



Analysis of teacher understanding in mastery learning-based planning in curriculum 2013 (Case study in SDN 03 Madiun Lor, Madiun)

Hartini✉, Universitas PGRI Madiun

Elvin Nurjanah, Universitas PGRI Madiun

✉ hartini@unipma.ac.id

Abstract: This study aims to determine how the teacher's understanding of mastery learning in the 2013 curriculum learning process class IV at SDN 03 Madiun Lor Madiun City. This study used an inductive approach to the type of qualitative research. The data taken was teacher understanding data on mastery learning based planning processes in the 2013 curriculum based on the learning process carried out in class. The technique of collecting data was documentation. The data obtained were analyzed using descriptive models with source triangulation. The results of this study indicated that at the learning planning stage in SDN 03 Madiun Lor, Madiun City, the teacher had prepared a Lesson Plan in accordance with the rules of mastery learning in the 2013 curriculum.

Keywords: plan, mastery learning, 2013 curriculum

Citation: Hartini, & Nurjanah, E. (2019). Analysis of teacher understanding in mastery learning-based planning in curriculum 2013 (Case study in SDN 03 Madiun Lor, Madiun). *Proceeding Internasional Seminar of Primary Education*, 2, 52 – 54.



Copyright ©2019 Proceeding Internasional Seminar of Primary Education

Published by Universitas PGRI Madiun. This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

The 2013 curriculum is the latest curriculum used in Indonesia. Majid and Rochman (2014: 9) state that the 2013 curriculum is a competency-based curriculum that strengthens the process of learning and authentic assessment to achieve competency attitudes, knowledge, and skills. These three components must develop optimally and in balance after students take part in learning in the 2013 curriculum. To be able to achieve a balance of attitudes, knowledge, and skills, one of the important things that must be done in the 2013 curriculum is mastery learning.

Mastery learning is a learning effort that emphasizes students must completely master all teaching materials delivered by the teacher (Suyono and Hariyanto (2012: 132). Practically, students begin learning from the same topic and time. This is in line with the opinion of Abdul Gani Haji, & Syahrur Nur (2015: 74) mastery learning is a learning approach that adheres to the principle of mastery learning. Mastery learning becomes a learning pattern that uses the principle of completeness individually. Yamin (2007: 132) states that mastery learning is a learning process that is carried out systematically and structured, aimed at creating students who can achieve all objectives in learning. By placing mastery learning as one of the main principles in the implementation of competency-based curriculum, the consequences logical that must be borne by the school is that all components in the school both teachers, students, and principals must carry out the principle of mastery learning as a whole.

The main point determines the success of learning is the planning aspect. Good planning guarantees the implementation of a quality learning process. Planning in principle learning master learning must contain the aspects of mastery learning. Majid (2014: 167) states that aspects of mastery learning include: (1) Basic competence (KD) is broken down into units of the smallest units according to conditions; (2) indicators are described according to scope and sequence of units; (3) teaching materials are presented in various forms, (4) assesment in each student's progress in achieving specific competencies, (5) feedback learning for students who have difficulties, (6) evaluation tests are presented to measure the achievement of student competencies. Starting from this, planning in mastery learning-based learning must be designed by considering class character, individual uniqueness, diversity of initial abilities, and varying methodology.

SDN 03 Madiun Lor is one of the elementary schools that became the pioneering elementary school in carrying out the 2013 curriculum. It means SDN 03 Madiun Lor also has the mandate to carry out mastery learning in the context of integrative thematic learning.

METHODS

This research used qualitative research with inductive approach. According to Sugiyono (2013: 347) qualitative is a research method used to examine the condition of natural objects, where research is as the main instrument. For the techniques used in data collection are carried out by means of triangulation, data analysis that has inductive properties, and research results which emphasizes meaning.

The subjects of this study were two teachers who taught in class IV. With learning planning data sources in class IV SDN 03 Madiun Lor in the 2013 curriculum. Data collection techniques used in this study are documentation and interviews. Researchers are the main instrument in this study. As the main instrument the researcher was assisted with document analysis sheets and interview sheets as supporting instruments.

The data validity technique in this study uses triangulation. According to Sugiyono (2016: 243) in qualitative research, data was obtained from several sources, using various data collection techniques (triangulation), and carried out continuously until the data was saturated.

RESULT AND DISCUSSION

At the planning stage the teacher has arranged the lesson plan in accordance with the concept of mastery learning in the 2013 curriculum. Basic competencies are derived into indicators according to the arrangement of the indicators, from the easiest to the most difficult. In the elaboration of indicators compiled by the teacher is appropriate. The indicators contain cognitive, affective, and psychomotor domains in accordance with the material to be taught and contain operational verbs. The indicators described can be said to be able to achieve competency itself. Indicators are also translated into objectives according to the audience format, behavior, condition, and degree in full and unambiguous. This is in accordance with the statement stated by Majid (2014: 163) that the competencies that must be achieved by students must be formulated hierarchically in order to achieve the specific goals themselves. From this explanation it can be said that teachers at SDN 03 Madiun Lor Madiun City have understood the concept of planning mastery learning in the 2013 curriculum.

REFERENCES

1. Ismai., Abdul Gani Haji & Syahrin Nur. (2015). *Penerapan Strategi Mastery Learning untuk Meningkatkan Minat dan Hasil Belajar Materi Listrik dan Statis pada Siswa SMA N 1 Krueng Barona Jaya Aceh Besar*. Aceh: Jurnal Pendidikan Sains Indonesia, 3(1): 72-80
2. Machali, Imam. (2014). *Kebijakan Perubahan Kurikulum 2013 dalam Menyongsong Indonesia Emas Tahun 2045*. Yogyakarta: Jurnal Pendidikan Islam, 3(1): 71-94
3. Majid, Abdul. 2014. *Strategi Pembelajaran*. Bandung: PT. Remaja Rosdakarya
4. Majid, Abdul & Chaerul Rochman. (2014). *Pendekatan Ilmiah Dalam Implementasi Kurikulum 2013*. Bandung: PT. Remaja Rosdakarya
5. Mulyasa, E. (2015). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT. Remaja Rosdakarya
6. Sugiyono. 2013. *Metode Penelitian dan Manajemen*. Bandung: Alfabeta
7. Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
8. Suyono & Hariyanto. (2014). *Belajar dan Pembelajaran Teori dan Konsep Dasar*. Bandung: PT. Remaja Rosdakarya
9. Wiyani, Novan Andy. 2017. *Desain Pembelajaran Pendidikan Tata Rancangan pembelajaran Menuju Pencapaian Kompetensi*. Yogyakarta: Ar-Ruzz Media
10. Yamin, Martinis. 2007. *Desain Pembelajaran Berbasis Tingkat Satuan Pendidikan*. Jakarta: Gaung Persada Press