

ANALYSIS OF 2013 CURRICULUM SOCIOLOGY LEARNING TOOLS

by Aris Martiana, Poerwanti Hadi Pratiwi, Adi Cilik Pierewan, Amika Wardana, Datu Jatmiko,

ABSTRACT

In the high school level school curriculum, sociological subjects have been taught to students specializing in social sciences since the 1984 Curriculum until now, the 2013 Curriculum. Considering its age and its potential to equip students with knowledge, attitudes and skills to face the dynamics of social life in the era of modernization, globalization, advances in information technology to the development of smart society 5.0, high school sociology learning is not without problems and challenges. Insufficient/inadequate scientific and pedagogical qualifications/competence of teachers, a scarcity of learning reference sources relevant to the latest developments in Sociology science, and demands for implementing learning that is scientific, based on information technology and arouses students' curiosity are still things that need serious attention. This research aims to examine the suitability of Sociology learning tools with achieving Sociology learning competencies in high school.

Specifically, the research objectives are: (i) identifying learning tools developed by teachers, including: lesson plans, learning media, assessment instruments, teaching materials and student worksheets; (ii) analyzing indicators of competency achievement and learning activities with sociology learning objectives; and (iii) evaluate the suitability between the learning tools prepared and the teaching and learning practices carried out. The research was designed using qualitative methods aimed at identifying and exploring the suitability between indicators of competency achievement and learning activities with the sociological learning objectives in the learning tools. The research participants were high school sociology subject teachers in DIY. Data collection was carried out through document review (learning tools: lesson plans, learning media, assessment instruments, teaching materials and student worksheets) and limited group discussions. To analyze the suitability of learning tools with achieving Sociology learning competencies, qualitative content analysis was used using a coding rubric through the learning taxonomy developed by Anderson and Krathwohl. The proposed research is basic research with the aim of obtaining empirical data on the practice of teaching and learning sociology in schools. This goal is in accordance with UNY's research strategic plan on the leading theme of educational innovation systems, which focuses on improving the quality of research-based learning. Research output must be in the form of scientific articles published in journals.

The results of this research are that the preparation of sociological learning tools has been carried out by sociology teachers at SMA/MA level in the Special Region of Yogyakarta who come from Sleman Regency, Bantul Regency, Kulonprogo Regency, Gunungkidul Regency and the city of Yogyakarta. The learning tools were prepared based on the results of joint discussions in the Sociology MGMP at both the city/district and DIY levels. These learning tools include syllabus, lesson plans, teaching materials, sociological learning materials, learning evaluations and Student Worksheets (LKPD). The criteria for teachers who prepare sociological learning tools are those who are currently sociological teachers and have experience or academic background in sociological education and learning. The outline of the learning tools is good, can be continued and its implementation can be seen in the learning process in the classroom. Some of the complex problems discussed in learning tools have the potential to be discussed further as an effort to form an awareness, way of thinking, and a way of looking critically at the social world that occurs in everyday life as the core of learning. The examples displayed in the learning tool are considered to have the potential to increase students' understanding of basic sociological concepts which are directly related to student involvement in the surrounding community.

Kata Kunci: *Sociology Learning, High School Sociology, Sociology Teachers, Teaching-Learning Practices*