



TEACHER CREATIVITY IN THE IMPLEMENTATION OF THE 2013 CURRICULUM IN PPKN SUBJECTS AT SMPN 25 PADANG

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ABSTRACT

This study discusses the creativity of teacher teaching in the implementation of the 2013 curriculum. The study was conducted at SMP N 25 Padang. Creativity is assessed about how teachers develop methods, strategies and also media in learning PPKn subjects. The researcher found several things related to teacher creativity in the learning process. Such as what obstacles faced by the teacher and also what efforts have been made by the school in overcoming these efforts and ways to increase the creativity and quality of teaching teachers in the classroom. The data obtained in this study come from the results of observations, interviews and questionnaire collection. Interviews were conducted with PPKn teachers, principals, and students. The questionnaire collection was carried out by researchers to get more accurate data. The data obtained by researchers is. (1) there is still a lack of creativity in PPKn teachers in the learning process. Because the teacher still cannot develop methods and learning strategies. (2) the constraints faced by teachers originate from within the teacher himself, namely the lack of the ability of teachers to use technology as demanded by the 2013 curriculum. As well as external constraints faced, namely regarding the study hours that are so dense making teachers feel difficult to prepare teaching materials. (3) the number of efforts made by the school to improve creativity and quality and help teachers to be able to adjust the way of learning with the 2013 curriculum. One of them is by involving subject teachers in training and also technical guidance on the 2013 curriculum and related subjects. The school and also the teachers always conduct evaluations and improvements to improve the quality of lessons so that the 2013 curriculum learning objectives are achieved.

Keywords: Teacher's Creativity

INTRODUCTION

At this time the Indonesian government always does, and one of them is in the field of Education. Efforts to do this are carried out by making changes to the education curriculum in

Indonesia. The purpose of changing the curriculum is to achieve the goals of national education, in accordance with the National Education System Law no. 20 of 2003.

Currently, the Government has started to implement the 2013 Curriculum as a Substitute for the Lesson Level Curriculum (KTSP). The 2013 curriculum based on character and competence is expected to be able to solve various problems of the nation, especially in the field of education. This is certainly possible if the implementation of the 2013 Curriculum will be able to produce productive, creative, innovative, and characterized people. The implementation of the 2013 Curriculum has been implemented in Indonesia since 2013.

Changes in the 2013 curriculum include the learning process. The learning process shifts from students being told to students knowing, and becoming a process based on process output and output (Sholeh Hidayat: 2013). It is clear that in the 2013 curriculum students are expected to be able to find out on their own about learning materials with the teacher as a facilitator. The problem that arises is whether the teacher is able to adapt to the new learning method.

One of the keys to success that determines the success of implementing the 2013 Curriculum is the creativity of the teacher, because the teacher is an important factor that influences it, and even greatly determines the success or failure of students in learning (Mulyasa 2014:41). Creativity is a mental process carried out by individuals in the form of new products, or a combination of the two which will ultimately stick to them. It can be interpreted that creativity is a high-level ability which implies an escalation in thinking ability (Yeni and Euis 2011:13). Meanwhile, teacher creativity in learning is the ability of teachers to create teaching materials, new learning media, and of course interesting for students. This ability must be possessed by all professional teachers in order to realize educational goals.

Creative teachers are needed in every subject, one of which is in Civics. A teacher must have a good learning strategy. This is because the use of good strategies can make it easier to achieve Civics learning objectives because learning strategies that do not have direction will cause learning objectives to be difficult to achieve.

Based on observations made by researchers at SMP N 25 Padang, it is seen that teachers have not been fully able to develop creativity in the teaching and learning process. The classic problem faced by teachers in PPKn learning is that it is difficult for teachers to break away from the lecture, expository and indoctrinative methods. Apart from being easy to implement, Civics teaching materials are generally based more on civic knowledge (Winarno 2013:85). What researchers saw at SMP N 25 Padang is that teachers use instructional media such as printed books and student worksheets (LKS), but have not combined these methods with various learning media such as films, videos and power points. Meanwhile, in order for the implementation of the 2013 curriculum to be successful, teachers need to have one of them, namely the use of varied methods and media in teaching and shaping the competence of students (Muyasa 2014:44).

Readiness in using new learning methods requires teachers to be able to master several competencies related to teacher professionalism. According to the Law of the Republic of Indonesia No. 14 of 2005 it is stated that teacher competencies include personality, social and

professional competencies. In order to be able to develop the 2013 curriculum, mastery of pedagogic competencies is needed. To achieve this, the creation of teacher creativity.

The teacher's lack of creativity in the learning process causes a monotonous learning process, so that many students do not focus when the teacher explains learning. In addition, there are some students who are less serious in paying attention to the teacher when teaching in front of the class. students are even lazy to record the subject matter because the material is written in the textbook. This causes students to lose motivation in learning so that researchers suspect that it will also affect student learning outcomes. So with the problems that occur, researchers are interested in conducting research on the problems faced by PPKN teachers at SMP N 25 Padang.

METHOD

The research method used by the researcher is descriptive qualitative research, namely obtaining data, facts and information that will explain the problems that exist in the research. Qualitative research is research conducted based on various paradigms, strategies, and models developed. This study was used to gain a general understanding of social reality from the participant's perspective. This approach is a research method that is expected to produce a detailed description of the observable speech, writing or behavior of certain individuals, groups, communities, or organizations. The researcher uses the Qualitative Research method because this research will be used as evaluation material for the parties concerned. In this study, researchers wanted to find out what the creativity of PPKn teachers at SMPN 25 Padang was, what obstacles were faced by teachers and what efforts were made by the school to overcome the problems faced by teachers at SMPN 25 Padang.

According to Bungin (2011:132) there are 2 sources of data, namely:

1. Premier data is data obtained directly from the first data source at the research location or research object. The premiere data were obtained from SMP N25 Padang teachers, principals and students.
2. Secondary Data is data obtained from a second source. Secondary data was obtained from the Administration of SMPN 25 Padang.

The data collection technique that will be used by the researcher, first is observation by observing directly and systematically recording the symptoms investigated, this observation is carried out to obtain valid data. Second, interviews conducted with related parties aimed to obtain comparative data on the results of observations. Third, a questionnaire or questionnaire that aims to obtain more accurate and more detailed data to strengthen the results of observations and interviews.

Data analysis techniques used include data reduction using source triangulation techniques. And the population used by the researcher is all students at SMPN 25 Padang.

Table 1. Population

Class	Students
Class 7	232
Class 8	21
Class 9	247

Number of Students	710
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Source of data: Administration of SMP N 25 Padang

In this study the researchers narrowed the population, namely the total number of students with a total of 710 students to 87 students for the sample, by calculating the sample size using the Slovin technique according to Sugiyono (2011: 87). The sample itself is divided into three parts, namely classes 7, 8, and 9, each of which consists of 28 people in 7th grade, 28 in 8th grade and 31 in 9th grade.

RESULTS AND DISCUSSION

Based on interviews, observations and the results of the calculation of the questionnaire that has been obtained by the researchers, the \sum score is 6551. Thus, the average creativity of teachers in teaching can be calculated, as follows:

$$\begin{aligned} \text{Rata-rata} &= \frac{\sum skor}{N} \\ &= \frac{6551}{87} \\ &= 75,29 \end{aligned}$$

From the results of the above calculations, the teacher's creativity score in teaching which can be obtained from the students' questionnaire results obtained an average score of 75.29. The results of the average score obtained can be seen from the interpretation value of the teacher's creativity in teaching as follows:

Table 2. The Value of Interpretation of Teacher Creativity in Teaching

Average Score	Criteria
81-100	Very good
61-80	Well
41-60	Pretty good
21-40	Low
0-20	Very low

If it is seen from the average result on teacher creativity in teaching of 75.29, then the teacher's creativity is categorized as "good". This also proves that the creativity of PPKn teachers at SMP N 25 Padang has not been very satisfactory. There must be several evaluations carried out by the school or by the teacher concerned so that the "good" category can become "very good".

Teacher creativity in the learning process in the implementation of the 2013 Curriculum

Teacher creativity is very important in the learning process because the creativity of teachers in managing learning is one of the success factors and effectiveness of the teaching and learning process. With teachers maximizing their creativity will make students enthusiastic about learning and of course learning outcomes will also increase.

If it is associated with the 2013 curriculum, in the learning process the teacher as a facilitator must be able to provoke students to be more active in the learning process. Where teachers are required to be more creative by developing varied learning methods and strategies. So that the objectives of learning in the implementation of the 2013 Curriculum can be achieved properly.

In this case, Civics teachers are always required to be creative and provide different variations in the learning process so that students feel happy. Before teaching in class, the teacher prepares by compiling lesson plans, choosing learning techniques, methods and preparing the material to be delivered. In using a learning method, the Civics teacher adjusts to the material to be delivered and the learning objectives.

The discussion and lecture method is a method that is very often used by PPKn teachers at SMP N 25 Padang. Each teacher develops the method in a different way during the learning process. This is because the level of creativity in teachers is different. If seen in the field when the teacher uses the discussion method, many of the students are less interested.

Internal and External Constraints faced by teachers in implementing the learning process in the implementation of the 2013 Curriculum

Without realizing it in the learning process, there are many obstacles faced by teachers. These constraints make it difficult for teachers to carry out the learning process very well to get maximum results. One of the problems experienced by teachers comes from within the teacher himself. Where in the 2013 curriculum teachers are required to be able to use technology and utilize it in the learning process. But unfortunately the PPKn teachers at SMP N 25 Padang are less able to use technology such as laptops, infocus, internet and so on. This is a separate obstacle for teachers in developing their creativity.

In addition to the internal constraints faced by teachers, it turns out that there are also external obstacles to the implementation of the 2013 Curriculum. One of the external constraints faced by teachers is the inefficient setting of study times arranged by the school. This is because teachers have to teach 24 hours a week. After the following class the teacher must also proceed to the next class. So sometimes teachers feel tired and can't rest because of the hectic hours of class on the same day. Of course, this will also reduce the spirit of the teacher in teaching because he feels tired. With the density of teaching hours, teachers also sometimes find it difficult to try to prepare learning media and find new teaching materials.

Efforts made by the school to increase teacher creativity in the Civics learning process at SMP N 25 Padang

Many efforts have been made by the school to increase the creativity of teachers in the learning process in the implementation of the 2013 Curriculum. One of the activities carried out by the teacher before the 2013 Curriculum was implemented, the teacher was included in the 2013 Curriculum technical guidance. by accompanying teachers sent by the education office.

This is to familiarize the 2013 Curriculum for teachers. Where teachers can discuss what methods and strategies are appropriate to use in the learning process.

After several years of implementing the 2013 Curriculum, the school is still trying to involve subject teachers to participate in training related to the subjects taught and related to the 2013 Curriculum. Usually subject teachers are sent alternately by the school to attend training. The training which is attended by the teachers concerned is expected to be able to increase the creativity of teachers in teaching in the future.

In addition to training carried out outside the school, the school also carries out evaluation and guidance within the school. This evaluation is usually carried out related to the condition of students, the value of student report cards and also an evaluation of the learning process carried out by the teacher. As for the guidance carried out regarding the assessment system, making lesson plans, etc.

CONCLUSIONS

Based on the results of data analysis and discussion, it can be concluded that:

1. Teacher creativity in the learning process is very necessary. because the creativity of the teacher can realize the objectives of the learning. Creative teachers can certainly create a fun learning process. Students will easily understand the lessons explained by the teacher. Likewise, learning outcomes and student interest in the lesson will of course also increase, because the teacher is able to liven up the atmosphere during the learning process.
2. The creativity of PPKn teachers in the implementation of learning at SMP N 25 Padang is still lacking. This is due to several factors, both internal and external. When viewed from the results of the teacher's research difficulties in using learning media related to technology such as the use of learning media using infocus. Of course, this will also relate to learning outcomes and the objectives of the learning itself. As described in the research, one of the success factors in implementing the 2013 curriculum is the creativity of the teacher.
3. The efforts made by the school in improving the quality of teachers in teaching are very good. By holding training prior to the implementation of the 2013 curriculum, it helps teachers to understand and understand the core and objectives of the 2013 Curriculum. As well as guidance carried out by the school by sending teachers to take part in technical guidance and training every week or every month, helping teachers to improve the quality of teaching methods. . The evaluation and control carried out by the 2013 Curriculum monitoring team can also improve the teaching system of teachers in schools.

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