



APPLICATION OF THE SIAKAD ONLINE SIKUM-K13 BASED ON WEB AND ANDROID MOBILE FOR ELEMENTARY SCHOOL TEACHERS

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Abstract

The curriculum applicable in the Indonesian Education System implemented by the government is updated according to needs. The curriculum applies as an independent learning curriculum in the 2013 curriculum. The 2013 curriculum has four aspects of assessment, namely knowledge aspects, skills aspects, attitude aspects, and behaviours. In the 2013 Curriculum, there are streamlined and added materials, especially in the learning materials. The streamlined material is seen in Indonesian, social studies, and PPKn, while mathematics is added. Many of the problems faced in the implementation of the 2013 curriculum are due to several factors as follows: 1) The difficulty of changing the mindset of teachers, 2) Changes in the learning process from teacher-centred to student-centred, 3) low spiritual morals, reading and research culture is still low 4) Lack of IT mastery by teachers 5) weak mastery of the administrative field, 6) tendency of teachers to emphasize more cognitive aspects. For this reason, in this service, they carried out training on applying the siakad online curriculum 2013.

Keywords: Curriculum K 13, independent learning, technology

INTRODUCTION

By Law Number 20 of 2003 concerning the Education System [1], education aims to educate the nation through the development of the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Relevant to this, starting from the 2013/2014 academic year, the government has implemented a new curriculum called the 2013 Curriculum (K-13). The 2013 curriculum has four assessment aspects: knowledge, skills, attitude, and behaviours [2-7]. In its application, the k-13 curriculum requires more time in the assessment process.

The most prominent obstacle experienced by SD Negeri Partner is the difficulty in providing grades, monitoring grades and reporting values and evaluating Teaching and Learning Activities (KBM). A large portion of teacher time is spent on assessment administration matters because the assessment component in the K-13 curriculum is more than the KTSP curriculum. Teachers must assess in terms of knowledge, skill aspects, attitude aspects, and behaviours in each meeting session. Not many teachers are willing to assess these four aspects because it is considered very troublesome. On this occasion, SD Partner asked the

service team for a solution on how teachers are comfortable carrying out k-13 curriculum learning without being too busy with assessment administration matters.

METHODS AND PROCEDURES

The implementation of the service begins with identifying problems faced by partners, namely State SN Teachers, in implementing the K-13 curriculum. Furthermore, from the identification results, ICT training and mapping were carried out to encourage mastery of technology and the application of K-13 siakad. At this stage, teachers are given training in the operation of k-13 academic applications. Operations include how to assess aspects of knowledge, aspects of skills, aspects of attitudes, and behaviours. Teachers are also trained in data recapitulation and processing. Training is carried out continuously so that all teachers can use the k-13 curriculum application.

At this stage, the guardians of the students are invited to be given socialization of the use of the real-time report service of each web-based activity learning.

1. The results that have been achieved until this report is made are as follows:
2. Meeting with SDN Bener partner schools about solutions that can apply to facilitate the implementation of the k-13 curriculum
3. Meeting with the partners under the proposal for service activities to have been funded and coordinating in the next implementation.
4. Communicating and coordinating with partners related to supporting data for the academic system at SDN really, namely student data and student assessment flow data
5. Conducting training on the application of siakad k 13 at SDN Bener 1, Semarang Regency

RESULTS

In the k13 curriculum, students are expected to be independent not only in the classroom but also in the classroom, one of the impacts is on the grading system that the teacher considers too complicated. In the 2013 curriculum, teachers must conduct three sets of assessments of students, including attitude assessment, cognitive assessment, and skills assessment.

For this reason, the Community Partnership Program Service Team held a training on the application of the Web-based K13 Curriculum-based SIAKAD Application at SDN Bener Tenganan, Semarang Regency, at SDN Bener key Tenganan, Semarang Regency, which is expected to help overcome the difficulties of Mr Ibu Guru in providing assessments to students and parents.

It is carried out as a form of Tridharma lecturers in Community Service to optimize the learning evaluation system and administration, especially in the academic field.

The documentation of offline seminar activities about optimization of online-based learning systems are as follows in Figure 1, Figure 2 and Figure 3:



Figure 1. opening speech

The service activity was opened by the head of the researcher, who conveyed the purpose of the service activity, namely to provide partner problem-solving with a solution step, namely the Siakad SD application based on K-13 with web-based technology. Besides that, service activities are also carried out with training for teachers.



Figure 2. Documentation after completion of the activity



Figure 3. Documentation of attendance and snacking

Partner schools welcome the training in the K-13 sikad evaluation system at community service partner elementary schools with great enthusiasm. Ladies and Gentlemen, we hope that this is a rare and truly rare opportunity for other elementary schools to get. Of course, the difficulties of Mr and Mrs Teachers in blindly evaluating report cards with the K-13 system are overcome.

The training starts at 08.00, starting with participant registration. The total participants who took part in this training were 30 teachers. Mentoring and training are carried out in 2 stages, namely:

- a. Implementation of assistance as admin
- b. Training and assistance for admins and teachers, and principals.

At this stage, teachers are trained to operate the K-13 academic application. Operations include how to evaluate aspects of knowledge, aspects of skills, aspects of attitudes, and behaviour. Teachers and gentlemen were also trained in conducting data recap and processing. Training is carried out continuously so that all teachers can use the k-13 curriculum application. And the following is a survey based on the usefulness of training in service activities according to training participants. [11].

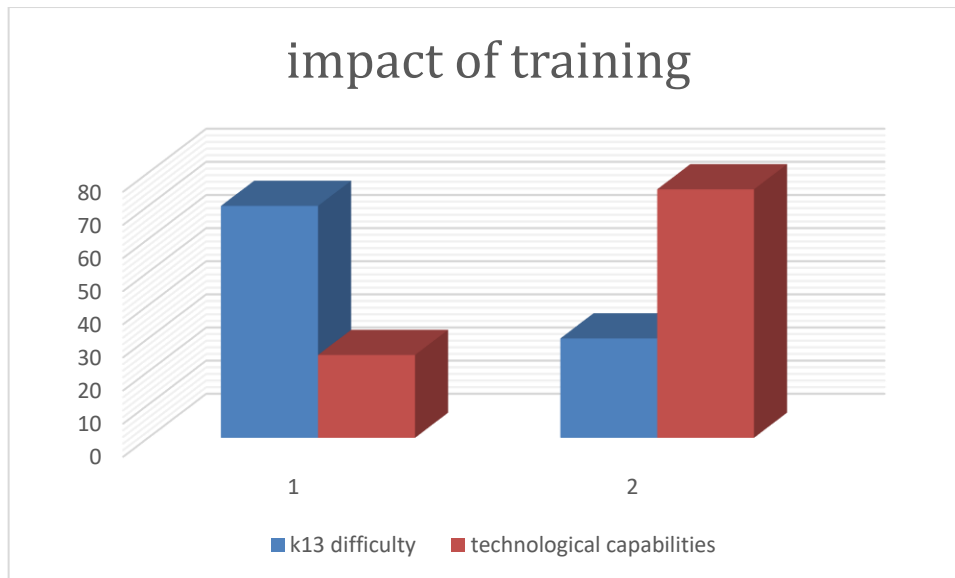


Figure 4. result of training impact

CONCLUSION

Community service activities are indispensable in education, starting from elementary school. Teachers and guardians of students have the most important role in producing a generation of qualified students. By recording every student's educational activity from grade 1 to grade 6, it will be much easier to take action on students who experience problems in education.

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