

Comparative Analysis of Social Science (IPS) Learning Design on KTSP and K-13 Curriculum in Madrasah Tsanawiyah (MTs)

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Keywords: Comparison, IPS Learning Design, Madrasah Tsanawiyah (MTs), KTSP, K-13 (2013 Curriculum).

Abstract: This study aims to find out: 1) Social Science (IPS) Learning Design in Madrasah Tsanawiyah (MTs) according to the KTSP Curriculum; 2) IPS Learning Design in MTs according to K-13 Curriculum; 3) Comparison of IPS Learning Design in MTs on KTSP and K-13 Curriculum. This study uses a qualitative descriptive approach, especially using library research that focuses on books or information data from public regulation documents, journal, news, and others. The results of this study indicate that: 1) the IPS in 2006 Curriculum (KTSP) is quite simple, because it only emphasizes the required achievement of the Basic Competency and Competency Standards; 2) the K-13 curriculum is a further step in the development of the Competency-Based Curriculum which was pioneered in 2004 and the curriculum Education Unit Level 2006 which includes competency attitudes, knowledge, and skills in an integrated manner; 3) IPS position on KTSP stands alone, while for K-13 Curriculum is integrated with other subjects. There are basic competencies in K-13 Curriculum which are developed from the basic competencies contained in the KTSP. KTSP emphasizes cognitive aspects, while in the K-13 curriculum, the three aspects are cognitive, affective and psychomotor.

1 INTRODUCTION

One important aspect of the education system is the curriculum, in relation to the curriculum, Indonesia has experienced several changes in the curriculum. With the change of curriculum in Indonesia, it is expected that there will be a better change than before for the Indonesian people. Continuous development and improvement in the education system including perfecting the curriculum is to make people able to compete and adapt to the changing demands of the times. The curriculum in Indonesia has undergone many changes, ranging from the traditional curriculum, post-independence to the modern curriculum. After that comes the Curriculum Based on Curriculum (KBK), Education Unit Level Curriculum (KTSP), and the latest is the 2013 Curriculum.

In the competency-based curriculum (KBK), students have the competencies that result from the learning process at school (Sapriya, 2009). In the Education Unit Level Curriculum (KTSP), students who are active in learning are the results of the design of each education unit with views from

several aspects. While the K-13 curriculum is an improvement from the previous curriculum.

Public demand for education will always experience change from time to time. For Indonesia, the existence of IPS as a subject in school is indisputable because there is a need arising from the community to progress, be civilized, just and prosperous (Soetopo & Soemanto, 1982). IPS examines a set of events, facts, concepts, and generalizations related to social issues. Social studies subjects are arranged systematically, comprehensively, and integrated in the learning process towards maturity and success in life in society. The formulation of the problem in this study are: 1). How is IPS Learning Design in MTs according to the KTSP Curriculum?, 2). How is IPS Studies Learning Design in MTs according to K-13 Curriculum?, 3). What is the Comparison of IPS Learning Design in MTs in the KTSP Curriculum and K-13 Curriculum?

Based on previous research, there are some differences in the KTSP curriculum and the K-13 curriculum (Wati, 2008). Further, another study explored some of the factors that contribute to

curriculum change (Ribeiro, 2008; Lammerding-Koepfel, 2017). Another study determined the ratio between 1994 basic education curriculum and competency-based curriculum (Wijaya, 2004). It employs the study of literature, journals, articles, and laws relating to the object of research. This study concludes that the fundamental difference from the 1994 basic competency-based curriculum curriculum lies in the dominance of teachers and schools.

The first curriculum comes from a word that means "walk". Relationships with a word that means courier means to connect or intermediate one person to another. If the curriculum is the bus driver, he must know to travel to achieve that goal. Because without a bus driver will not be able to walk and will not reach its destination (Nurgiantoro, 1988).

In the classical view, the school curriculum of educational institutions. The purpose of knowing all the lessons and materials that will be taken. After further exploration, the curriculum has broad meaning: as a lesson plan, because students plan, as students' learning experiences are obtained from themselves (Hidayat, 2013).

The curriculum is very important in education, because without an education curriculum it will not be done well. The function of the curriculum itself can be seen from various perspectives: 1) The function of the curriculum in achieving educational goals, is a tool to help all people in accordance with the vision, mission and goals of national education; 2) the curriculum function for school principals is to organize and guide daily activities in schools; 2) the function of the curriculum for all levels of education, it shows us the condition of school institutions to adapt national standards to be able to adapt equally at every level of education; 3) the curriculum function for teachers is as a bridge for curriculum implementation; 4) the curriculum function for supervisors is as a guide or measure in supervising teacher activities in schools; and 5) the function as a graduate user is to determine the quality of labor (Sanjana, 2010).

Guidance and improvement of school capacity in the implementation of quality education needs to be continued, including in the implementation of KTSP. All elements need to synergize in an integrated, programmed, and sustainable manner. The preparation of this MTs (same with Junior High School level), KTSP Implementation Guidance document was carried out as an effort to facilitate all parties involved in conducting technical guidance and guidance for the implementation of the Education Unit Level Curriculum (KTSP). The

manuscript that has been prepared is open to be developed according to needs.

IPS is one of the subjects given starting from SD/MI/SDLB to SMP/MTs/SMPLB. IPS examines a set of events, facts, concepts, and generalizations related to social issues. At the MTs/Junior High School level, IPS subjects include Geography, History, Sociology and Economics. Through IPS subjects, students are directed to be democratic and responsible citizens of Indonesia, and peaceful citizens of the world.

The syllabus is prepared based on the Content Standards, which contain the Subject Identity, Competency Standards (SK) and Basic Competencies (KD), Indicators, Main Material, Learning Activities, Time Allocation, Learning Resources, and Assessment. The development of the syllabus can be carried out by teachers independently or in groups in a school or several schools, the Subject Teacher Group (MGMP) at the Teacher Activity Center (PKG), and the Education Office.

Subject Teacher Meetings (MGMP), Schools that have not been able to develop syllabi independently, should join other schools through the MGMP/PKG forum to jointly develop a syllabus that will be used by schools within the local MGMP/PKG. The local Education Office can facilitate the preparation of the syllabus by forming a team consisting of experienced teachers in their respective fields. In developing this syllabus, schools, teacher working groups, or education offices can request technical guidance from universities, LPMPs, or related main units in the Ministry of National Education.

In order to implement the learning program that has been stated in the syllabus, the teacher must prepare an Learning Implementation Plan (RPP). RPP is a guide for teachers in carrying out learning in class, laboratory, and / or field for each basic competency. Therefore, what is contained in the RPP contains matters that are directly related to learning activities in an effort to achieve mastery of a Basic Competency.

In preparing the RPP the teacher must include the Competency Standards that cover the Basic Competencies that will be compiled in the RPP. The detailed lesson plan must include learning objectives, learning materials, learning methods, learning activities steps, learning resources, and assessment.

Assistance is the process of providing assistance in strengthening the implementation of the K-13 Curriculum provided by facilitators to Target

Teachers in the education units that carry out the K-13 Curriculum. The target of mentoring the implementation of the K-13 Curriculum at the MTs/Junior High School level is the teachers of Class VII SMP in 1,436 Middle Schools in 295 Regencies/Cities. The number of MTs/Junior High School level assisted in each Regency/City varies between 2 (two) to 6 (six) schools. Mentoring activities are carried out at: 1) the location of the education unit where the Target Teacher is on duty; and 2) can be enriched through the Subject Teachers' Consultation Forum (MGMP) independently and sustainably.

2 METHOD

This study uses a qualitative descriptive approach, especially using library research that focuses on books or information data from public regulation documents, journal, news, and others. To support this research, researchers need data consisting of explanations from several books. Researchers need some data taken from books relating to the KTSP curriculum, and the K-13 curriculum. Researchers can use information to retrieve some data from problems, media consisting of magazines, journals, articles or newspapers that are relevant to research.

There are two types of data sources, namely primary data sources and secondary data sources: 1) Primary data, is data from all references related to the curriculum; 2) Secondary data taken from several books, public regulation document, magazines, newspapers, articles or journals related to the discussion in this study (Prastowo, 2011).

The analysis technique at this stage is the development of critical analysis methods. Technical analysis includes: 1) determining the name of the discussion topic to be studied; 2) finding sources according to relevant curriculum topics from books, articles, magazines, news, and others; 3) looking at the contents of each table, and selecting topics relevant to each variable are investigated; 4) looking for definitions for each variable will be investigated in literary sources, also comparing one source to another, and chosen according to the definition of the research to be carried out; 5) reading in all the contents of the book that is in accordance with the topic of the variable will be investigated, analyzed, and made an argument as well as opinions about the curriculum content of the data sources that have been obtained; 6) describe theories and readings that have been read from various sources used as a basis for describing subjects in the curriculum.

3 RESULT & DISCUSSION

3.1 Study and Review of Social Sciences

The formulation of the notion of IPS has been widely raised by experts in social studies. In American schools prominent IPS are known as social studies. So, the term IPS is a translation of social studies. Thus IPS can be interpreted as "study or study of society". In studying the community, teachers can conduct research from various perspectives, such as the study of History, Geography, Economics, Sociology, Political-Governmental Anthropology, and simplified aspects of Social Psychology to achieve learning goals (Nadir, et. al., 2009)

The term IPS is the name of a subject at the school level or the name of a college in a university that is identical to the term "social studies" in a curriculum in other countries, especially in countries such as Australia and the United States. Names of IPS are more well-known social studies of other countries which are the results of experts or experts in Indonesia. In the 1975 IPS curriculum document is one of the names of subjects given at the primary and secondary education levels.

However, the definition of IPS at the school level itself has a mean meaning between IPS for elementary schools with IPS for Junior High Schools (SMP/MTs) and IPS for Senior High Schools (SMA/MA). Understanding IPS in existing schooling means a program, which means that the subjects stand alone, there is a meaningful combination (from subjects or disciplines). This difference can also be drawn from the differences that occur in each level of schooling (Sapriya, et. al., 2008) with the focus on competence oriented tasks (Aigul & Nurgul 2018).

The following is the understanding of IPS expressed by education and social studies experts in Indonesia.

1. Moeljono Cokrodikardjo stated that IPS is the realization of interdisciplinary approach from social science. It is an integration of various fields of social science, namely sociology, anthropology, culture, psychology, history, geography, economics, political science and human ecology, which are formulated for instructional purposes with simplified material and goals so that they are easy to learn.
2. Nu'man Soemantri (2001) stated that IPS is a simplified IPS lesson for elementary, junior and senior high school education. Simplifying

discovery of meaning: changing the level of difficulty of the social sciences that are usually used in universities is a lesson that is appropriate to the visibility of thinking of elementary and secondary school students, reinforcing and integrating different materials in the branch of social sciences and community life into easy lessons digested.

3. S. Nasution diverts IPS as a lesson that is fusion or mention it by the eyes of a social painter. Printing that IPS is part of the school curriculum that deals with human roles in various fields of history, economics, geography, sociology, anthropology, and social psychology.

3.2 Development of Social Science

IPS is an educational program and not a separate sub-discipline, so it will not be found in the nomenclature of the philosophy of science, social sciences, and education (Soemantri, 2001). The Social Science Education Council (SSEC) and the National Council for Social Studies (NCSS), refer to IPS as "Social Science Education" and "Social Studies". In other words, IPS follows an integrated perspective from a number of subjects such as: geography, economics, political science, law, history, anthropology, psychology, sociology, and so on (Sapriya, et. al., 2008)

In the field of social knowledge, there are many terms. These terms include: Social Sciences and Social Studies.

3.2.1 Social Sciences

Achmad Sanusi gave a restriction on Social Sciences as follows: "Social Sciences consists of IPS disciplines that are academic and are usually studied at the college level, the more scientific the further (Nadir, et al., 2009). According to Gross (Djahiri, 1981), Social Sciences is an intellectual discipline that studies humans as social beings scientifically, focusing on humans as members of society and on the groups or societies that they form. It is a branch of science that studies human behavior both individual and group behavior. Therefore, Social Sciences is the study of human behavior and studying humans as members of society.

3.2.2 Social Studies

Different from Social Sciences, Social Studies is not a scientific field or academic discipline, but rather an area of study of social symptoms and problems. About this Social Study, Sanusi (1971) gave the following explanation: Social Studies is not always

academically-university level, it is even a learning material for students since primary education.

3.3 Study of the History of Social Sciences and the Role of Social Studies in Indonesia

It must be admitted that the idea of IPS comes from the United States education literature. The real name of IPS in the United States is "Social Studies". The term was first used as the name of a committee namely the "Committee of Social Studies" which was established in 1913. The purpose of the establishment of the institution was as a forum for a group of experts interested in the Social Sciences curriculum at the school level and experts in Science Social sciences that have similar interests.

The definition of IPS according to the National Council for Social Studies (NCSS), defines IPS as follows: "social studies is the integrated study of the science and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as Anthropology, Economics, Geography, History, Law, Philosophy, Political Science, Psychology, Religion, and Sociology, as well as appropriate content from the Humanities, Mathematics, and Natural Sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizen of a culturally diverse, democratic society in an interdependent world".

Basically Mulyono Tj. (1980) limiting IPS is an Inter-disciplinary Approach from the Social Sciences lessons. IPS is an integration of various branches of the IPS, such as Sociology, Cultural Anthropology, Social Psychology, History, Geography, Economics, Political Science, and so on. This is further emphasized that IPS is the result of a combination or the result of a fusion or a combination of a number of subjects such as: Geography, Economics, History, Sociology, Anthropology, Politics (Saidiharjo & Sumadi, 1996). The IPS field that enters Indonesia is from the United States, which in its home country is called Social Studies. The first time Social Studies were included in the school curriculum was in Rugby (England) in 1827, or about half a century after the Industrial Revolution (18th century), which was marked by changes in the use of human power into mechanical power. The background to the inclusion of social studies in school curricula in the United States is different from that in England because the

circumstances and conditions that cause it are also different. The population of the United States consists of various kinds of races, including Indian races who are indigenous, white races coming from Europe and Negro races imported from Africa to be employed in the country's plantations.

Initially the multi-racial population of the United States did not cause problems. Only after the civil war between north and south, or what is known as the Slave War that took place in 1861-1865, at that time the United States was ready to become a world power, began to feel difficulties, because the multi-racial population found it difficult to become a nation.

In addition, there are also very sharp socio-economic differences. Community and education experts strive to make the multi-racial population feel one nation, the American nation. One of the methods taken was to include social studies in the school curriculum in the state of Wisconsin in 1892. After research, then at the beginning of the 20th century, a National Commission from the National Education Association gave recommendations on the need for social studies incorporated into the curriculum all United States primary and secondary schools. The form of social studies at birth is a kind of concoction of subjects in history, geography and civics (Sapriya et. al., 2008).

Aside from being a reaction of Social Sciences experts to the social situation in the United Kingdom and the United States, the inclusion of Social Studies into the school curriculum is also motivated by the desire of education experts. This is because they want after leaving elementary and secondary school, students: (1) become good citizens, in the sense of knowing and exercising their rights and obligations; (2) can live in a balanced society, in the sense of paying attention to personal and community interests. To achieve this goal, students do not have to wait to study Social Sciences in higher education, but actually they have received social studies in elementary and secondary schools. Social Sciences Education Development.

Another consideration for the inclusion of social studies in the school curriculum is the ability of students to be very decisive in the selection and organization of social studies material. In order for the social studies subject matter to be more interesting and more easily digested by elementary and middle school students, the ingredients are taken from real life in the community. Material or material taken from personal experience, peers, and the natural environment, and the surrounding community. This will be easier to understand

because it has greater meaning for students than abstract and complicated teaching materials from the Social Sciences (Sapriya, et. al., 2008).

The background of the inclusion of the social studies field into the school curriculum in Indonesia is very different from that in the United Kingdom and the United States. The growth of IPS in Indonesia is inseparable from chaotic situations, including in the field of education, as a result of the G30S / PKI rebellion, which was finally crushed by the New Order Government.

In 2004, the government changed the curriculum again, which is known as the Competency Based Curriculum (KBK). In the social curriculum, the name changed to Social Knowledge. The development of the Social Knowledge curriculum responds positively to various developments in information, science and technology. This is done to improve the relevance of the Social Knowledge learning program to local conditions and needs.

The role of IPS in the provision of material is given by teachers based on the education curriculum. Social studies education curriculum in Indonesia has changed several times, such as the IPS curriculum in 1964, 1968, 1975, 1984, 1986, 1994, 2004, 2007. From each of these changes experienced an increase in how a teacher delivered his students. For example, the 1994 social curriculum material in the system was more integrated and simpler than the social studies curriculum material of 1986 and the social studies curriculum of 1975 which still seemed to stand alone. In the 1994 social curriculum the teacher is required to be able to develop the material to be delivered, whereas in the previous curriculum one is more referring to the material contained in the book.

3.4 Position and Design of Social Studies Learning in KTSP and K-13

The position of IPS in Entertain Social Sciences in accordance with its designation as science, IPS is its emphasis on scholarship related to community life or social life. Therefore, this IPS is specifically studied and developed at the level of higher education. With regard to this social science, Norma Mackenzie (on Sapriya, 2009) argues that IPS is all fields of science relating to humans in its social context or in other words all fields of science that study humans as members of society. Aspects - aspects of human life as members of the community include: 1) aspects of relationships between human in groups; 2) aspect of

psychology; 3) aspects of material needs; 4) aspects of norms, regulations and law; 5) aspects of Government and state; 6) aspects of Cultural; 7) aspects of Welfare; 8) aspects of Communication; 9) aspects of wisdom and social welfare; 10) aspects of human relations with the natural environment; 11) aspects of Management, arrangements and others; 12) aspects of Education; and other aspects.

In the implementation of the 2004 curriculum there are a number of signs that must be considered, namely: (1) Standard documents on competency subjects in Social Sciences are one of the guidelines for curriculum development in the regions to prepare syllabi. (2) Organizing the material using an expanding community approach, starting from the things closest to students to things that are more global. (3) Learning in the Social Knowledge Study subject uses an integrated approach and a contextual learning approach to develop and improve intelligence, attitudes, and social skills. This approach is realized by other means through the use of inquiry, explorative and problem solving methods. These learning methods can be carried out in a variety of ways within or outside the classroom by taking into account the availability of learning resources. (4) In Learning Social knowledge needs to be followed by a practice of learning Social knowledge. This learning practice is a learning innovation designed to enable students to understand facts, events, concepts and generalizations through empirical learning parables, called environmental awareness tactics. (5) In learning Social Knowledge can use a variety of media that has the potential to add insight into the context of learning and increase learning motivation. Slides, films, radio, television, and computers that are equipped with CD-Room and internet relations can be used to access various information about local, national and global issues. (6) Class-based assessment in social knowledge subjects is directed to measure achievement of learning outcomes indicators. Besides written examples (pencil and paper test) can also use a model of assessment based on actions (performance based assessment), assignment (project), product or (portfolio). (7) time allocation of each learning outcome can be organized by the teacher according to the allocation (8) The order of indicators in the 2004 curriculum can be adjusted to the needs.

That is the description of IPS in elementary school, in the last 10 years and has implemented two types of curriculum, namely the curriculum 1994 and 2004. Based on input from the implementation field, the 2004 curriculum known as Competency Based Curriculum (KBK), has not been fully

implemented in all classes, classes II and VI still use the 1994 curriculum (Sapriya, et. al., 2008).

According to information from several teachers who have implemented the KBK, there are still various obstacles, such as the limited source book; the learning approach that still uses conventional methods with monotonous methods, so students are difficult to carry out for inquiry, discover and explore in the learning process and strong enthusiasm from the teacher as the spearhead of learning, in a relatively short period of time will be able to implement the implementation of this KBK in accordance with the signs stated above. In the Education Unit Level Curriculum (KTSP) is an operational curriculum compiled by and implemented in each education unit. In the Education Unit Level Curriculum Structure contains 8 subjects plus local content, of which there are social studies subjects.

According to Sapriya (2009) the IPS curriculum in 2006 aims to have students as follows:

1. Knowing concepts related to people's lives and their environment.
2. Having the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life.
3. Having commitment and awareness of social and humanitarian values.
4. Having the ability to communicate, cooperate, and compete in a pluralistic society, at the local, national and global levels.

The IPS curriculum in 2006 is quite simple, because it only emphasizes the achievement of the required Basic Competency and Competency Standards. This provides opportunities for teachers as curriculum developers to be creative in social studies learning that is active, creative, effective, and fun. Social studies material is an integration between Geography, History, Sociology and Economics. Social studies subjects are arranged in a systematic, comprehensive and integrated manner in the learning process towards news and success in life in society.

With this approach it is expected that the child will gain a broader and deeper understanding of the related fields of science. In accordance with the characteristics of children and social studies, the expository method will cause students to be passive, and reduce the degree of social studies into boring rote learning. Teachers who act monopolizing the role of information sources should improve their performance with various learning methods, such as presenting a cooperative learning model; role playing, jigsaw, reading poems, books, or

newspapers/magazines/journals so students are included in academic activities. Implement active, creative, effective, and fun learning (PAKEM) that allows children to work on diverse activities to develop skills, attitudes, and understanding by emphasizing learning while working, while teachers use various learning resources and tools, including the use of the environment so that learning is more interesting, fun, and effective. Of course the teacher must draw on his knowledge and practice his skills, so that he is able to present social studies learning interestingly.

While the K-13 curriculum is a further step in the development of a Competency-Based Curriculum which was pioneered in 2004 and the 2006 Education Unit Level Curriculum which includes integrated attitudes, knowledge and skills competencies. This development is carried out to answer internal and external challenges that develop in the community.

The K-13 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state and world civilization. In the National Seminar with the theme "Social Education and Implementation of the K-13 Curriculum to Realize the Golden Generation", Sardiman (on Sapriya, 2009, Rouf & Sugiarti, 2018) conveyed why it is necessary to renew and what is the urgency of K-13 curriculum development, namely that the Indonesian curriculum has never changed. This means that the ending is still tidy. This means that the teacher's behavior from the beginning of the curriculum in 1947 to the 2006 curriculum is the same. That is one reason for curriculum development.

Sardiman added, the public perception that the education curriculum is currently too focused on the cognitive aspects, besides that the burden on students for subjects is too heavy but lacks character. Sardiman said that the 2013 curriculum development theme is a curriculum that can produce productive, creative, innovative and affective Indonesian people through strengthening integrated attitudes, skills and knowledge.

In the K-13 curriculum the position of the teacher is not only as a teacher and educator as we know together, but in this curriculum the teacher's position is also as a facilitator, leader, motivator, and as a 'servant and diver' of students. On the same occasion, Hamid Hasan stated that IPS education content in the 2013 curriculum included:

1. Knowledge of the lives of the surrounding community, nation and humanity in various aspects of life and the environment.
2. Skills of logical and critical thinking, reading, learning (learning skills, inquiry), solving problems, communicating and cooperating in the lives of nations.
3. Values of honesty, hard work. Social, culture, nationality, peace and humanity and personality based on these values.
4. Attitude: Curiosity, manhood, respect for achievement, competitive, creative and innovative and responsible.

But in reality, the implementation of the K-13 curriculum is still a lot of one of the sources of 'confusion' that must be faced by teachers today. This confusion is due to the unclear how to apply and apply the K-13 curriculum in the field. In addition to being confused about the implementation of the K-13 curriculum, currently the IPS subject teachers are still not fully able to carry out in accordance with what is mandated from the IPS social curriculum (Nindi, 2013).

3.5 IPS Position Analysis on KTSP and K-13

Table 1: IPS Position Analysis on KTSP.

Competence standard	Basic competence
1. Understanding the development of the Indonesian region, the appearance of nature and the social conditions of countries in Southeast Asia, as well as continents.	1.1 Describe the development of Indonesia's territorial administration system. 1.2 Comparing natural features and social conditions of neighboring countries. 1.3 Identify continents.
2. Understanding natural phenomena that occur in Indonesia and beyond.	2.1 Describe natural phenomena (events) that occur in Indonesia and neighboring countries 2.2 Knowing ways to deal with natural disasters
3. Understanding the role of the Indonesian nation in the global era.	1.1 Explain the role of Indonesia in the global era and its positive and negative impact on the life of the Indonesian people 2.3 Knowing the benefits of exports and imports in Indonesia as an economic activity between nations

Table 2: IPS Position Analysis on K-13

Basic Competencies and Apects of Social Studies Subject
1.1 Describe the development of Indonesia's territorial administration system (cognitive domain).
1.2 Comparing natural features and social conditions of neighboring countries (cognitive domain).
2.1 Describe natural phenomena (events) that occur in Indonesia and neighboring countries (cognitive domain).
2.2 Knowing ways to deal with natural disasters (cognitive domain).
2.3 Shows the behavior of responsibility, care, confidence in developing a healthy lifestyle, the preservation of the physical environment, culture, and valuable relics in the community (psychomotor domain).
3.1 Expressing the diversity of spatial aspects and connectivity between space, time, change and the sustainability of human life in the social, economic, educational and cultural aspects of Indonesian society (cognitive domain).
3.2 Concern and respect for social, cultural, economic and political institutions (Affective domain).
3.3 Reviewing the benefits of political, social, economic and cultural institutions in the lives of the Indonesian people and nations (cognitive domain)

IPS position on KTSP, especially stands alone. Whereas for k-13 Curriculum integrated with other subjects. There are basic competencies in KTSP that are not taught in the k-13 Curriculum. And there are basic competencies in the k-13 Curriculum that is developed from the basic competencies contained in the KTSP. KTSP emphasizes cognitive aspects, while in the K-13 Curriculum, the three aspects are cognitive, affective and psychomotor

4 CONCLUSION

The IPS curriculum in 2006 (KTSP) is quite simple, because it only emphasizes the achievement of the required Basic Competency and Competency Standards. This provides opportunities for teachers as curriculum developers to be creative in IPS learning that is active, creative, effective, and fun. IPS material is an integration between Geography, History, Sociology and Economics.

While the K-13 Curriculum is a further step in the development of the Competency-Based Curriculum which was pioneered in 2004 and the

2006 Education Unit Level Curriculum which includes integrated attitudes, knowledge and skills competencies. This development is carried out to answer internal and external challenges that develop in the community.

IPS position on KTSP, especially stand alone. Whereas for K-13 Curriculum integrated with other subjects. There are basic competencies in KTSP that are not taught in the K-13 Curriculum. And there are basic competencies in the K-13 Curriculum that are developed from the basic competencies contained in the KTSP. KTSP emphasizes cognitive aspects, while in the K-13 Curriculum, the three aspects are cognitive, affective and psychomotor.

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