

Development of Competence Based Training (CBT) Curriculum of Sociology Teachers

Lilik Tahmidaten¹ and Wawan Krismanto²

¹PPPPTK PKN and IPS Kementerian Pendidikan and Kebudayaan RI, Jl. Raya Arhanud Pendem Kota Batu, Indonesia

²Fakultas Ilmu Pendidikan Universitas Negeri Makassar, Jl. Tamalate I Tidung Kota Makassar, Indonesia

lilik.p4tkips@gmail.com, wawan.krismanto@unm.ac.id

Keywords: Competence based training, CBT curriculums, Teacher of sociology training.

Abstract: This study was conducted to answer the problem of how the process of developing the Competence Based Training (CBT) curriculums of sociology teachers. Method used is research development method. The study was conducted using the 4-D model. The development procedure consists of 4 stages: Define, Design, Development, and Disseminate. After going through various stages, it can be concluded that research and development studies in the form of curriculum development have been completed produce a CBT curriculum of sociology teachers which have characteristics, are: Developed taking into account the evaluation results of previous year's CBT program implementation and survey study on CBT program on alumni of CBT program, Developed with an emphasis on the development of pedagogical and professional abilities proportionally and implemented in an integrative manner, Developed with a focus on developing the teaching skills (how to teach) which is reflected in the structure, process, and evaluation, Developed with define, design, develop and disseminate procedures, Developed with steps of diagnosis of needs, formulation of objectives, selection of content, organising of content, selection of learning experiences, organising of learning experiences and determination of what to evaluate and how to do it.

1 INTRODUCTION

One of the boards who are very concerned to improve the professionalism of teachers in Indonesia is *Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Pendidikan Kewarganegaraan dan Ilmu Pengetahuan Sosial (PPPPTK PKN and IPS)*. PPPPTK PKN and IPS is one of institutions on the Indonesian government under the ministry of education and culture that serves as center for development and empowerment of teachers and education personnel for education of citizenship and social sciences. This institution has performed the duties and functions of education, training, development, and empowerment to improve the quality and competence of teachers and to support efforts to improve the quality of national education. PPPPTK PKN and IPS has vision and mission focus on the development of teachers and especially for social studies and civics studies. As the implementation of the mission of implementing the facilitation and evaluation activities to increase the competence of Teachers and Education Personnel civics and social studies, PPPPTK has a Competence

Based Training (CBT) program for teachers PKN and IPS throughout Indonesia.

At first, the program Competence Based Training (CBT) aimed at improving the competence of teachers who have not passed on Teacher Competency Test (UKG: *Uji Kompetensi Guru*), however, CBT should not just be teachers pass UKG.[1] There are things more important than the increasing competence in carrying out its primary task is doing learning process. According to Michael D Tovey (1997) CBT is a system of training which is geared toward specific outcomes. So the products produced through CBT focused on things that have specific skills and the improvement of performance in accordance with the systems and work processes are standardized. [2] More, Tovey explained that CBT is an approach in training which based itself on the theory of behavioral learning using training purposes itself as a reference and measurable results during the training were over. In addition, CBT is also focused on the ultimate solution to the problems which have been the problems in the field. CBT is based on the specific meaning that can be distinguished from other training programs since the content and process of the

CBT should be able to improve competence in a balanced knowledge, skills, and attitudes. In this case, the question is the competence of teachers' in teaching the subject matter of sociology. If talking about the competence it will not be separated from the concept of knowledge, skills, and attitudes proportionally. Thus, the teacher is not only clever and master the material to be taught, but also matched his skill in communicating with the approaches and models that comply with the direction and objectives of the curriculum, as well as counterbalanced with his skills in designing and implementing evaluation learning in accordance with the competence of a standardized curriculum.

Based on observation and evaluation on the implementation of the CBT curriculum, there are several factors which indicate a lack of effective CBT program in *PPPPTK PKN and IPS* particularly on sociology subject, one of which is a fundamental factor CBT curriculum itself. In terms of planning and curriculum development, less mature CBT program prepared for a top-down approach. Based on curriculum development that has been done is a drawn-up plan by the field program and program information which is then translated and the break down by a team of Senior Lecturer in the Department of Sociology. The process of preparation is very low considering the results of the evaluation of training, let alone do training need analysis before developing the curriculum. In terms of curriculum content to be less attentive to the needs until the existing curriculum more focused on strengthening or control material/curriculum content on Sociology subject (professional competence) and its balance by strengthening the skills of presentation materials (pedagogical competence) in accordance with the spirit and objectives of the curriculum. This can be seen in the structure of the program where the number of hours of lessons (*JP:Jam Pelajaran*) for reinforcement and mastery of materials (professional competence) 46 JP (46%) while for strengthening the delivery of material competence skills (pedagogical competence) only 22 JP (22%). [3] Whereas if referring to research Berry et.all (2010), programs that tend to give maximum results on teacher training are offer training in diverse pedagogical skills and rich content, and provide opportunities to apply such information in real classrooms. [4]

In terms of implementation in the field, the majority of teachers alumni CBT believes is still not able to implement the goals and objectives of CBT itself because of the material subject of sociology they dominate but the competence to implement the learning in accordance with the spirit and purpose of

the curriculum (In this case the Curriculum 2013) yet fully implemented. It can be seen from the lesson plan that they develop, for example in the development of the lesson plan component core competence / basic competence where the majority are still not able to develop as expected. If the development of the core competence / basic competence them trouble, descend are they too will have difficulty in determining the approach and model learning, the use of appropriate media and preparation of learning steps (implementation syntax approach and model), the preparation of Group Worksheet or Student Worksheet and device evaluation.

Based on the above, it is important that *PPPPTK PKN and IPS* reformed curriculum for teachers CBT sociology. Reforming is done from the development process to CBT curriculum content itself. Therefore, the research will conduct a study regarding the development of CBT curriculums of sociology teachers at *PPPPTK PKN and IPS*. The main objective is to produce CBT curriculums for sociology teacher which standardized and tested in terms of the development process and in terms of contents. Thus, CBT program on sociology teacher will be a program that would be able to improve the competence of sociology teachers to become the flagship institution at *PPPPTK PKN and IPS*.

In general, this study was conducted to answer problems on curriculum development CBT sociology teacher at *PPPPTK PKN and IPS*. To make it easier to solve the problem, it can be break down into the following problems: 1) How do the characteristics of CBT curriculum sociology teacher at *PPPPTK PKN and IPS*?, 2) How procedures development of CBT curriculum for sociology teachers at *PPPPTK PKN and IPS*? 3) How the component development of CBT curriculum for sociology teachers at *PPPPTK PKN and IPS*?, 4) What level of CBT curriculum validation for sociology teachers at *PPPPTK PKN and IPS* that have been developed?

2 METHODS

The research used Research and Development (R and D) design. The study was conducted using the 4-D model by Thiagarajan (1974). [5] The development procedure consists of 4 stages: 1. Definition Stage (Define), which defines the CBT curriculum sociology teacher expected. 2. The planning stage (Design), the plan outlines the components of CBT curriculum subject teachers according to the characteristics of sociology curriculum has been prepared in the previous stage. 3. Development Phase

(Develop), is compiling a curriculum document good purpose components, component content, components and component evaluation process. The preparation will be based on a step-by-step model Hilda Taba (1962: 347): 1) Diagnosis of needs, 2) Formulation of objectives, 3) Selection of content, 4) Organization of content, 5) Selection of learning experiences, 6) Organization of learning experiences, 7) Determination of what to evaluate and of the ways and means of doing it. At this stage, nor do the validation. [6] 4. Deployment Phase (disseminate), is the dissemination of information about CBT

curriculum sociology teacher who has developed. Dissemination of this information by Focus Group Discussion (FGD) was held at PPPPTK PKN and IPS office on July 25, 2017. Attended by 4 lecturers of sociology department of *PPPTK PKN and IPS*, 2 lecturers of education department of sociology of *Universitas Negeri Malang*, 4 high school sociology teachers and 4 principals of high school. Research procedure above can be described in the following figure 1:

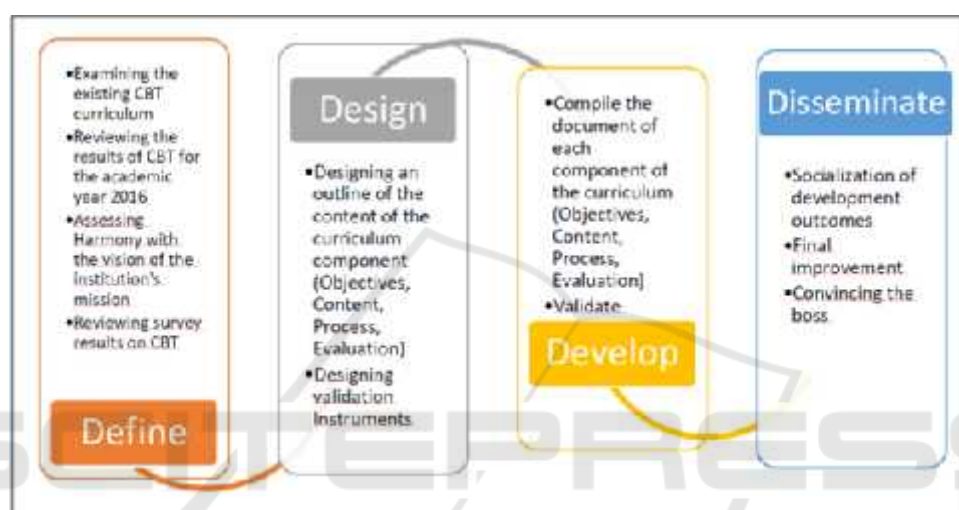


Figure 1: Model design research.

3 RESULTS AND DISCUSSION

3.1 Results

This study uses research and development (Research and Development / R and D) and the development process is performed using model 4-D (four-D model) by Thiagarajan (1974), which consists of 4 stages: define, design, develop and disseminate. Here is a description of the results of the implementation of each stage.

3.1.1 Define Phase

This phase will define the CBT curriculum for sociology teacher. The main purpose of this stage is to obtain a clear picture of the characteristics of the curriculum that will be developed in accordance with the previous curriculum evaluation and curriculum requirements expected by the stakeholders, especially the sociology teacher. These characteristics will be

the next guide to develop the curriculum. To achieve this, the study carried out by some of the data includes:

3.1.1.1 Survey Results about CBT Program

Survey Respondents. The number of teachers who become subjects of the survey about CBT is as much as 27 teachers who are alumni of the program CBT in 2016. The age of respondents ranged from the youngest 26 years old and the oldest 57 years old with an average of 45 years. The experience of respondents in teaching sociology in high school subjects ranging from 3 years to 30 years with an average of 16 years. Respondents consisted of 13 male teachers and 14 female teachers. Educational background are 10 teachers from sociology science, 2 teachers from education sociology and 15 teachers from non-sociology science/ education sociology. Here are graphs illustrating the background of the respondents (see in the figure 2 and 3).

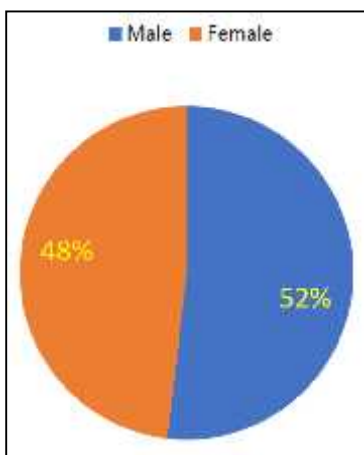


Figure 2: Graph gender respondents.

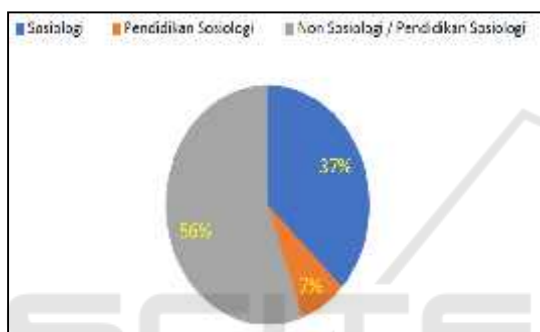


Figure 3: Respondents educational background.

The implementation of CBT. Respondents were asked to evaluate themselves on the implementation of the sociology of subjects over the years. The level of implementation is measured with a scale of 1 = very poor, 2 = poor, 3 = good, 4 = very good and 5 = excellent. Based on the data filled by respondents, the average rate of implementation is currently on a scale of 4.04 or better. The following table 1 is a summary of the data.

Table 1: Implementation scale of CBT.

Indicator being measure	Average	Category
The level of implementation of the sociological study centred on the learner.	4.07	Good
The level of implementation of sociological study that develops the creativity of learners.	4.15	Good
The level of implementation of the condition studied sociology learning fun and challenging.	4.11	Good
The level of implementation of the implementation of the	4.19	Good

Indicator being measure	Average	Category
sociology of load values, ethics, aesthetics, logic, and kinesthetic.		
The level of implementation of sociological study that provides a diverse learning experience through a variety strategies/learning methods is contextual and meaningful.	3.96	Good
The level of implementation of the method of teaching sociology Inquiry, Problem-based learning and project based learning.	3.85	Good
The level of implementation of learning that applies a sociological assessment of learning by integrating assessment of knowledge, attitudes, and skills.	3.96	Good
The level of preparation of the draft regulation implementing the measures appropriates scientific approach in learning.	4.07	Good
The level of implementation of the utilization and development of instructional media that support contextual learning.	3.96	Good
Average	4.04	Good

The level of significance CBT Impact on Learning Implementation. Respondents were asked to evaluate the impact of the implementation of CBT after learning of their sociology. The significance level was measured with a scale of 1 = less significant, 2 = less significant, 3 = precisely significant 4 = significant and 5 = significant at all. Based on the data filled by respondents, the average level of significance of the impact of CBT on the implementation of their learning is 3.90 or is at a significant scale. The following table 2 is a summary of the data.

Table 2: Impact significance table CBT.

Indicators being measured	Average	Category
The level of significance professional subject impact on the broad and depth of material at the time the teach sociology.	3.93	Significant

Indicators being measured	Average	Category
The level of significance pedagogical subject impact on teacher's ability developing the learnings program.	3.85	Significant
The significance level Pedagogical subject impact on the teachers skill to teach sociology.	3.93	Significant
Average	3.90	Significant

Weakness Still Feels the Master in Teaching Sociology Subject. Respondents were asked to reveal their weaknesses which are still felt in teaching the subject matter of sociology today. The survey data show that 14 teachers or 51.85% still felt weak in compiling the study. Complete data can be seen in the following chart (see in the figure 4).

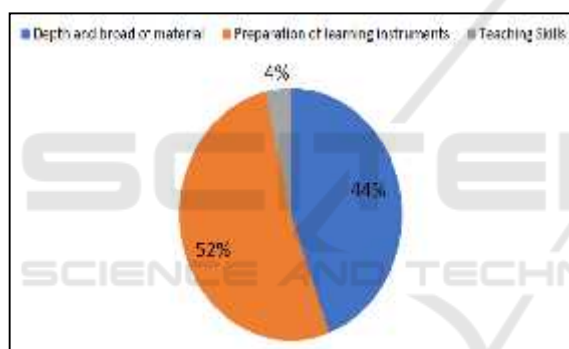


Figure 4: Graphic weakness subjects sociology teacher.

Teachers Training Needs of Sociology Teachers to Improve Their Teaching Ability. Respondents were asked to fill out the education and training they need (much needed) to improve its ability to teach sociology. The result is 59.26% sociology teachers urgently need education and training in the preparation of learning tools and teaching skills. Complete data can be seen in the following chart (see in the figure 5).

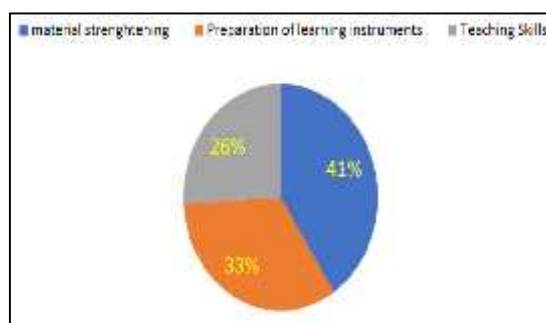


Figure 5: Graphic needs teacher training subjects' sociology.

According to the CBT Curriculum Structure Subject Teacher Sociology. Respondents were asked their opinions about the structure of the CBT curriculum. The result is 70.37% of respondents believe that the proportion of pedagogical materials and materials professionals are balanced. In addition, 93% of respondents also thought that the material is not separated strictly professional and real pedagogical materials are integrated. Complete data can be seen in the graphs below (see in the figure 6).

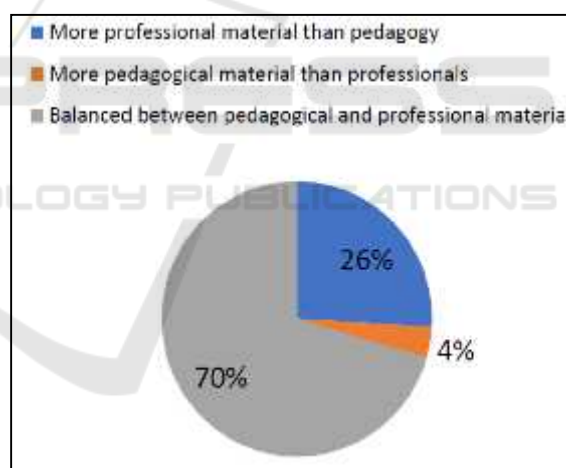


Figure 6: Graphic CBT curriculum structure subject teachers according to sociologist.

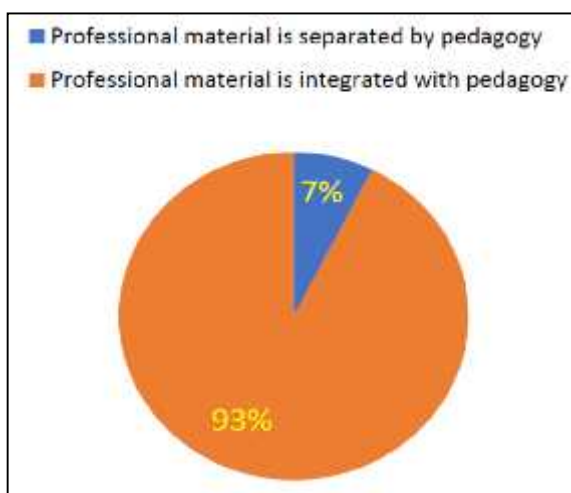


Figure 7: Graphic structure subject of CBT curriculum according sociology teacher

Based on the data in the figure 7, it can be recommended for the CBT program and structure of the curriculum that will be developed in this study is:

- CBT is very good and needed by teachers of sociology, data show the level of implementation of the CBT are significance of its impact on learning is in good category and significant.
- Weaknesses still felt the teachers, as well as a need for education and training sociology teacher, is in the preparation of learning tools and teaching skills. For that purposes, CBT is aimed at improving those skills. Data showed that > 55% of teachers feel today these two things become weaknesses and needs to be improved.
- The proportion between the development of professional competence and pedagogical competence in CBT curriculum structure should be reviewed again, referring to the data show that 70% of teachers expect to have a balance between the proportion of pedagogical competence and professional competence. This could apply in proportion to balance the allocation of teaching hours (*JP: Jam Pelajaran*) and the number of training points.
- The separation between the material of pedagogical material to the material studied professional's time again for > 90% of subjects sociology teacher requires two such materials need to be integrated so that when the material studied sociology CBT participants also deepen the preparation of learning tools and strategies to teach the subject.

3.1.2 Design Stage

This stage aims to design a curriculum outline CBT components subject teachers according to the characteristics of sociology curriculum has been prepared in the previous stage. The expected outcome of this stage is a clear outline of the content and form of CBT curriculum components sociology teacher. At this level also in the validation instruments designed to validate the curriculum that will be developed later.

Based on some of the recommendations in the study define that the CBT curriculum design was developed by its components are as follows:

Background of CBT. The background contains a brief description of the importance of the implementation of the CBT program for sociology teachers. Also associated with the policy of the Ministry of Education and Culture on competence development, the background will be linked to the needs and input from teachers who have studied sociology at the level above define.

Description and Stages on CBT. CBT curriculum design contains a brief description and a compact but able to describe clearly the CBT programs, goals, process and output. Also discussed was the CBT step which will be followed by training participants.

Component Objectives and Competencies. CBT is a curriculum objective to be achieved through the CBT program. The design is the goal of CBT curriculum that aligned with the vision and mission of the institution in *PPPPTK PKN and IPS* studies because CBT is one of the education and training programs for teachers in these institutions. Moreover, both goals and competencies are aligned with the needs and inputs of stakeholders have been obtained from studies in the previous stage.

Component Content. Component content in the form of an explanation of the design curriculum structure consisting of the allocation of time in learning (*JP: Jam Pelajaran*). The contents of the components will be designed in the form of a summary of each training eye in the form of 1) a brief description, 2) competence, 3) indicators of achievement, 4) learning material, 5) allocation of time, 6) learning experience and 7) the reference source.

Process Components. The components in the design process of a description of 1) approaches and learning strategies, 2) instructional materials referenced, 3) the recommended instructional media, 4) worksheets and 5) evaluation used.

Evaluation Component. Component design evaluation in the form of descriptions of evaluation

used to measure the achievement of each indicator in every training. To that end, each training will be described forms a good evaluation of cognitive, affective and psychomotor. Evaluation is designed to be easily used in the implementation on the ground both in terms of format, technical content, and feedback.

Validation Instrument. Instrument validation is important to do in order to gain votes at the input of the validator consisting of curriculum development experts, sociology, educational sociology, lecturers and teachers of sociology. Instrument validation prepared by grating validation instrument developed by CBT curriculum, based on the fulfilment of the principles of curriculum development. Arifin (2014) describes the principles of curriculum development is divided into two general principles and specific principles of curriculum development curriculum development. [7] Business Review and then used as a guide to arrange the grating and instrument validation. The lattice validation instrument developed CBT curriculum is as follows in the table 3:

Table 3: Validation instruments of CBT curriculum.

Aspects	Indicators
Curriculum Development Procedure	Goal-oriented and competence Relevance Efficiency effectiveness Flexibility Integrity Continuity Synchronization Objectivity Democracy
Purpose, contents and evaluation	Purpose of the curriculum Contents of the curriculum Didactic-methodical Media and Learning Resources Evaluation

3.1.3 Develop Stage

Development Phase is compiling a curriculum document with good purpose components, component content, component evaluation process so that in this phase will be developed starting from the standard of competence, the structure of the program to process and outcome evaluation instruments. The preparation will be guided step by step in Hilda Taba model:

Diagnosis of needs. This phase is to assess the needs of teachers of subjects related to the sociology of education and training programs to develop their

competencies. The basis for this study is the result of the survey shows that the general weakness that still felt the teachers, as well as a need for education and training sociology teacher, is in the preparation of learning tools and teaching skills. For that CBT is time aimed at improving those skills. Data showed that > 55% of teachers feel today these two things become weaknesses and needs to be improved.

Formulation of objectives. This stage is to formulate goals and competencies to be achieved in the primary endpoint of maintenance refer to CBT sociology teacher who then adapted to the needs of the teacher of sociology. For that formulated objectives to be achieved through the CBT program in sociology teachers *PPPTK PKn and IPS* are as follows: 1) General Purposes, the general objective of the training is to improve the competence of teachers in connection with the acquisition of knowledge, skills, and professional attitudes of teachers in the exercise of its functions and duties. 2) Special Purposes, The specific objective of this training is the sociology teachers should be able to: mastering the material to be taught sociology at the high school level, mastering the skills of learning materials suitable Sociology at the high school level curriculum demands in 2013 with emphasis on the implementation of the sociology of contextual learning, constructivism, attract and develop the sociological imagination of students.

Selection and organization of content. At this stage review of those materials will be given to teachers CBT program sociology with reference to the competence to be achieved through this program. Simply put it this level should be able to answer the question "Given the material (in training) so that any desired competencies CBT program for sociology teachers can be achieved?" To organize that, it must be able to answer the question "how to order the presentation of the material (in training) and what proportion?" After carefully considering Curriculum Subjects Sociology in Curriculum 2013 and input from various parties, especially the results of the needs and expectations of the teacher of sociology, namely 1) the desire professional competence and pedagogical materials in integrated and 2) allocation of the balance between professional and pedagogic competence, the CBT program in sociology teacher training will be presented the following points:

Table 4: The structure of CBT curriculum.

Training Subjects	Time Allocation (JP)			
	Professional		Pedagogy	
	T	P	T	P
Curriculum 2013	2	-	-	-
Analysis of graduate competence standard (Core competence / Basic Competence)	-	-	1	2
Models of Learning	-	-	1	2
Learning media	-	-	1	2
Learning Assessment	-	-	1	2
Lesson Plan	-	-	1	2
Theories of Sociology	-	-	-	-
functions of Sociology	3	-	-	3
Individuals, Groups, and Social Relations	3	-	-	3
Social problems	3	-	-	3
Social Research Methods	3	-	-	3
Social groups	3	-	-	3
Equality in diversity	3	-	-	3
Social problem	3	-	-	3
Conflict, Violence, Peace	3	-	-	3
Social Change and Globalization	3	-	-	3
Social inequality	3	-	-	3
Community empowerment	3	-	-	3
Strengthening teaching skills	1	-	-	7

Note: JP = Jam Pelajaran

Based on the table 4, it can be seen that 59% of the time allocated to improve pedagogical competence that leads to skill or teaching skills of teachers. It is expected that the ability to teach teachers how to teach subjects increased in sociology. The main hope is to teach the sociology of contextual, constructive, fun and imagination developing sociology student in high school level. This is consistent with the concept that CBT is an attempt to improve the competence of a person through a program that integrates the needs of the training program itself. CBT focuses on the achievement of competence shown by the participants at the end of the program. Products produced CBT focused on things that have specific skills and the improvement

of performance in accordance with the systems and work processes are standardized.

In general stages of this program is that participants will get a refreshment of their pedagogical skills through training for Curriculum 2013, Analysis of graduate competence standard (Core competence / Basic Competence), Models of Learning, Media Education, Learning and Assessment of Learning Implementation Plan (RPP). Refreshment will be further developed during the following professional training. After studying the subject matter of sociology, trainees will be provided with learning experiences to develop learning strategies and tools related to learning the material taught to students in the classroom. Thus trainees not only learn the material but also learn about how to teach it. The process of competence development through various training eye will lead to the training eye Enhancement of Teaching Ability.

Selection and Organization of learning experiences. This stage examines the learning experience suffered by the participants during the program CBT sociology teacher. Taking into account the main objectives and competencies to be developed, then the learning experience felt by the participants during the program CBT teacher of sociology is 1) refreshment, as well as exchange ideas and experiences on how to teach the materials, are available on the curriculum of sociology at the high school level over the years, 2) explore the concept of good pedagogical competence development and learning materials sociology in high school, and 3) to explore the concept of learning-matter of sociology at the high school level by implementing the sociology of contextual learning, constructivism, attract and develop sociological imagination of students.

Determination of what to evaluate and of the ways and means of doing it. This stage is a comprehensive study on the evaluation that is able to measure the achievement of objectives and competencies achieved during the program participants CBT subjects sociology teacher. The focus is on developing CBT program of teacher competence, for the evaluation should be done in a comprehensive knowledge, attitudes, and skills regarding pedagogical materials and subjects to be taught sociology at the high school level. Therefore, in this CBT program will be evaluated tangible outcomes: 1) Pre-Test and Post-Test, This test is mainly to measure the ability and capacity of the participants. Initial tests are used to determine the ability of the public held by participants prior to getting training materials. While the ultimate test is the test that will determine the performance of the

finalists training, this test measures the absorptive capacity of the participants to the material that has been given. 2) Teaching Ability Test, This test is performed during training called Stabilization Teaching Ability. Each participant will be viewed comprehension retractable implementation of contextual learning concept sociology, taught constructively, fun and develop a sociological imagination of students. A comprehensive assessment will be carried out starting from the studies until the implementation of the learning itself. In accordance with the concept of Competence Based Training (CBT) is training that is designed to allow a learner to demonstrate their ability to do something, and then this assessment will be the focus of the assessment of each participant. CBT is an attempt to improve the competence of a person through a program that integrates the needs of the training program itself for the CBT focuses on the achievement of competence shown by the participants at the end of the program. Products produced by CBT focused on things that have specific skills and the improvement of performance in accordance with the systems and work processes are standardized. The aspects assessed were as follows:

Table 5: Aspects of teaching ability assessment tests.

Aspects being assessed:
The ability to open a lesson Preparing Students to learn doing Apersepsi Presenting Objectives / Indicators Mastering Learning Materials: Mastering the learning material Delivering material clearly Associate creatives with other knowledge or with the reality of life
Approach / Learning Strategies:
Coherently implement appropriate learning objectives/indicators Implementing learning methods / contextual approaches, constructive, fun and develop their imagination on sociology students Strategies/approaches used to encourage students to be more active, creative and innovative Implementing appropriate time allocation
Utilization of Learning Resources / Learning Media:
Media used accordingly and generate compelling message Using media and learning resources effectively and efficiently Involving students in the use of medium / high learning resources
The style and use of language:
Using language spoken properly and accurately Using written language for good and effective Shows appropriate style

Assessment Process and Outcome Study:
Monitor the progress of learning during the learning process Making a final assessment of the student
closing the learning:
Doing reflection and conclusion by involving students Provide follow up with referrals, activities or chores.

Individual Assignment. This assessment scores obtained from the tasks assigned by the facilitator, both individually and groups. Indicators of each point are determined by the respective training facilitators, training because in each training has its own characteristics. But in general indicator of assignment of individual/group has guidelines in accordance with evaluation standards. 4) Discipline. Rating discipline gave by those responsible for academic or homeroom. Rate this discipline assigned individually to the participants. This judgment was given by observations during training activities conducted. The maximum score that can be obtained is obtained a score of 100. Score is based on the average on discipline, attendance, and the collection of assessments. 5) Participation, Ratings are given by those responsible for the activity of academic / teacher and facilitator. This assessment is given individually to each participant. This assessment consists of an assessment scores active participant in the process of training and activity assessment scores of participants in response to a particular problem related to the quality of the material delivered opinions. The scores of the participants are the average of the two scores. The maximum score that can be obtained by the participants is 100. Indicators assessing the quality of the material in the classroom and opinions. To participants who have completed the whole program properly, given *STLPP (Surat Tanda Lulus Pendidikan and Pelatihan)*.

3.2 Discussion

The CBT curriculum has been developed for the sociology department at PPPPTK PKN and IPS. This is done to strengthen the sociology teacher's competence in high school. In accordance with the CBT concept, the CBT curriculum strengthens teacher competence in how to teach sociology materials at high school level.

The concept of strengthening pedagogical skills is an attempt to balance the study and the deepening of material conducted by sociology teachers through various trainings other than CBT. For newly employed sociology teachers or for teachers who are not background from sociology or sociology education, the CBT curriculum will balance their

theoretical abilities (proficiency skills) with the ability to teach sociology (pedagogical skills). This becomes important because for them the CBT curriculum becomes a means of socializing with how to teach sociology well in high school level. In his research, Pescosolido and Milkie (1995) argues that the lack of formal socialization into the teacher role, especially balanced with the comprehensive training offered in the research methods, contributes to the devaluation of teaching among sociologists. [8]

The ability to teach sociology becomes important for sociology teachers today and in the future. Sociology should not be taught subject-oriented. Because sociology materials are not only taught as theories and concepts, but they could also be used for analyzing various life problems that exist around us. Furthermore, they could activate students to have roles in solving social problems based on their proportions, positions, and skills as senior high school students. The purpose of learning Sociology is for gaining sociological imaginations. By having sociological imaginations, someone who learns about Sociology could understand every social symptom in their society (Strand: 1999, Rienerth:1998, Denison and Rinehart:2000). [9-11] By understanding social symptoms in our society, a person could have individual and social awareness, could have social sensitivity and care for social problems and be responsible on solving those problems as well as have awareness and even strived for creating social empowerment actions. To realize such learning requires strengthening the sociology teacher's ability to teach sociology (pedagogical ability). The CBT curriculum that has been developed already accommodates it, so it is worth implementing.

4 CONCLUSIONS

Based on the problems as the starting point of this study, then after going through various stages of the study, concluded that research and development in the form of curriculum development have been completed and resulted in a product in the form of CBT Curriculum for Sociology Teachers at PPPPTK PKN and IPS. The product has the following characteristics: 1) The curriculum was developed based on the evaluation results of CBT in the previous year and survey studies on CBT program at CBT program alumni. 2) The curriculum was developed with a focus on the development of pedagogic skills and professional proportionally and implemented in an integrated manner. 3) The curriculum was developed with a focus on the development of

teaching skills (how to teach) which is reflected in the structure, process, and evaluation. 4) The curriculum was developed with the procedures define, design, develop and disseminate. 5) The curriculum is made by the steps of diagnosis of needs, formulation of objectives, selection of content, and organization of content, selection of learning experiences, an organization of learning experiences and the determination of what to evaluate and of the ways and means of doing it. The implication of this research are: 1) PPPPTK PKN and IPS institutions need to change the CBT curriculum to strengthen the competence of education and training graduates, and focus on strengthening pedagogical competence. The teacher of sociology needs to change the orientation of self-development, not only oriented to the ability of mastering the material (professional competence), but balanced with the ability to teach sociology material (pedagogical competence).

REFERENCES

- Tim Penyusun, 2016. *Buku Panduan CBT TA 2016*. Batu: PPPPTK PKN and IPS.
- Tovey, M.D. 1997. *Competency Based Training*. NTL Institute for Applied Behavioral Science.
- Tim Penyusun, 2016. *Buku Panduan CBT TA 2016*. Batu: PPPPTK PKN and IPS.
- Berry, Barnett, Alesha Daughtrey, Alan Wieder. 2010. *Preparing to Lead an Effective Classroom: The Role of Teacher Training and Professional Development Programs*. Accessible at <https://eric.ed.gov/?id=ED509718> (accessed on 25/09/2017)
- Thiagarajan, S. Semmel, D.S., Semmel, MI. 1974. *Instructional Development for Training Teachers of Exceptional Children*. Indiana: Indiana University Bloomington.
- Taba, H. 1962. *Curriculum Development Theory and Practice*. San Francisco State College: Harcourt, Brace, and World Inc.
- Arifin, Z. 2014. *Konsep Dan Model Pengembangan Kurikulum*. Bandung: Remaja Rosdakarya
- Pescosolido, B.A., Milkie, M.A., 1995. The status of teacher training in US and Canadian sociology departments. *Teaching Sociology*, pp.341-352.
- Strand, K.J., 1999. Sociology and service-learning: A critical look. *Cultivating the sociological imagination*, pp.29-37.
- Rienerth, J., Lindsay, P., Wise, M., Seitz, T., Dillon, J., 1998. Sociology and high school teaching. *The American Sociologist*, 29(4), pp.64-77.

Denison, J., Rinehart, R., 2000. Introduction: Imagining sociological narratives. *Sociology of sport journal*, 17(1), pp.1-4.

