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The Differences of Education Unit Level Curriculum (KTSP) and The 2013 Curriculum in Social Studies

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Abstrak

Perkembangan IPTEK menjadi pusat perhatian untuk menyiapkan sumber daya manusia. Perihal ini tentunya menjadi respon bagi kurikulum untuk memberikan ruang dialog kritis pada level pembelajaran. Kondisi yang demikian, secara langsung mendasari terjadinya perubahan KTSP tahun 2006 menjadi Kurikulum 2013. Artikel ini bertujuan mendeskripsikan perbedaan praktis Kurikulum Tingkat Satuan Pendidikan dan Kurikulum 2013. Telaah Pustaka dilakukan dengan memanfaatkan berbagai sumber seperti buku, jurnal, dan skripsi atau tesis mahasiswa. Cara penelusuran data yaitu penulis mendatangi perpustakaan untuk mencari buku yang sesuai dengan kata kunci, selain itu penulis juga mencari jurnal yang relevan dengan isi penelitian. Literature Review kemudian di sintesis menggunakan metode naratif dengan mengelompokkan data-data hasil ekstraksi yang sejenis sesuai dengan hasil yang diukur untuk menjawab tujuan. Artikel ini mendeskripsikan bahwa Kurikulum Tingkat Satuan Pendidikan, secara khusus pada mata pelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar menekankan pada aspek pengetahuan. Namun, Kurikulum 2013 kemudian mengembangkan mata pelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar ke ranah kontekstual agar peserta didik lebih baik dalam melakukan observasi, menalar, bertanya serta mempresentasikan apa yang mereka dapat atau ketahui setelah menerima materi pembelajaran. Berbeda dengan kurikulum sebelumnya, kurikulum 2013 lebih menekankan pada ketiga aspek yakni sikap, pengetahuan serta keterampilan.
Kata Kunci: Kurikulum, IPS, dan Sekolah Dasar.

Abstract

The development of science and technology has become the center of attention for preparing human resources. This matter is undoubtedly a response to the curriculum to provide space for critical dialogue at the learning level. This condition directly underlies the change in the 2006 Education Unit Level Curriculum to the 2013 Curriculum. This article aims to describe the practical differences between the Education Unit Level Curriculum and the 2013 Curriculum. The way to search for data is that the author visits the library to find books that match the keywords; besides, the author also looks for journals relevant to the research content. The literature review is then synthesized using a narrative method by classifying similar extracted data according to the measured results to answer the objective. This article describes that the Education Unit Level Curriculum emphasizes the knowledge aspect, specifically on Social Sciences subjects in elementary schools. However, the 2013 Curriculum then develops Social Sciences subjects in Elementary Schools into the contextual realm. As a result, students are better at observing, reasoning, asking questions, and presenting what they can or know after receiving learning material. Unlike the previous curriculum, the 2013 curriculum emphasizes three aspects: attitudes, knowledge, and skills.
Keywords: Curriculum, Social Studies, and Elementary School.

PRELIMINARY

Along with the development of the times and the progress of science and technology, national education subjects continue to develop in line with the needs and desires of the Indonesian people. This requires the government to try to reform (innovate) regarding

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education, especially in curriculum and learning. As a result, Indonesia has made several changes (improvements) to the curriculum, and the three newly implemented curricula are the 2004 curriculum (KBK), the 2006 curriculum (KTSP), and the 2013 curriculum.

As stated by the research of Magdalena et al. (2020) entitled Analysis of the Difference between the KTSP Curriculum and the 2013 Curriculum at SD Negeri Sampora II, With several changes, the curriculum has become the basis for organizing education in Indonesia. This change is because the curriculum is no longer relevant to the changes, realities, and challenges of the times in education. In Indonesia, the curriculum has undergone nine changes, namely from 1947 to 2013. The 2006 or Education Unit Level Curriculum (KTSP) are the last two curricula that apply (Magdalene et al., 2020). Curriculum development is the planning of learning opportunities, aiming to enable students to develop in the desired direction and evaluate the level of change students expect (Bahri, 2011). This also applies to social studies subjects. AcademicallySocial Sciences is a combination of various elements of science, namely geography, history, economics, law, politics, citizenship, sociology, and even includes the humanities, education, and religion (Nasution & Lubis, 2018)

Social Studies has a subject of study, namely about social or community relations in humans. Like social beings, humans interact, starting from the family to the global community. Humans socialize with society in the oar of progress in society which continues to change and develop in the information society following the development of science and technology. Real-life that occurs in the community is a social studies learning material. Social studies learning materials are not only sourced through abstract subject matter from social science (Abbas, 2014a).

The purpose of social studies education is to form students' awareness to become world citizens who can understand people in his life. These factors can be seen from the educators (teachers), students, facilities and infrastructure, environment, and management (Mutiani et al., 2020). Social studies are defined as education at the school level as geography, sociology, economics, history, and citizenship education. And the combination of these disciplines (Abbas, 2014b). The primary meanings of social studies education in schools are: the values of citizenship, morals, religion, and state ideology are more emphasized, emphasizing the content and methods of scientific thinking and emphasizing reflective inquiry (Mutiani, 2017). With this method, social studies in schools for educators and students, the two main factors in education, are expected to be more meaningful (Nasih et al., 2019).

The primary responsibility of Social Studies is to help students develop the knowledge, skills, and values needed to participate in community life at the local, national, and global

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levels. Social research and learning provide value inculcation, one of which is the social value (Mutiani & Nugraha, 2019). The description of this condition is related to the current state of social studies education, according to the PUSKUR (Curriculum Center) research. One of the social studies education problems is that teachers are still centered on textbooks, do not have references to curriculum documents, and tend to memorize. This understanding leads to more learning that emphasizes verbalism (Subiyakto & Mutiani, 2019).

The curriculum as one of the elements of educational resources, it is necessary to update a competency-based curriculum that guides students to become quality human beings who can actively respond to the challenges of a changing era, humans who believe and fear God Almighty, healthy, knowledgeable, capable, creative, independent and have a noble character, and a responsible and democratic citizen. Therefore, the 2013 curriculum is an alternative to higher-quality education (Kemendikbud, 2016).

In connection with the above statement, the purpose of writing this article is to describe the differences between the 2006 KTSP and the 2013 curriculum in social science subjects in elementary schools.

METHOD

This article was written with a literature review or literature study through writing in a sequence considered from the most relevant, relevant, and quite relevant. The use of literature strategies can identify problems to get exciting and valuable ideas, compare or make the basis of previous works as writing aids, and help avoid previous writing errors (Abdul, 2000). The literature search strategy was traced through journals on Google Scholar, nine google websites, and electronic and physical books totaling 10 with search keywords in the form of Curriculum Development, Education Unit Level Curriculum, 2013 Curriculum, Social Sciences Curriculum Social Sciences, and Character Education.

RESULTS AND DISCUSSION

The curriculum is dynamic and must permanently be changed and developed to explore the growth and challenges of the times. However, changes and developments must be tried in a systematic and planned manner, not just changing. The change and development of the curriculum must have a clear vision and direction; where do you want to take the national learning system with the curriculum? (Mulyasa, 2014).

The term curriculum originated in sports, first in the field of athletics in Greece in ancient Roman times. The term curriculum comes from French, namely from the word courier, which means to run. It comes from the Greek words *curir* (runner) and *curere* (place to run). The curriculum means a route where runners must get medals or prizes from the

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start line to the finish line. Later, the route was changed to the design of the school and everyone in it. This design means that students must take subjects within a specific time frame (Zainal, 2014).

The curriculum is a set of designs and arrangements regarding the content, objectives, and learning materials, along with the rules used as the basis for implementing learning activities to achieve specific goals (Syaharuddin & Mutiani, 2020). One of the curriculum characteristics is that it must have a mobile nature; this means that the curriculum always faces changes following the development of the times and science and technology. The curriculum change process aims to shape the future of Indonesia to be more improved and can make Indonesia proud (Fadlilah, 2014).

The social studies curriculum has a function, namely as a direction. For school principals, the curriculum is used as a benchmark for carrying out supervisors *(supervision)*. For teachers, it has a function as a reference when carrying out the learning process. For parents, the curriculum has the function of being a guide when guiding children to study at home. As for students, the curriculum has a function as a learning guide (Muchlis, 2014). Social studies education can shape students to know themselves to be part of the world's citizens who are obliged to understand other people into their lives. It turns out that this can be practiced through the conception of humans as individual and social beings who are essential in everyday life (Subiyakto & Mutiani, 2019).

The development of KTSP is structured according to Law no. 20 of 2003 concerning the National Education System Article 36 paragraph 1), and 2) namely:

1. National Education Standards are the basis of curriculum development to achieve the goals of National Education.
2. Curriculum development of each stage and classification of education based on diversification that is in harmony with students, regional potential, and education units.

The 2013 curriculum is a refinement of the KTSP, a competency-based curriculum designed to estimate the competency needs of the 21st century. The 2013 curriculum aims to make students better observe, ask questions, reason, and communicate (present) what they get or know after receiving the material. Lesson (Mulyasa, 2014).

The differences between the KTSP and the 2013 Curriculum include competencies, subjects, learning processes, materials, and assessments as follows:

Component	KTSP	2013 Curriculum
Competence	SKL (Graduate Competency Standards) is stipulated by Permendiknas Number 23 of 2006	SKL is stipulated by Permendikbud No.2. As of May 5, 2013, Articles 54, 68,

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		69, and 70 outline content standards.
Subjects	Subjects are designed independently according to their basic abilities.	All subjects are taught by the same method (scientific method). Thus, students can observe, reason, ask questions and try.
Learning process	Thematics are applied in grades 1-3 elementary school, and students are notified	Integrated thematics are applied in grades 1-6 elementary school, and students find out more.
Material	Social studies material is presented separately into history, economics, geography, and sociology, and there is also no platform; all studies stand parallel.	Social Studies Material presented comprehensively not divided into history, economics, geography, and sociology and introduced Geography as a platform.
Evaluation	The knowledge evaluation process is prioritized.	Assessment based on knowledge of attitudes as well as skills-based on processes and results.

Source: Data Processed (2021).

CONCLUSION

Based on the description above, it can be understood that there are many differences between the 2006 KTSP and the 2013 Curriculum in social studies subjects in elementary school. The difference lies in incompetencies, subjects, learning processes, materials, and assessments. The emphasis is on changing from the Education Unit Level Curriculum to the 2013 Curriculum, which aims to encourage students to observe, reason, ask questions, and communicate (presenting) what they get or know after receiving the learning material.

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