

Writing Training of 2013 Curriculum-Based Textbook for Working Group Elementary School Teacher

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Abstract---The community service aims to: (1) improve and describe the knowledge, the ability of elementary school teachers from Cluster Ki Hajar Dewantoro Dabini I Tugu City Semarang Sub-District about the writing of 2013 curriculum-based textbooks in elementary schools by using socialization, training and mentoring methods. The implementation of community service activities is carried out through four stages, namely: planning, implementation, observation, reflection and closing activities. The results of this service show: 73.33% of elementary school teachers after receiving intervention, The score for writing skill were 80.8667; for compile the book was 81.25, for preparing is 83.1, all the result score of the categories means very good. The suggestion is improve teacher professional's ability to make and writing of 2013 curriculum-based textbooks for elementary teachers/MI. and needs to increase community service for lecturers, to conduct service activities on the writing of 2013 curriculum-based teaching books for elementary/MI teachers.

Keywords: *textbooks, 2013 curriculum, writing*

I. INTRODUCTION

Based on Law No. 20 of 2003 concerning the National Education System, it is stated that national education aims to develop the potential of students to become human beings who believe and fear the Almighty God, are noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizen and responsible to country. And to support that the achievement of national education goals 2005–2025. National Long Term Development Plan (RPJP) number 17 in 2007 mandated the realization of a noble, moral, ethical, cultured, and civilized society based on the Pancasila philosophy (UU 2007).

Law Number 20 of 2003 in the National Education System said that teachers as an element of educators must have the ability to realize national education goals (article 42 paragraph 1). To achieve national education goals, teachers must have 4 competencies, namely pedagogical, professional, social, and personal competencies. In carrying out its

duties as a professional instructor, the teacher must be able to develop learning for educate students to become human beings who are noble, moral, ethical, cultured, and civilized based on the philosophy of the Pancasila. as mandated in Law No. 20 of 2003 (Ministry of National Education, 2003).

The publication of the 2013 Curriculum for all primary and secondary education units, is one of the central and strategic steps in the framework of strengthening character towards a civilized Indonesian nation. The development of the 2013 curriculum is based on national education standards so that it is guaranteed the achievement of national education goals. National education standards consist of standards of content, processes, competency of graduates, education staff, facilities and infrastructure, management, financing, and assessment of education. (Ministry of Education and Culture 2013b).

To support the effectiveness and efficiency of the implementation of the elementary school curriculum, it is necessary to provide socialization, training and assistance to elementary school teachers about the preparation of 2013 curriculum-based teaching books, considering that teachers are curriculum designers, implementers and evaluators for the grade level (Ministry of Education and Culture 2013b).

The ability to arrange teaching books as supporting learning to achieve learning goals. Learning and teaching books are two things that are complementary (Ministry of Education and Culture 2013a). Learning activities are at the heart of the education process. For this reason, learning, especially in elementary schools, needs to pay attention to the following: a) the availability of adequate textbooks, b) the existence of teaching materials that are in accordance with the culture, development and environment of students, Also refers to four pillars of universal education from

UNESCO namely learn to know, learn to do, learn to be, and learn to life together, and support the formation of students who are noble, moral, ethical, cultured, and civilized based on the Pancasila philosophy (Kemdikbud 2013a).

The implementation of education in elementary schools is very dependent on teachers, as designers, implementers and learning evaluators (Ministry of Education and Culture 2013b). The teacher is a professional job. Profession is a position or job that demands expertise (expertise) from its members (Satori 2003) So the teacher is a profession must be expertise, the use of scientific techniques and high dedication (Ministry of Education and Culture 2013b).

The general problem of elementary school teachers related to 2013 curriculum-based textbook writing is that there are still a few elementary school teachers in writing textbooks, especially 2013 curriculum-based textbooks, so the number of teaching books produced by elementary school teachers is also still minimal. This condition also occurred in elementary school teachers in the Ki Hajar Dewantoro Dabin I cluster in Tugu City, Semarang. Based on the interview survey of the service team in January 2018 almost 80% of elementary school teachers in the Ki Hajar Dewantoro cluster Dabin I Subdistrict Tugu City Semarang, are unknowledgable understanding of 2013 curriculum-based textbook writing, making textbooks. The teachers in tried to improve their professionalism, by make Teacher Working Group (KKG). Its divided into 4 group.

Based on the above-mentioned framework, in this community service activity carried out the activity of "Training in the preparation of 2013 curriculum-based textbooks on the Working Group of Primary School Teachers in Cluster Ki Hajar Dewantoro Dabin I, Tugu City, Semarang". The objectives of the training activities are as follows: Improving, Describing knowledge, Describe the teacher's ability to prepare and Producing 2013 curriculum-based textbooks, after the activities on the preparation of 2013 curriculum-based teaching books , in the Working Group of Elementary School Teachers of Cluster Ki Hajar Dewantoro Dabin I, Tugu City, Semarang.

The benefits of this training activity are for teachers, especially for elementary school teachers. For teachers, especially for elementary school teachers of Gugus Ki Hajar Dewantoro Dabin I Tugu City Semarang sub-district, this activity is

useful to: (a) provide knowledge about carry out learning and provide skills according to the 2013 curriculum in elementary schools, as well as to develop the character of students in learning (Permendikbud 2006). According to the Ministry of Education and Culture (Kemdikbud 2013b), the ideas underlying the development of the 2013 curriculum include: (a) Pancasila, (b) National Education Objectives, (c) 21st Century Abilities, include collaborative abilities, communication, creative thinking, critical thinking, (d) Character, (e) Literacy

In general, textbooks have the anatomy of a book consisting of: (1) preceding pages, (2) pages of the book (body of the book), and (3) pages of restoration (Rachmawati 2005). At the end of each chapter a summary is provided to make it easier for the reader to remember the important point of the topics. The basic thing in the process of preparing school textbooks or certain subjects is Prinsipal (Kurniawan 2010). There were components to do for preparing textbooks or certain subject by review of the curriculum, following measures standard and the element of the presentation.and also analisis the curriculum. This stage is useful in helping design the systematic sequence of each chapter of the teaching book (Rachmawati.2005).

II. IMPLEMENTATION METHOD

The target audience of this training activity was elementary school teacher Gugus Ki Hajar Dewantoro Dabin I Tugu district Semarang city, a number of 30 people.

The implementation of community service activities is carried out through four stages, namely:

1. Planning stage

The activities carried out at this planning stage are as follows: (1) SD curriculum analysis, (2) compiling teaching material about 2013 curriculum-based textbook writing, (3) compiling activity evaluation tools, in the form of observation sheets, and learning outcomes test questions, (4) management of activity permits, (5) coordination with service teams and target audiences about activity schedules, and division of tasks.

2. Stage of Implementation of activities

The activities carried out at the implementation stage of this activity include: (1) Information about the preparation (2) Training (3) Assistance on the preparation of 2013 curriculum-based textbooks, in the Working Group of Elementary School Teachers in Cluster Ki Hajar Dewantoro Dabin I Tugu City

Semarang, (4) carry out an evaluation at the end of the activity.

3. Activity observation phase

The activities carried out at the observation stage of the activity, is measuring the ability of the participants in the preparation of the 2013 curriculum-based teaching books, using tests and observation sheets (Permendikbud 2016).

4. Reflection phase of activities and closing activities

At the end of the service activity, the community service team conducted a reflection to find out the results, advantages and disadvantages of the service activities carried out, as material for making reports and recommendations from this service activity. The closing service activities include (1) preparation of activity reports, (2) activity report seminars, (3) distribution of activity reports.

evaluated by: (1) using the learning achievement test questions given at the end of the training activity; The success criterion is that 75% of the training participants were able to achieve a score of ≥ 75 , (2) examine the assignments in writing draft textbooks, using observation sheets; this activity is carried out after the material submission is theoretically complete.

III. RESULTS AND DISCUSSION

Increased teacher knowledge about the preparation of 2013 curriculum-based textbooks, for elementary school teachers, Cluster Ki Hajar Dewantoro Dabin I Tugu City Semarang sub-district, marked by the results of post test average knowledge of the preparation of 2013 curriculum-based teaching books at 80,8667 in the good category. In the post-test had knowledge of writing 2013 curriculum-based textbook in good categories which mean have score from 71 to 85% about the preparation of textbooks based the 2013 curriculum, the indicators of textbooks, and the process of developing curriculum-based textbooks in 2013.

The post-test scores of teacher knowledge about the preparation of curriculum-based textbooks are 80.8667 means good. This condition is possible because: (1) by referring to the content / training material on the preparation of 2013 curriculum-based textbooks, (2) writing teaching books is one of the teacher's obligations and demands for teacher performance.

Around 73.33% of elementary school teachers in Cluster Ki Hajar Dewantoro Dabin I Tugu City Semarang sub-district Semarang, after

receiving intervention are in very good categories, The average score of the teacher's ability in preparing 2013 curriculum-based textbooks is 84.6333 which means very good. This condition is possible because: (1) by referring to the content / training material on the preparation of 2013 curriculum-based textbooks, Training participants will have the ability and skills to better develop 2013 curriculum-based textbooks, (2) writing teaching books is one of the daily tasks of teachers, so that their ability to write teaching books will be better, after receiving socialization, training and mentoring preparation of 2013 curriculum-based teaching books.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of the 2013 curriculum-based teaching book compilation of elementary school teachers, Class Ki Hajar Dewantoro Dabin I, Tugu district, 73.33% of elementary school teachers after receiving intervention, the result score of the categories means very good. The suggestions for this service is, improving teacher professionalism, especially the ability by increase community service for lecturers, to carry out activities for the preparation of curriculum-based teaching books for elementary. And the result of this study reference and material for further study to improving the ability to write textbooks for elementary teachers.

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