

# Implementation of SBK (Art, Culture, Skills) Learning on The Curriculum 2013 in Pelita Harapan Bangsa Elementary School Tegal City

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**Abstract**—The curriculum 2013 is basically a simplification and thematic-integrative effort prepared to create a generation that is ready to face the future. The emphasis of the curriculum 2013 implementation is that students are able to perform process skills better. Culture Art and Handicraft is a clump of art and aesthetics subjects in Curriculum 2006. Culture Art and Handicraft consists of fine art, music, and dance. This subject implemented in Curriculum 2013 by integrating some subject as one big theme or sub theme. For example, fine art not always coupled by music or dance, but also by other subject. The results of research from predecessor researchers found that learning art in the curriculum 2013 was not perfect yet. The research carried out, is expected to be an additional reference regarding the implementation of culture art and handicraft learning which is devoted to the Curriculum 2013. Interesting facts found regarding the implementation of music learning in the Curriculum 2013 at Pelita Harapan Bangsa Elementary School in Tegal City may be a recommendation in the future. These facts are mainly related to the implementation of music learning in the Curriculum 2013, the obstacles encountered, and what solutions could be made to overcome these obstacles. The results showed that the music learning in Pelita Harapan Bangsa Tegal City was carried out in accordance with the mandate of the Curriculum 2013. The barriers that were complained revolved around the talents of the teacher, and the songs in the textbooks were unfamiliar. Solutions that can be realized as answers to these obstacles are related to the improvement of learning and extracurricular innovations, as well as finding substitute songs that match the theme when the songs in learning are unfamiliar and extracurricular. Hopefully, the results of this study can be an inspiration for teachers and education offices in the implementation of learning music.

**Keywords**— *application learning, 2013 curriculum, SBdP.*

## I. INTRODUCTION

Ki Hajar Dewantara in [6] states that in general, education is an effort to promote the growth of manners (inner strength, character), mind (intellect), and the students body. Crow and Crow in the [6] states that, education is the process that

contains many kinds of activities suitable for student's social lives, preserve the culture and the institutional social from generation to generation.

One of the components in education is the curriculum. Started since the Indonesia's independence until now, curriculum changes twelve times already. Important years where the curriculum is evolving are 1945, 1947, 1969, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. Enhanced curriculum that is currently applied in the school is Curriculum 2013, but not all primary schools applied this curriculum yet, some of them using Curriculum 2006.

Curriculum 2013 applied step by step since 2013/2014 school year. Curriculum 2013 is a simplification efforts and thematic-integrative prepared for the generation to be ready to face the future. The main point of curriculum 2013 implementation is students are able to perform process skills better. Based on the Minister of Education and Culture's Regulation No. 65 (2013) about standard processes, primary school's learning based on Curriculum 2013 is to accommodate thematic- integrated learning, integrated subjects, learning aspect, and culture diversity.

Culture Art and Handicraft is a clump of art and aesthetics subjects in Curriculum 2006. Culture Art and Handicraft consists of fine art, music, and dance. This subject implemented in Curriculum 2013 by integrating some subject as one big theme or sub theme. For example, fine art not always coupled by music or dance, but also by other subject.

Pelita Harapan Bangsa Elementary School is one of the educational institutions located in Tegal City, Central Java. Researcher was interested because Pelita Harapan Bangsa Elementary School are using bilingual teaching, which means they are using English dan Bahasa Indonesia in their daily activities. That school has many achievements, one of them is music. The students get a lot of

achievement in arts especially music. Curriculum 2013 already applied in grade I to V. Meanwhile, class VI using curriculum 2006 because they need to focus on National Examination. Based on the art and music achievements they had when they already applied Curriculum 2013 in the whole five grade, researcher are interested in doing research on Culture Art and Handicraft Subject especially music. Researcher hope to find other interesting facts about Culture Art and Handicraft learning in Pelita Harapan Bangsa Elementary School Tegal City.

## II. METHOD

The research was conducted using a descriptive qualitative data analysis techniques. Qualitative research are explored and deepened from a social phenomenon which consisted of performer, events, places, and time (Satori and Komariah, 2014:22). Qualitative data analysis is to find out how the Culture Art and Handicraft learning application curriculum 2013 in Pelita Harapan Bangsa Elementary School Tegal City.

The subject in this research, namely the principal, classroom teacher grade I to V, Learning Plan Coordinator, and Curriculum Coordinator of Pelita Harapan Bangsa Elementary School Tegal City. Data collection techniques in this research using interview, observation, and documentation.

## III. RESULT AND DISCUSSION

### 1. Music Learning Curriculum 2013 in The Pelita Harapan Bangsa Elementary School Tegal City

Learning in Pelita Harapan Bangsa Elementary School was started by arranged the learning plan, teachers determine what subject matter which must be given to the students and well-suited with curriculum 2013. Administratively, the teacher will draw up an annual programme, semester programme, classify semester programme into the syllabus, and eventually devised a learning plan for every learning activities. The administration has been made by the teacher and then consulted by curriculum coordinator and learning plan coordinator, to see whether the administration made by the teacher was appropriate or not. If the administration was appropriate, the teacher carry out learning in the classroom with the learning plan has been made. Learning then perfected with the assessment.

#### a. Music Learning's Plan Curriculum 2013 in The Pelita Harapan Bangsa Elementary School Tegal City

The Pelita Harapan Bangsa Elementary School's teachers were very strict with the administration. Teacher will draw up an annual programme, semester programme, syllabus, and learning plan. If the

administration was already consulted by the curriculum and learning plan coordinators, the teacher could used the learning plan when they wants to teach a theme and preparing the media only.

#### b. Music Learning's Implementation Curriculum 2013 in Pelita Harapan Bangsa Elementary School Tegal City

The three main activities namely opening activity, core activity, and closing activity, the three of them will be mixed proportionally. This propotional means the three activities that carried out by teachers in Pelita Harapan Bangsa Elementary School well-suited with the theory of Mulyasa (2014:125). The theory states that the opening activity contains the activities of familiarizing the teacher with the students. The core activity had purpose to shaping the student's competence and character. Then the closing activity could be filled by given tasks.

#### c. Music Learning's Evaluation Curriculum 2013 in Pelita Harapan Bangsa Elementary School Tegal City

Learning outcome evaluation conducted at the end of a learning by using tools and techniques, determined by the teacher [9]. So, how the assessment was carried out by teacher in Pelita Harapan Bangsa Elementary School by doing a proper evaluation in each subtema.

Culture Art and Handicraft subject evaluation in curriculum 2013 conducted by integrating it with the other subjects, namely mathematics, civic, culture art and handicraft, and sport. The teacher will make the evaluation consist of 20 items, where the reserved number 1-5 is a math problem, number 6-10 is civic matter, number 11-15 is culture art and handicraft, and number 16-20 is sport matter. Assessment was done separately, for example the number reserved culture art and handicraft is 11-15, then the culture art and handicraft outcome will only counted on that number. If there is practice activity in the evaluation, usually teachers use the assessment rubrics.

#### 2. Music Learning's Obstacles Curriculum 2013 Pelita Harapan Bangsa Elementary School Tegal City

Music learning curriculum 2013 in Pelita Harapan Bangsa Elementary School which has been implemented in such a way did not escape from the obstacles. The obstacles in the curriculum 2013 were the song was unfamiliar, and every teachers had a different talent.

3. The solution of Music Learning's Obstacles Curriculum 2013 Pelita Harapan Bangsa Elementary School Tegal City

The music learning's obstacles was not a reason for teacher to give up nor doing the learning carelessly. Some solutions could be presented as answers and the alternative way to grab the best learning in the middle of limitations. A solution that can be done was the teacher must innovate in learning, extra lessons through extracurricular, and replace the songs that fit the theme.

#### IV. CONCLUSION

Based on the research results and discussion can be summed up that Music Learning Curriculum 2013 consists of three principal activities: (1) planning; (2) implementation; and (3) the learning evaluation. Third activities have been organized all the way before, so at the time of the learning activity, teachers were ready, because the administration has already made and consulted by the curriculum dan learning plan coordinators.

The music learning's obstacles in this research were the unfamiliar song, and every teachers had a different talent.

The solution to these obstacles by replacing the song less understandable with songs that were more familiar and still had a same theme, and teachers must be more innovative when having a limited talent as well as the school provides extracurricular.

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