



**CURRICULUM 2013 AND IMPLEMENTATION IN  
SOCIAL STUDIES EDUCATION of 21st CENTURY  
(An Implementation of 2013 Curriculum in Social Studies Education)**

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**Abstract :** The education curriculum is the center of reform in education where competency is needed in its implementation. Competencies that need to be applied in the 2013 curriculum are used as a reference for a learning activity. In this curriculum, it is hoped that social studies learning activities can be implemented which are designed by teachers to be able to provide the broadest learning experience for students. The curriculum in Indonesia was also developed on the basis of the awareness that science, technology, and art are constantly evolving in accordance with the times. By doing so, the curriculum in 2013 mainly on the activities of learning IPS is expected to train students to develop abilities and skills such as communication, adaptability, synergy, cooperation, and even competed in accordance with the culture and norms that exist and in accordance with the changes that occur in the community environment. Changes that exist in this community can be seen from the field of science and technology, where it has a considerable influence on the lives of students in the present and in the future. In the face of socio-cultural, scientific and technological changes, of course, skilled skills are needed so that students can accept the various changes that are now happening very quickly.

**Keywords :** Curriculum, Social Studies Education, 21st Century Skill

## **I. INTRODUCTION**

Indonesia's curriculum has encounter a number of significant changes. It can be seen from the curriculum objectives achieved in each curriculum change. Each curriculums applied has different approach, so the learning model that is applied also has significant difference . In the 2013 curriculum itself there were changes that were implemented, where the curriculum in Indonesia now emphasizes more on student centers and also education that shapes character. This have straight line with the learning objectives in the 2013 curriculum which at this time should show character's education in it. Learning activities must provide effective education seen from the environment , commonly referred to as contextual learning . This contextual learning is suitable for social studies learning activities , where each learning has integration with student life. Education in the classroom needed to have an impact on the lives of students in the future also.

Students experience the development of the times from time to time. In Indonesia Economic era, advanced by technology that used easily by students to connect everything that exists and all students could connect to the world wide at all levels at their private



locations. The study of people, places, and interactions between human-environment learners helps them create a geographical view and perspective of the world. Apart from their perspectives on the global world, they can also learn from experience how to participate in community service and existing activities.

## II. DISCUSSIONS

### 2.1 Curriculum 2013

The education curriculum is at the heart of reformation in education where competency is needed in its implementation. Competencies applied in the 2013 curriculum are used as a reference for the purpose of a learning activity. This curriculum is also designed to be able to provide the widest learning experience for students. Meanwhile, in our reality, education in Indonesia still facing so many difficulties in producing graduates quality. This has an impact on the difficulty of building a good learning atmosphere. Thus, the application of values in the 2013 Curriculum is difficult. Even though, the 2013 curriculum itself designed to foster important values in human life such as character, so, to maintain the value of local wisdom in Indonesia (Kuntarto E. and Destrinelli, 2014; Muhtar, 2014; Short, 2016).

The curriculum in Indonesia is currently developed on the basis of the science awareness, technology and art are constantly evolving. The curriculum is developed by paying attention to human interests in society, nation and state. Curriculum 2013 is more emphasis on the development of a national character as Indonesia is State of Multicultural. Character education also regulates the behavior of students who are required in special rules, laws, norms, customs and habits of students in the field of human social life that affect mental attitudes both individually and in groups. (Marlina, 2013; Sofiani, 2016; Sultan and Gorontalo, 2015). Thus, it can be concluded that education be made to meet the needs of students in preparing for life in the future.

The curriculum is conventionally divided into humanities, natural sciences, and social science. The curriculum was organized in order to prepare students to be able to cope with life in the present and in the future. Although in practice, social studies focused on transmitting cultural inheritance and instill the values of the culture. The implementation of the curriculum is also expected to be able to build students' critical thinking skills. How can teachers design and implement ability through instructional model selection in order to still the values and skills that need-Skills early in the 21st century Several studies have shown that learning activities are carried out in accordance with the curriculum allows students to identify loopholes or flaws in their own thinking and adjust or adopt procedures, rules, or knowledge related social skills. (Beyer, 2008; Brophy and Alleman, 2009; Thomas, 2009).

There is a goal in the curriculum, especially in the social studies lesson in which these objectives can be achieved with good when the teachers teaching and applying classroom learning can make students more aware of the matter and the problems that exist in the environment and social changes. One way of teaching is to



provide some general discussion unstructured together, from which the problem will emerge gradually, and the line to read into the literature to be built on the learning activities. In addition there are important fundamentals in relation to cultural forms, power and inequality, and the formation of individual identities. In traditional learning activities, the teacher is the center of learning in the classroom (Teacher Centered). Teachers are people who give the freedom to move, to initiate actions and interactions, to ask questions and set deadlines for learning activities. The teacher is a person who gives facts and defines important ideas in the lives of students. Where, 21st century skills are an introduction to learning that can be reflected in students' lives so that they can link specific contributions between learning activities, assessment and 21st century skills (Greiff and Kyllonen, 2016; Muir-herzig, 2004; Yates, 2009).

Apart from that, there are 4 education which are considered to underlie the implementation of education according to Sukmadinata (2016), namely: a) classical education, b) personal education, c) interactional education and d) educational technology. Of the 4 things that underlie the education, the curriculum continues to experience changes in accordance with the development of safe zone. Wherever, curriculum applied to form the character themselves, good communication and interaction, as well as the technologies that exist in society as a benchmark for the changes that must be implemented by teachers practice classroom learning activities. In its implementation, there are several things that need to be done in learning activities, including: a) The activity must be carried out by people who have relevance to the lives of students, such as school people, parents' groups, and people who want to make changes must have an interest in curriculum innovation / curriculum change. b) Implementation carried out must have a positive impact on individuals or individuals and social / group. c) In implementing the curriculum, it can be seen from changes in the environment and more dramatically when there is a change in knowledge in the community changes are also carried out by teachers, where teachers are expected to adapt to more modern learning activities. Conventional learning activities are transformed into more creative learning activities and are even technology-based and student-centered. So that, the essence of learning is to interpret new knowledge, not just the result of the transfer of material from the book or from the teaching teacher (Asih 2014; Syukriya, Herpratiwi, and Yulianti 2016).

## **2.2 Curriculum for Social Studies**

National Education is based on Pancasila with the aim of being able to improve the quality of human life in accordance with it the basis of Indonesian life. The activities of IPS learning should contain materials that enable students to be able to think and practice critically, analytically, creatively, and to get used to making rational decisions based on the knowledge and abilities possessed by the students themselves. The curriculum used in education is expected to be used as a strength and "Director of Power". Where that strength can build students' character and education in a better direction. Director of power must make education have a strong determinant or purpose in educational activities in the classroom so that it can provide



goals and produce good evaluation activities. In the 21st century social studies education is considered important and useful when it can show IPS Social Education programs from disciplinary disciplines social and humanity. Since the 1970s, social studies education has always undergone renewal. Renewal of social studies education moves continuously towards a curriculum that can provide hope for reconstruction in social learning learning facilities and infrastructure.

In the IPS curriculum there are several social trends that are generally carried out when in all classes and most schools. Social studies learning also has a connection between knowledge and feelings that are expected to bring students to understand trust and knowledge and be able to distinguish from valuable phenomena and facts that exist in society. Thus, social studies education has a broad definition of learning activities that are influenced by observing or interacting activities in the community. Where social studies education can form social transmission or social changes that occur due to the acquisition of information or the nature of someone in giving influence where others get the same information. Apart from that, Social Studies Learning is also expected to be able to train students to develop the abilities and skills of communicating, adapting, synergizing, collaborating, even competing in accordance with existing norms and norms. Furthermore, students are expected to appreciate and feel proud of the cultural heritage and heritage of the nation, develop and apply the values of noble mind and character, model the values and ideals of heroes, community leaders and national leaders, have national pride and participate in maintaining teak in national pride (AM, 2003; Hoppitt, Boogert, and Laland, 2010).

The social studies curriculum in Indonesia is now more developed to human characters who are able to accept the times. The curriculum that is expected in IPS learning is a sequential (consecutive) curriculum structure by combining functional and theoretical knowledge and being able to overcome problems in the future. As we know, the 2013 curriculum applied in Indonesia is a curriculum that develops cultural values and character as a basis in the way students think, behave, act in developing themselves as individuals, communities, and citizens. The value of the character possessed is expected to shape Indonesian citizens who have characteristics in accordance with the background of the State of Indonesia. Social studies education now refers to 21st century education, one of which is overcoming changes in society in the future, for example overcome technological change. Thus the social studies lesson in class will embrace all aspects of human life at the time of sek charcoal and future (Levine, 2010; Marlina, 2013).

### **2.3 Platform for Socio-Culture and Technology**

So change the existing ial s indirectly carried out by people who have deficiencies by including themselves to the community. This makes a person experience significant changes so that training is needed for the acceptance of these changes. The training is carried out to get the integration of knowledge into the social world must be done early at the beginning of the life of the person and the best time can be done during the school years. Because, basically, every society has a social stem the different cultures and the development of any changes occur not



simultaneously. So, changes that occur in the community are expected to be more directed towards better things. Changes in society, especially in the fields of science and technology, has a considerable influence on the lives of students today and in the future. In the face of changes so sial culture, science and technology course required skills proficient so that students can receive a variety of changes that happen very quickly. The skills expected in learning activities are developing abilities and skills such as communicating, adapting, synergizing, collaborating, even competing in accordance with existing norms and norms through learning activities that are in accordance with the 2013 curriculum where students are direct and active in each learning activity. ( Sukmadinata, 2017; AM, 2003; Marimuthu and Cheong, 2015; Zuga and Reconstruction, 1992)

Every change that occurred was marked by changes in technology and science. Other important developments are also marked by increased citizen and community participation. This also affects the activities at school. Where that curriculum standards have changed based on the environment and these changes involve teachers in learning activities as well as the writing of this new standard. In addition, developments in the use of technology in learning activities may need to be refined. Because with the increasing sophistication of technology, students will find it easier to gather information. Apart from that, technology can also be useful for interdisciplinary research and development (Kubey, 2004; Wentworth and Middleton, 2014).

The development of this technology underlies communication in interpersonal initiation, apart from that also as responsiveness to social offerings. Difficulties in this process affect a person's ability to infer the emotions of others , can have the ability to express emotions, which are both very important in social interaction activities. In ial s activities so interaction is needed anyway creativity involves students in schools with four development characteristics such as self-motivation, self-confidence, curiosity and flexibility. So that in its acceptance, students can be said that the development needed is found in the first three development characteristics that may depend on the latter, all of which need to be supported by "flexible learning contexts ". That way, changing social technology requires the role of the community, teachers and students in the school environment. (Das, Dewhurst, and Gray, 2011; Wieckowski and White, 2017)

#### **2.4 Application of 2013 Curriculum in Social Studies Learning**

In the 2013 curriculum in the VII grade of SMP / MTS Teacher's Book (p. 6), social studies learning activities are held in an interactive, inspirational, fun, challenging, motivating student to actively participate, and provide sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of students. That way, social studies learning in the classroom conducted in accordance with the 2013 curriculum is expected to be carried out in accordance with the applicable teacher book references.

While the structure of the curriculum in 2013 by Dirman and Juarsih (2014) Learning IP S was developed for eyes pe disable in Integrative Social





Studies accordance with the objectives IPS that emphasizes on knowledge of the people, the spirit of nationalism, patriotism e, as well as community activities in the economic field in space or space of NKRI's areas. Thus, the structure of the Social Science curriculum that applies in Indonesia can be carried out sequentially (consecutive) which in accordance with the objectives of the Social Science in accordance with the curriculum being developed. So that social studies in class embracing all aspects of human life in the present and the future.

Current technology is applied in various aspects in the field of teacher training, namely in administration, learning activities, learning media and even existing assessments. This makes technology more and more needed today. Technology is currently developing by technology 4.0 or commonly referred to digital technology which facilitating work in the modern era. However, as teachers we should already able to use digital technology in the learning activities, so these technologies can help students develop their learning experience. As it is known, that the curriculum in 2013 expects more useful learning activities and can shape the character of students is good for the community in the future. Apart from that, teachers are expected to provide on the use of technologies controlled by the students. This modern era caused many students tend to pay less attention to their mental health so they tend to do deviant actions without them knowing it. This is a challenge for the teachers in each learning activity (Wieckowski and White, 2017). With indirectly control been done by teachers hopefully could reduce the impact of ngative vibe of techonlogy and establish communication between teachers and students. In that so, learning activities can be carried out in accordance with the rules of the curriculum in 2013 where learning activities remain on the "student center" or students as the center of learning, character formation of students who materialized and communication in the learning activities go well.

### III. CONCLUSION

The curriculum in Indonesia is developed on the basis of the science awareness, technology and art are constantly evolving. The curriculum is developed by paying attention to human interests in society, nation and state. The current curriculum is more about developing national character.

Curriculum have applied to be in line with social studies lesson activity in organizing materials, community involvement, concern group, the difference between sympathy and empathy that exist in the environment of the school/ school experiences in schools that develop the ability/ skills of students, knowledge of developing and managing time, teachers and students at classes. So the science of social education serve as the basis of the existing Social Science Education. This social science is used as the basis of existing social education, where social science is one way to develop human social life in general the



experience it experiences, where humans are able to organize knowledge of life, technology and experience simultaneously in character formation.

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