CURRICULUM IMPLEMENTATION 2013 IN LEARNING NEGOTIATED TEXT IN CLASS V
MI NURUL KARIM NW KEBON AYU

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ABSTRACT: This study aims to describe (1) negotiation text lesson planning based on 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu, (2) implementation of negotiation text lesson based on 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu and (3) obstacles experienced by teacher in text learning negotiation based on curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu. The design of the research used is the descriptive research design. The subjects of this study are students and teachers in Grade V MI Nurul Karim NW Kebon Ayu academic year 2017/2018. Data collection in this research using observation method, interview, and documentation. Data obtained through the three methods are processed through several stages, namely (1) data reduction, (2) data classification, (3) data presentation, and (4) conclusion. The result of research generally proves that learning of text of negosiasi based on curriculum 2013 in Grade V of MI Nurul Karim NW Kebon Ayu student has been successful. This is evident from the results achieved by students in text lessons negosiasi based on the 2013 curriculum that has reached the value above the KKM. In learning negosit text based on the 2013 curriculum, teachers use several methods, namely lecture method, discussion, question and answer, and assignment. The obstacles that teachers face when teaching text negogues based on the 2013 curriculum are seen in the selection of suitable models. The lack of understanding of teachers in determining the model of learning in accordance with the material and condition of students. Based on these findings it can be concluded that the planning and implementation of learning used by teachers is in accordance with the curriculum of 2013 but there are still shortcomings, ie setting the time or lesson less appropriate RPP, media not used in the learning process, and teacher constraints lies in the lack of understanding of teachers to use learning model.

Keywords: Learning planning, implementation of learning, curriculum 2013

PRELIMINARY

Education is a learning of knowledge, skills, and habits of a group of people who are passed from one generation to the next through teaching, training, or research. Education is a good step in making a person's attitude, behavior and character better.

The government through the ministry of education seeks to improve the competitiveness of Indonesian education through the development of Curriculum 2013. Curriculum 2013 is a series of improvements to the curriculum that has been initiated in 2004 based on competence and then forwarded with the 2006 curriculum (Kurniasih, 2014: 7). The success of the 2013 Curriculum that has been determined is determined by the leadership of the principal at the level of educational unit and teacher leadership at the class level. Leadership of the principal plays an important role in facilitating teachers in the process of teaching and learning in the classroom. Teachers are also an important factor of great influence, even very determine the success of learners in learning. The book of the Indonesian language students curriculum 2013 Class V high school there is a lesson producing negotiation text. This lesson is one of the talk activities of the 2013 curriculum and is a competency that must be mastered in the even semester. The activity of producing a
coherent text of negotiation in accordance with the characteristics of the text that will be made both orally and in writing is found in Basic Competence (KD) 4.2 Class V MI. The skill of producing negotiating text orally or negotiating needs to be mastered by the students.

According to Nahari Sabalala (2014), negotiation is a form of social interaction that serves to reach agreement among parties having different interests. Based on observations made at MI Nurul Karim NW Kebon Ayu, teachers are still unable to fully implement the rules contained in the Curriculum 2013, in Indonesian language learning, especially in negotiated text lessons. According to Turmuzi, S.Pd and Sukarman S.S as subject teachers say that the implementation of the 2013 Curriculum for a teacher is very good, but too complicated and many models in the Curriculum 2013 in a lesson, causing teachers sometimes to feel lazy. Therefore, in a learning teacher more inclined to use methods of learning that are still conventional. One that makes teachers difficult to teach is the lack of local government guidebooks to schools. Books provided by the local government are only part of the course textbooks, especially in Indonesian language subjects. Teachers of other subjects also have the same complaints, caused by the lack of handbooks distributed, so teachers sometimes find it difficult to teach. Teachers in the assessment sometimes find it difficult to assess the outcomes of learners, because using a portfolio assessment. A portfolio is a collection of students' work, as a result of performance performance tasks, determined by the teacher or by students with the teacher, as part of an effort to achieve the learning objectives, or achieving the competencies specified in the curriculum.

According to Daryanto (2014: 121), portfolio assessment is an assessment of a collection of artefacts that show progress and are rewarded as the work of the real world. Portfolio assessment can depart from the work of individual learners or produced in groups, requires reflection of learners, and evaluation based on several dimensions.

Based on the above observations, it can be concluded that teachers in teaching are still not able to fully implement the curriculum rules of 2013 and the lack of guidebooks distributed by the local government to schools and in teachers' learning is more inclined to use conventional learning methods. Seeing this condition, the question is whether teachers at school are ready to implement the 2013 curriculum and how the implementation of the 2013 curriculum. Researchers in conducting this study were conducted to find out how the application of Curriculum 2013 in MI Nurul Karim NW Kebon Ayu, whether the Curriculum 2013 has been implemented in accordance with the rules contained in the curriculum itself. This is what causes researchers to raise research with the title "Implementation Curriculum 2013 in Negotiation Text Lesson in Class V MI Nurul Karim NW Kebon Ayu".

METHOD

Research method contains the procedure that will be pursued in the implementation of a study. The research method will provide an overview of the steps, ways, and aspects of research.

Therefore, in this research method will discuss (1) research design, (2) subject and object of research, (3) research instrument, (4) data collection, (5) data analysis (Wendra, 2009: 31). The following will be described in more detail about the research method. Research design can be interpreted as a strategy of setting the background (setting) research so that researchers obtain appropriate data (valid) in accordance with the characteristics of
variables and research purposes (Wendra, 2009: 32).

This research will describe the negotiation text lesson through the implementation of the 2013 curriculum. This descriptive research design is qualitative. Qualitative descriptive is used to describe the observed data. Thus, the researcher uses descriptive qualitative research design to describe or describe the learning of negotiation text through the implementation of curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu. The subjects of this study are students and teachers in Grade V MI Nurul Karim NW Kebon Ayu academic year 2017/2018. The object of research is the thing studied in the research. So, the object of this research is (1) learning planning of negotiation text based on curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu, (2) implementation of negotiation text lesson based on curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu, and (3) obstacles experienced teachers in negotiated text lessons based on the 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu. In this study the main instrument is the researcher himself because this research is classified as descriptive research. According Sugiyono (2010: 305), in descriptive research into the instrument or research tool is the researcher himself. Arikunto (in Suandi, 2008: 39) states that data collection methods are ways that researchers can use to collect data. The data collection instrument is closely related to the object of research. Such instruments include observation guides, interview guides, and documentation. In this study, data collection methods and instruments that researchers use are as follows. Observation is a systematic observation of phenomena and then recording. Observation method is a method of research by holding a direct observation of the symptoms that appear on the object of research (Suandi, 2008: 39). Observations that researchers do pertained to passive participation observation.

Observation methods are used to observe the implementation of negotiated text lessons in the classroom. Implementation of in-class learning guided by teachers on negotiated text materials. Interviews were conducted with teachers. Interviews were conducted in relation to the barriers faced by students in negotiated text lessons through the implementation of the 2013 curriculum. The instruments used were unstructured interview guidelines, ie interview guidelines which provided no answers to the questions asked. In accordance with Suandi's explanation (2008: 47), in the interview not prepared a list of previous questions. The interviewer faced only a problem in general. Interview signs with teachers as follows. 1. How is the implementation of the 2013 curriculum in Indonesian language learning, especially in negotiated text lessons? 2. What are the constraints experienced when managing negotiated text lessons in the 2013 curriculum? 3. Is there a way to overcome the obstacles experienced in learning negotiation text in the 2013 curriculum? Documentation method is used to obtain data sourced from writing such as books, magazines, documents, regulations and so forth. (Arikunto, 2006: 158). In this research, documentation method used to get data in the form of RPP and syllabus used by teacher. From the RPP, researchers found learning steps undertaken by teachers. In addition, other documents are the results of students' writing. From the student's writing data, the researcher can know the student's ability in learning negotiation text through the implementation of curriculum 2013 and as the attachment material. Data analysis is the process of tracking and arranging systematically transcripts of interviews, field notes, and other materials collected to improve understanding of these materials in.
order to be presented to everyone else (Bogdan and Biklen in Syamsudin, 2009: 110).

Data analysis in the research took place simultaneously in the process of data collection. Among these are through four stages, namely data reduction, data classification, data presentation, and inference. Data reduction is the activity of summarizing, selecting the main points, focusing on important things, looking for themes or patterns, and throwing away unnecessary (Sugiyono, 2006: 338). In other words, data reduction is to sort things that fit the focus of research. The data sought focused on matters relating to learning the text of negotiation through the implementation of the 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu. At this stage, the data are classified according to the sub-issues that have been presented in the problem formulation, then organized systematically so that the data is easily interpreted.

The data taken are the data related to the negotiation text lesson planning based on the 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu, the implementation of negotiation text lessons based on the 2013 curriculum in Grade V MI Nurul Karim NW Kebon Ayu, and barriers experienced by teachers in negotiated text lessons based on curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu. What is done in the data classification is to classify the data that has been compiled or that has been selected in accordance with certain categories. The next stage is the presentation of data. Reduced data will be presented qualitatively.

According Sudaryanto (1993: 145), the technique of data presentation there are two, namely informal and formal presentation. The method of informal presentation is the formulation of ordinary words. Formal presentation is a formulation with signs and symbols. This study uses informal presentation, ie data formulated with ordinary words and explanation of the rules seem detailed-unraveled. The most important step of data analysis is the taking of conclusions. Drawing conclusions is done since the data collection stage. In this study, researchers formulated the conclusions based on the data obtained and presents data descriptively qualitative. The researcher will draw a conclusion based on the data that has been obtained about the negotiation text lesson through the implementation of the 2013 curriculum in the Class V MI Nurul Karim NW Kebon Ayu. The conclusions in this study are still temporary. This is in accordance with the opinion of Sugiyono (2010: 345) which states that the initial conclusions are still temporary and will change if there is no strong evidence to support the next stage of data collection. If the conclusions raised in the initial stages are supported by valid and consistent evidence based on the findings in the field, the conclusion put forward is a fact that is true.

RESULTS AND DISCUSSION

This section contains the results of research and discussion of research results. In the results of the study are described (1) the negotiation text lesson planning based on the 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu, (2) the implementation of negotiation text lesson based on the 2013 curriculum in Grade V MI Nurul Karim NW Kebon Ayu, and (3) obstacles experienced by teachers in learning negotiation text based on curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu. After submitting the results of the research, the next will be presented discussion of research results. 4.1 Research Results and Discussion

4.1.1 Planning of Negotiated Text Lesson Based on Curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu
To get an overview of learning planning of negotiation text of Class V MI Nurul Karim NW Kebon Ayu, the researcher conducted a thorough examination on RPP made by teacher of Indonesian language subject. This research which is observed is Basic Competence 4.2 for one meeting that produces negotiation text. The components of the lesson plan include: identity (school name, subject, class / semester, subject matter or theme, and time allocation), core competencies, basic competencies, learning objectives, learning materials, learning methods, media, tools and resources learning, learning activities, and assessment. Each RPP component obtained data as follows.

1. Identity of RPP The identity of the RPP includes: educational unit, class / semester, subject matter or theme, and time allocation.

2. Core Competence The core competencies listed in the RPP describe the following: 1) core competency-1 (KI-1) for the core competencies of spiritual attitudes; 2) core competence 2 (KI-2) for core competence of social attitude; 3) core competence-3 (KI-3) for core knowledge competencies; and 4) core competence-4 (KI-4) for core skills competencies.

3. Basic Competence KD is organized into four KIs. KI-1 deals with self-attitude towards God Almighty. KI-2 deals with the character of self and social attitudes. KI-3 contains KD about knowledge of teaching materials, while KI-4 contains KD about the presentation of knowledge. KI-1, KI-2, and KI-4 should be developed and grown through the learning process of each subject matter listed in KI-3, for all subjects. KI-1 and KI-2 are not taught directly, but indirect teaching on every learning activity. Elaboration of Basic Competence in teacher-made RPP based on core competence. In the RPP there are 9 basic competencies but the focus of this research is one KD, namely KD 4.2 produces a negotiation text.

4. Indicators Indicators are defined based on basic competencies. Competencies are spelled out into four indicators: (a) identifying the content of the text, (b) determining the topic for producing the text, (c) preparing the text framework, (d) producing text based on the framework already made with regard to the content, structure, characteristics, type or variety, form, language, and EYD, in written text. Indicators have been formulated with operational verbs that can be measured and observed. The formulation of indicators that have been developed also includes the level of competence and materials that become the media of achievement of competence.

5. Learning Objectives Establishment of modified learning objectives so as to be associated with the achievement of learners in terms of developing the students' ability to produce negotiated text, not in accordance with the indicators that have been made. The learning objectives included in the lesson plan were: a) to understand the techniques of writing the negotiation text both orally and writing with a coherent and clear language and b) explaining the techniques of writing negotiated texts that have been read orally or in writing. Learning objectives have described the behavior that can be observed as a result of learning that is expected to be achieved by learners.

6. Learning Materials In the teacher-made RPP, learning materials are poured in the form of items in accordance with the formulation of indicators of competency achievement, but the material for enrichment and remedial material is not included in the RPP.

7. Learning Method The existence of variation of learning method designed in RPP that is discussion and observation. The use of this method seems to be in
accordance with the characteristics of indicators, competencies to be achieved, the situation and condition of learners.

8. Media, Tools and Learning Resources Teachers use instructional media in the form of power point to direct learners to learn using more varied media, media selection, tools and learning resources have been in accordance with indicators, easy to apply and provide opportunities for learners to participate actively.

9. Learning Activities The development of learning steps that enable learners to have the opportunity to produce negotiated texts, appears in the elucidation of the teacher's learning steps in the RPP. To achieve a basic competence, the learning steps are structured in the form of a whole series of activities that include preliminary activities, core activities, and closing activities. In the initial activity, teachers conditioned students to learn and then motivate learners related to negotiating text writing techniques. In the apperception section in the teacher-made RPP, teachers only include questions to be conveyed to learners and convey the purpose of learning. however, the opening greeting has not been included in the RPP.

The core activity, contains the systematic steps that the learner passes to be able to construct his knowledge. This activity is systematically and systematically directed through the process of observing, questioning, data collection, association, and communicating. The steps are arranged in such a way that learners can show behavioral changes as indicated on indicators of achievement of competence and learning objectives. at the observing stage, the teacher involves the learner to understand the technique of negotiating the text, observing some important matters in the process of writing the negotiating text, observing the negotiating text as a reference to begin writing negotiating texts. Teachers facilitate interaction among learners to observe negotiating text writing techniques, observe important matters in writing negotiating texts and observing references related to negotiating texts. In the questioning activity the teacher facilitates the students to ask questions about the techniques of writing the negotiating text and ask questions about the language that can be used in the negotiating text. In the data collection activities students collect additional data or information on writing techniques in the negotiating text from various sources (package books, internet, and mass media) and students begin to write negotiative texts with regard to the structure of the text. In the course of association the student concludes how to write the negotiating text by observing the structure of the negotiating text. Then proceed with communicating activities ie students communicate the results of writing text and read the results of the text of negotiations in front of the class. Afterwards, the students discuss the results of writing the negotiating text and summarize it in the discussion. Closing activities, teachers encourage students to make inferences, reflect, and find the values that exist in learning activities. so that students can recognize the relationship of learning materials with the social environment.

10. Assessment The way in which the teacher obtains information about the process and the learning outcomes done by the learners about the ability of learners to write the negotiating text, is already seen in the RPP. The assessment techniques included in the RPP are attitude observation, performance test, written test, and fortopolio. The attitude observation technique has been completed with the attitude observation sheet accompanied by the assessment rubric, the performance test contained in the RPP has also been accompanied by the assessment rubric, the
written test contained in the RPP has been completed with the problem, but the matter contained in the RPP, on the indicators outlined by basic competencies, then the portfolio sheet has also been included along with the scoring rubric. Based on the results of the documentation that the researchers did, it was found that before implementing the learning in the classroom the teacher first makes the lesson planning.

Learning plans created by the bright teacher in the Lesson Plans (RPP). RPP is compiled based on syllabus, in other words syllabus is the base of making RPP. In the 2013 curriculum, the syllabus has been prepared by the government, both national curriculum and regional curriculum so that teachers will develop a less meticulous lesson plan (Mulyasa, 2013: 181). Nevertheless, the lesson planning made by the teacher still has several disadvantages, including: 1) enrichment and remission not included in the lesson plan, 2) the time allocation in the learning steps is not visible, and 3) the written sheet as outlined in the RPP has not been clearly led to indicators outlined based on basic competencies. The first findings of the researcher, in the planning done by the teacher, are on enrichment materials and remedi material.

The reason teachers do not include enrichment materials and remedial material because the teacher had never included material about enrichment and remedi in RPP. It is not in accordance with that contained in Permendikbud No. 81 A Year 2013 which states remedial program for learners who achieve competence under the completeness, and enrichment programs for learners who have fulfilled the mastery so that remedi and enrichment activities will be more focused if the material is included in the RPP. Related to that, it can refer to research conducted by Pt Novita Susiyanti Dewi (2015), entitled Implementation of Negotiation Text Writing Learning Based on Curriculum 2013 in Class VB Accounting SMK Negeri 1 Singaraja which states that, learning planning made by teachers must be in accordance with the curriculum 2013, can be seen from the standard content or subject matter, learning methods, learning steps, activities undertaken learners and enrichment and remedi. The second finding that researchers get, the allocation of time in the learning steps already visible and appropriate.

Permendikbud No. 81 A The year 2013 determination of time allocation for each basic competency is based on the number of effective weeks and the time allocation of subjects per week taking into account the number of basic competencies, breadth, depth, difficulty level, and level of importance of basic competencies. The time allocation included in the syllabus is an approximate average time to master the basic competencies required by diverse learners.

Therefore, the time allocation must be specified and adjusted again in the RPP. Another finding, which is contained in the teacher-made RPP is the written test sheet in the RPP is not clear leads to indicators that are outlined based on basic competencies. The RPP prepared in the MGMP, especially for negotiating text material, consists of ten meetings. The written test sheets made by the teacher are comprehensive and are not poured at each meeting to cause the written test sheet to be unclear to indicate the indicators outlined by basic competencies. Permendikbud No. 81 A Year 2013 on Curriculum Implementation General Guidance Learning stated that the assessment is directed to measure the achievement of competence that is KD on KI-3 and KI-4. The scoring system is a continuous scoring system. Continuous in the sense that all indicators are billed, then the results are analyzed to determine which KD has been owned and who have not, as
well as to know the difficulty of learners. Thus, the written test sheet contained in the RPP must be clear and can be used as a bill for each indicator.

4.1.2 Implementation of Negotiated Text Lessons Based on Curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu

A description of the implementation of negotiation text lesson in Class V MI Nurul Karim NW Kebon Ayu, the researcher observed the learning process in Class V MI Nurul Karim NW Kebon Ayu. Based on the result of observation, the result of learning is obtained. The results of observations have been conducted indicate that the implementation of learning includes three stages: (1) preliminary activities, (2) core activities, and (3) cover activities each will be presented one by one.

1. Introduction Activities This preliminary activity, first of all teachers and learners to say greetings "Assalammualaikum Warohmatullahiwabarokatu". Furthermore, teachers carry out classroom administration, such as student attendance, filling in class journals, and filling out teacher's agenda books in the field of study. In addition to implementing the administration, teachers also see the readiness of learners to follow the lesson by paying attention to books that have been prepared by learners.

After that, the teacher performs apperception by linking the ongoing learning materials with the learners' experiences or previous learning. This teacher activity also poses some questions that challenge students to be more motivated in learning the writing of negotiation text. Apperception activities are ended by checking the students' initial behavior in relation to negotiated text learning, preliminary activities are well done and systematic.

2. Learning Core Activity In the core activities, teachers guide learners to understand the material in 5 ways, namely observing, asking, collecting data, associating, and communicating.

The five activities will be presented one by one as follows.

a. Observing Activities Activities observe, learners directed to be able to understand the technique of writing negotiation text by reading material about texts writing negotiation, learners are required to be able to observe some important thing in process of writing negotiation text, then learners are asked to read sample text of negotiation in support book to be observed to be used as a reference to begin writing negotiative texts, then learners are directed to identify the content of the negotiating text.

b. Activity Questioner Learners ask questions relating to the techniques of writing negotiating text and language that can be used in writing negotiated texts. Activity to ask questions is done by learners after they read the theory about writing negotiation text and sample negotiation text. Indonesian language teachers at that time only monitor the activities of learners and facilitate learners to ask when learners have a barrier.

c. Data Collection Activities In order to construct the negotiating text, learners collect additional data or information on writing techniques in the negotiating text of textbooks, mass media, and the internet. After data collection is done, learners determine topics for producing negotiated texts. Then learners begin to arrange the text framework. The subsequent negotiation text is written based on the text framework that the learner has created.

d. Associating Activities This activity learners conclude how to write negotiating text by looking at the structure of the negotiating text. e. Communicating
Activities This activity learners deliver the results of writing the text of the negotiation by reading out the writing in front of the class. Communicating activities are then continued with the activities of discussing and concluding the results of writing the negotiation text that has been made by students.

3. Learning Closing Activities
Closing activities, teachers and learners together to reflect and make a summary of material that has been taught. After concluding the learning materials, the teacher gives oral and written test questions to learners to find out how far learners understand the material they have learned, but the oral tests provided by the teacher have not been able to provide an accurate picture of the learner's ability to understand the technique of writing the text of the negotiation because only a few students who answered the questions conveyed by the teacher. Teachers also collect the writing of the learner as a portfolio material. Finally the teacher assigns home assignments to each learner to re-write the negotiating text. The lesson has ended, the teachers and the students together say "Wassalammualaikum Warohmatullahiwarobakatu".

Judging from the implementation of learning, teachers have implemented lessons in accordance with Permendikbud No. 81A in 2013, but there are still weaknesses. The findings that researchers get, the discrepancy between RPP and the implementation of learning that can be seen on media and tools that are not used at the time of learning.

Kunandar (2007: 263) reveals the function of RPP is as a reference teacher to carry out learning activities so that learning takes place more directed running effectively and efficiently. Related to that, it can refer to the research conducted by Pitri Lestari (2015), entitled Implementation of Curriculum 2013 on Negotiation Text Writing in High School Students SMA1 Karanganyar, revealed that the implementation of learning must be in accordance with what is planned by teachers in RPP. Hust what is contained in the RPP it is done by the teacher during the implementation of learning. In the RPP include media power point and a tool in the form of computers to support the learning process, but in fact the media and tools are used. Teachers do not use the media and tools with the reason to master the technology well. The inclusion of power point media and a computer tool is not the teacher's initiative to be the subject of this research but the initiative of the MGNP team. Because the RPP is structured with the MGMP team, sometimes some components can not be applied by the teacher in implementing the lesson.

The more advanced science and technology, the more widespread human horizons in various fields, one of which is the use of media or tools in the world of education. Media is one that can bring information and knowledge in the interaction that take place. According to (Sutikno, 2007: 69) the media can be projections such as slides, film strips, films, and the use of OHP with the aim of showing something that can attract the attention of learners so as to foster motivation to learn. In addition, the use of media aims to direct learners to more activities in learning because not only hear the description of the teacher, but also observes, performs and demonstrates. Rayandra, 2011: 30) in a book entitled Creative Developing Media Learning also believes that the role of learning media, one of which is the power point as one source of learning for learners. It means through the media learners get the message and information so as to form a new knowledge in the students themselves. So, teachers should learn to use the media that has been contained in the lesson plans.
for learning more interesting and provide new activities to learners.

4.1.3 Barriers Experienced by Master in Negotiated Text Learning Based on Curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu

Related information constraints faced by teachers in negotiated text lessons based on the 2013 curriculum in Grade V MI Nurul Karim NW Kebon Ayu. In negotiated text lessons, teacher constraints lie in the selection of suitable models. The lack of understanding of teachers in determining the model of learning in accordance with the material and condition of students. This lack of understanding is due to the lack of teacher knowledge about the learning model applicable to the 2013 curriculum. In addition, the teacher said that the socialization related to the 2013 curriculum lesson is also very minimal. Therefore, in the planning of the teacher from the comot the most important learning model is the application in the classroom which certainly adjusts to the condition and situation of the students. Indeed teachers have learned the model of learning in the curriculum 2013, which there are four project based learning, inquiry based learning, discovery based learning, and problem-based learning. However, teachers do not know exactly the syntax of the learning model. The reason is the lack of knowledge and socialization. Therefore, the teacher uses only one model on all learning materials, ie discovery based learning model. For the researchers, the selection of the learning model is correct, but after the researcher searched on the learning steps not the syntax of the learning model of discovery based learning that emerged, but the syntax of learning problem based learning model. When the researchers confirm, the teacher says the syntax of discovery based learning is like that. This indicates that the teacher's knowledge of the lesson model in the 2013 curriculum is still lacking, causing errors. Master said that the basic reason is the lack of knowledge and socialization that is lacking. Actually it can be overcome with the efforts of teachers to seek information from various books and other media, such as in books by Daryanto (2014) and Kuriniash (2014). In the book, there are descriptions related to learning in the curriculum 2013. Related to that, it can refer to research conducted by Pt Novita Susiayanti Dewi (2015) with title Implementation of Negative Text Writing Learning Based on Curriculum 2013 in Class V.B Accounting SMK Negeri 1 Singaraja. Curriculum 2013 is a series of improvements to the previous curriculum that has been pioneered in 2004 that is competency-based KBK curriculum and then continued with the 2006 curriculum that is Kurukulum KTSP. Curriculum KTSP is a curriculum of refinement of the previous curriculum is a competency-based curriculum (KBK). Minister of Education and Culture, Prof. IrMuhammad Noah (Kurniasih, 2014), emphasized that the Curriculum 2013 is more emphasized on competence with attitude-based, skill, and knowledge-based competencies. Pitri Lestari (2015) examines "Implementation of Curriculum 2013 on Negotiation Text Writing on High School Students SMA1 Karanganyar ". Better, the ability to write the text of student negotiation based on the curriculum 2013, because in the learning process siswalebih emphasized on competence with competence thinking based on attitude, skills, and knowledge. Another thing students can discuss express opinions related to the ideas proposed by friends so that there will be improvements in writing negotiations. To get a good negotiation text then of course students should be diligent in reading. With diligent reading will add insight and knowledge of students about a
theme, so the more smoothly in developing the negotiation text. Judging from the constraints faced by teachers in learning negotiation text based on the curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu. In negotiated text lessons, teacher constraints lie in the selection of suitable models. The lack of understanding of teachers in determining the model of learning in accordance with the material and condition of students. This lack of understanding is due to the lack of teacher knowledge about the learning model applicable to the 2013 curriculum. In addition, the teacher said that the socialization related to the 2013 curriculum lesson is also very minimal. Therefore, in the planning of the teacher from the comot the most important learning model is the application in the classroom which certainly adjusts to the condition and situation of the students. Indeed teachers have learned the model of learning in the curriculum 2013, which there are four project based learning, inquiry based learning, discovery based learning, and problem-based learning. However, teachers do not know exactly the syntax of the learning model. The reason is the lack of knowledge and socialization. Therefore, the teacher only uses one model on all learning materials, that is discovery based learning model. For the researcher, the selection of the learning model is correct, but after the researcher is searching on the learning steps not the syntax of learning discovery based learning model that appears, sintak model learning problem based learning. When the researchers confirm, the teacher says the syntax of discovery based learning is like that. This indicates that the teacher's knowledge of the learning model in the 2013 curriculum is minimal. Master said that the basic reason is the lack of knowledge and socialization. Actually it can be overcome by the efforts of teachers to seek information from various books and other media, such as in books by Daryanto (2014) and Kuriniasih (2014), reveals that the 2013 curriculum is a curriculum of refinement of the previous curriculum. In the book, there are descriptions or expositions related to the learning of Curriculum 2013.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the study and discussion presented in Chapter IV, it can be concluded that the lesson planning of negotiation text based on the 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu before the teachers implement the lesson, the teacher first makes the Lesson Plans (RPP), RPP compiled by teachers composed on some components, including: identity (school name, subject, class / semester, and time allocation) core competencies, basic competencies, indicators, learning objectives, learning materials, learning methods, media, tools, and learning resources, learning activities, and assessment.

Implementation of negotiation text lesson based on curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu basically been in accordance with Permendikbud No. 81 A Year 2013. This is reflected from the activities undertaken by learners in learning through the implementation of the curriculum 2013. Teaching steps undertaken by teachers consisting of: preliminary activities, core activities, and closing activities.

Barriers experienced by teachers in learning negotiation text based on the 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu in negotiation text lesson, teacher obstacles seen in the selection of suitable model. The lack of understanding of teachers in determining the model of learning in accordance with the material and condition of students. This lack of understanding is due to a lack of teacher
knowledge about the learning model applicable to the 2013 curriculum.

After this research is carried out, the researcher can advise that The results of this study can contribute thoughts on learning text-based negotiation curriculum 2013 in Class V MI Nurul Karim NW Kebon Ayu. The results of this study can also be used as a reference by other researchers in conducting further research relevant to this research, and the results of this study will provide theoretical confirmation of the process of learning text negotiations based on the 2013 curriculum in Class V MI Nurul Karim NW Kebon Ayu.

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