequently assessed compared to other aspects. The type of research used in this study is mixed-method research with a sequential exploratory design model. The first stage of the research uses qualitative methods, followed by quantitative methods. In the qualitative stage, observations and interviews were conducted with certified teachers in teaching Social Studies (IPS). The informants were determined using purposive sampling, resulting in a total of 11 certified teacher informants. In the quantitative research phase, data was collected through observations, interviews, and questionnaires. The data analysis used in this quantitative method is descriptive statistical analysis. Based on the research findings, it is revealed that Junior High Schools in Pariaman Tengah District, Pariaman City, implement the 2013 Curriculum. However, the implementation of the scientific approach stages is not running smoothly. The stages of associating and communicating are difficult to carry out. This is due to the lack of student motivation in expressing opinions or asking questions, resulting in the incomplete implementation of the 2013 Curriculum. The process of authentic assessment is also not perfect, as it predominantly focuses on cognitive assessment. The lack of appropriate textbooks also poses a challenge in the learning process, as the KTSP curriculum books are inadequate to support the teaching and learning process.

Keywords: Certified Teachers; 2013 Curriculum; Authentic Assessment; Scientific Approach; Social Studies Teaching.

INTRODUCTION

This section aims to outline the background of the issues prompting the research, specifically focusing on the insufficient understanding among certified teachers in teaching Social Studies (IPS) regarding the preparation of lesson plans (Carter, 2020). It is crucial to discuss how this lack of understanding leads to delays in the submission of teaching materials (David, 2011). These delays can sometimes extend for two to three weeks after the commencement of the learning process, and in some cases, the materials are submitted only at the end of the semester. Such delays indicate a gap in the proper planning and execution of the curriculum, which can negatively impact the quality and effectiveness of the learning process.

Furthermore, there is a noticeable discrepancy in the methods of instruction and assessment employed by certified teachers (Letseka, 2016). Although these teachers are expected to utilize diverse pedagogical strategies, they often do not fully implement teaching methods that encourage student engagement and facilitate the exploration of students' abilities with respect to the subject matter. As a result, students may not receive the comprehensive educational experience that is necessary for their cognitive and overall development. Moreover, the assessment process has a predominant focus on cognitive skills, with other learning domains, such as affective and psychomotor aspects, being given far less attention. This imbalance in assessment practices indicates a need for a more holistic approach to evaluating student performance.

The relevance of implementing the 2013 Curriculum (Kurikulum 2013 or K-13) in this research context is significant. K-13 emphasizes the development of a scientific approach to learning, which integrates aspects of observation, questioning, experimenting, reasoning, and communicating. However, the failure to effectively apply these stages can hinder the achievement of the curriculum's objectives. This research investigates the alignment between the curriculum expectations and the actual practices of certified teachers in teaching IPS, with a particular focus on how well they integrate these stages into their teaching practices.

The problems highlighted in this study are pivotal in improving the quality of Social Studies education (Valencia, 2010). The ability of teachers to deliver content effectively, manage time efficiently, and conduct comprehensive assessments is directly tied to the overall learning outcomes of students. Therefore, understanding the challenges faced by certified teachers in lesson planning, curriculum delivery, and student assessment is critical in identifying areas for improvement and developing strategies to enhance the effectiveness of Social Studies education.

By addressing these challenges, the research aims to provide insights into how the current practices of certified Social Studies teachers align or misalign with the goals of K-13. This will involve analyzing the extent to which teachers are able to implement the curriculum effectively and identifying any barriers that prevent the proper application of its principles. Such analysis will help in proposing recommendations for enhancing teaching practices, which could lead to more balanced assessment strategies and a more comprehensive understanding of Social Studies by students.

In conclusion, this research underscores the importance of developing a better understanding of lesson plan preparation, instructional methods, and assessment strategies among certified Social Studies teachers. Addressing the issues of curriculum implementation, particularly the scientific approach of K-13, will contribute to improving the quality of Social Studies education. By examining the challenges faced and identifying solutions, this research seeks to support the effective implementation of K-13 and contribute to a more holistic educational experience for students in the field of Social Studies.

METHODS

The research utilizes a mixed-method approach with a sequential exploratory design. This design is characterized by the collection and analysis of qualitative data followed by quantitative data, allowing for an in-depth exploration of the research problem (Valli, & Buese, 2007). The first phase of the research employs qualitative methods, specifically through observation and interviews with certified Social Studies (IPS) teachers. A purposive sampling technique is utilized to select 11 informants who provide in-depth insights into their experiences and practices. Following the

qualitative phase, the research proceeds to a quantitative phase, wherein data is collected using a combination of observation, interviews, and questionnaires. These instruments are designed to validate and expand upon the findings from the qualitative phase, offering a comprehensive view of the research problem.

The analysis of the quantitative data employs descriptive statistical techniques, which allows for the summarization and interpretation of data patterns and trends identified during the research. The research methodology includes a detailed explanation of the data collection methods, describing how each tool or instrument is applied in both phases. For qualitative data, the analysis involves coding and thematic examination to identify key themes and patterns. In contrast, the quantitative data analysis focuses on statistical procedures that help to clarify the frequency, distribution, and relationships within the collected data. This combination of qualitative and quantitative approaches ensures a robust and nuanced understanding of the challenges faced by certified IPS teachers in their curriculum planning and delivery.

RESULTS

The main findings of the research indicate that Junior High Schools (SMP) in the Pariaman Tengah District of Pariaman City have adopted the 2013 Curriculum (Kurikulum 2013 or K-13). However, the implementation of the scientific approach, which is central to K-13, has not been fully optimized. Specifically, challenges are evident in the stages of associating and communicating, which are essential steps in the curriculum's scientific approach. These difficulties suggest that while K-13 is in place, its core components are not being effectively practiced.

One of the underlying factors contributing to this incomplete implementation is the lack of student motivation in participating actively during lessons. Many students are reluctant to express their opinions or ask questions, which hinders their ability to engage fully with the material. This low level of active participation affects the completeness and efficacy of the scientific approach in K-13. Consequently, the intended curriculum objectives, which emphasize inquiry-based learning and student-centered activities, are not fully achieved.

Moreover, the research highlights challenges in the process of authentic assessment. Teachers tend to place a greater emphasis on cognitive assessment, often neglecting other domains of learning such as affective and psychomotor skills. Additionally, there are notable difficulties related to the use of textbooks. The textbooks currently available, which are based on the older KTSP curriculum, are not adequately aligned with the K-13 requirements. This misalignment of resources creates a barrier to effective teaching and learning, as the materials do not fully support the curriculum's goals and learning methodologies. Consequently, these challenges collectively hinder the comprehensive application of K-13, impacting the overall quality of Social Studies education.

DISCUSSION

The analysis and discussion of the research findings should be conducted within the context of the issues identified. It is crucial to assess how the implementation of the scientific approach in the 2013 Curriculum (K-13) faces challenges and how these challenges impact the overall teaching and learning process in Social Studies (IPS). By comparing the research findings to relevant studies and literature, the discussion provides a broader understanding of the implications of K-13 implementation and the cognitive-dominant approach to assessment.

The research findings align with other studies indicating that the scientific approach of K-13, which emphasizes active learning stages such as observing, questioning, experimenting, associating, and communicating, often encounters difficulties in practical application. For instance, the stages of associating and communicating require students to actively engage with and analyze the content, drawing their conclusions and sharing them. The findings suggest that this approach is not fully achieved due to a lack of motivation and engagement from students, which has been similarly observed in other research. A comparison with studies on student-centered learning indicates that students' hesitancy to participate and communicate often stems from limited confidence or insufficient exposure to active learning strategies, which are crucial in the K-13 framework.

The less-than-optimal implementation of the scientific approach in K-13 has significant implications for Social Studies education. One key consequence is that students may not develop critical thinking and inquiry-based skills effectively. The emphasis on cognitive assessments, which prioritize factual recall and understanding over analytical and evaluative skills, further exacerbates this issue. When teachers primarily assess cognitive domains without integrating affective and psychomotor skills, the learning process becomes narrowly focused. This approach not only limits students' holistic development but also undermines the core goals of K-13, which aims to foster well-rounded learning experiences.

Addressing the challenges identified in the research requires targeted interventions. One potential solution is to enhance student motivation to participate actively in learning activities. This could be achieved by introducing more interactive and student-centered teaching strategies, such as collaborative learning, discussions, and project-based tasks that encourage students to share their ideas. Moreover, fostering a supportive classroom environment where students feel comfortable asking questions and expressing their thoughts can significantly improve engagement in the learning process. Teachers can also incorporate diverse methods to cater to different learning styles, thereby making learning more inclusive and stimulating for all students.

Another critical area for improvement is the provision of teaching materials that are in line with K-13 standards. The research highlights that one of the main barriers to effective implementation is the reliance on outdated KTSP curriculum textbooks, which do not align with the pedagogical requirements of K-13. Providing adequate resources, such as textbooks and digital materials that incorporate the scientific approach and facilitate active learning, is essential for successful curriculum implementation. This support enables teachers to deliver lessons that are not only curriculum-compliant but also dynamic and engaging for students.

In conclusion, the research underscores the need for holistic reform in the implementation of K-13 within the context of Social Studies. The challenges faced by teachers and students are multifaceted, involving pedagogical strategies, assessment practices, and resource availability. Solutions should, therefore, be equally comprehensive, focusing on increasing student motivation, diversifying assessment methods to include various learning domains, and providing suitable instructional materials. By addressing these key areas, the implementation of K-13 can be significantly improved, ensuring a more balanced and effective learning experience in Social Studies.

CONCLUSION

The primary findings of this research highlight the challenges faced by certified Social Studies (IPS) teachers in the implementation of the 2013 Curriculum (K-13) within Pariaman Tengah. The research points to significant issues in the timely preparation of lesson plans, with some teachers

submitting materials late, indicating a need for more structured planning processes. Furthermore, it underscores the importance of using effective teaching methods that align with the scientific approach advocated by K-13. The research also identifies a tendency to focus heavily on cognitive assessments, suggesting the need for a more balanced and comprehensive evaluation that encompasses not only cognitive but also affective and psychomotor domains.

In light of these findings, it is recommended that improvements be made in the planning and execution of Social Studies lessons, ensuring that lesson plans are prepared in a timely manner and that teaching strategies are more diverse and interactive to facilitate active student learning. Furthermore, the implementation of a more comprehensive assessment strategy is crucial to evaluate students' learning outcomes across various domains. There is also a strong need for continuous professional development, specifically tailored training for certified teachers to improve their understanding and implementation of K-13. Additionally, providing sufficient resources and teaching materials aligned with K-13 is essential for teachers to successfully carry out the curriculum's objectives. By addressing these areas, the overall quality of Social Studies education can be significantly enhanced.

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