



Implementation of the 2013 Curriculum at MTs AL-Abraar

Neliwati¹, Devi Indah Sari²

^{1,2}Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Sciences, Universitas Islam Negeri Sumatera Utara, Indonesia

Abstract: *This study aims to analyse the Implementation of the 2013 Curriculum at Mts Al-Abraar. The purpose of this study is to find out how the effectiveness of the 2013 curriculum is compared to the previous curriculum, the constraints or obstacles occurred during the implementation of the 2013 curriculum, the respond of educators and students when using the 2013 curriculum which is far different from the previous curriculum, the things prepared in using the 2013 curriculum and the benefits or advantages for students and also educators when using the 2013 curriculum. This study uses qualitative methods because researchers consider the problems studied to be quite complex and dynamic so that the data obtained from the informants is captured using a more natural method, namely direct interviews with the informants so that natural answers are obtained. The conclusion that the researchers got from this mini research or observation is that schools have implemented the 2013 curriculum, but have not been able to achieve maximum implementation of the 2013 curriculum, because sometimes in learning they still use the KTSP system, such as teachers are more active than students, more teachers speak from on students. And this can happen because one of them is inadequate school facilities because in order to achieve successful implementation of the 2013 curriculum, adequate school facilities are also needed, such as infocus and others.*

Keywords: *implementation; 2013 curriculum; MTS Al-Abraar*

I. Introduction

In the history of education in Indonesia, the curriculum has often been a negative stigma in society, this is because the curriculum has often changed but its quality is still questionable. The curriculum itself is a means used to achieve the desired educational program. The curriculum as a means, of course, must be supported by the necessary facilities and infrastructure such as adequate learning and teaching resources, the ability and availability of adequate teaching staff, appropriate methodology, and also clarity of direction and objectives to be achieved. The implementation of a curriculum cannot be separated from the development of a society. For example, the curriculum in Indonesia has continued to experience changes after independence until now, this curriculum change was made because of the demands of the times, and will continue to experience improvements in terms of content, implementation, and evaluation. In the history of travel in Indonesia since 1945, the national curriculum has undergone changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and also the current curriculum, namely the 2013 curriculum. Prior to the implementation of the 2013 curriculum, the government first conducts a public test to determine the feasibility of the curriculum in the eyes of the public/society. And finally in 2013 the 2013 curriculum was gradually implemented. Before implementing the 2013 curriculum, the government first conducted a public test to determine the feasibility of the curriculum in the eyes of the public/community.

1.1 Formulation of the problem

1. How effective is the 2013 curriculum compared to the previous curriculum?
2. What obstacles or obstacles occurred during the implementation of the 2013 curriculum?
3. What is the response of educators and students when using the 2013 curriculum which is far different from the previous curriculum?
4. What things are prepared in using the 2013 curriculum?
5. Are there benefits or advantages for students when using the 2013 curriculum?

1.2 Research Purpose

1. To find out how the effectiveness of the 2013 curriculum is compared to the previous curriculum
2. To find out what constraints or obstacles occurred during the implementation of the 2013 curriculum?
3. To find out how educators and students respond when using the 2013 curriculum which is far different from the previous curriculum
4. To understand what things are prepared in using the 2013 curriculum
5. To find out whether there are benefits or advantages for students and also educators when using the 2013 curriculum.

II. Review of Literatures

2.1 Definition of Curriculum 2013

Etymologically, the curriculum (curriculum) comes from the Greek, namely *curir* which means "runner" and *curere* which means "place to race". That means the term curriculum comes from the world of sports in ancient Greece in Greece, which implies a distance that must be traveled by runners from the starting line to the finish line, then used by the world of education. In terms of terminology, the term curriculum is used in the world of education, namely a number of knowledge or abilities that must be taken or completed by students in order to reach a certain level formally and can be accounted for (Thoha, 2013).

Experts interpret the curriculum as follows: According to Nasution, "The curriculum is a plan that is drawn up to expedite the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff."

According to Harsono, curriculum is an educational idea that is expressed in practice. In Latin, curriculum means track or runway. Currently the definition of curriculum is growing, so that what is meant by curriculum is not only educational ideas but also includes all planned learning programs from an educational institution.

According to Hasan, the curriculum is flexible and contains two positions. The first position relates to flexibility as an educational mindset for training. Thus, the theoretical position must be developed in the curriculum as a plan. The second meaning is as a curriculum developer rule. The existence of this developer position is due to changes in educational or training thinking.

The 2013 curriculum is a follow-up to the Competency-Based Curriculum (CBC) which was tested in 2004. The KBK or (Competency-Based Curriculum) is used as a reference and guideline for the implementation of education in developing attitudes, knowledge and skills competencies in an integrated manner, as mandated by the Law. 20 of 2003 concerning

the National Education System in the elucidation of article 35, in which graduate competence is a qualification of graduates' abilities which includes attitudes, knowledge, and skills in accordance with agreed national standards. This presentation is part of the 2013 Curriculum public test, which is expected to gather opinions and input from the community. The 2013 competency-based curriculum focuses on acquiring certain competencies by students.

Therefore, this curriculum includes a number of competencies, and a set of learning objectives stated in such a way that the achievement can be observed in the form of behavior or skills of students as a criterion of success (Majid, 2012).

Therefore, in the 2013 curriculum, Core Competencies (KI) emerged as a reference in the learning process. The 2013 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.

2.2 The 2013 Curriculum Foundation

According to E. Mulyana stated that the 2013 Curriculum Development is based on a philosophical, juridical, and conceptual basis. The explanation is as follows.

The 2013 curriculum was developed based on a juridical basis, a philosophical basis, an empirical basis and a theoretical basis. The juridical basis is a legal provision that is used as the basis for curriculum development. The philosophical foundation is the foundation that directs the curriculum to humans what the curriculum will produce. The empirical foundation provides direction based on the implementation of the current curriculum in the field. The theoretical foundation provides theoretical foundations for curriculum development as documents and processes.

a. Philosophical Foundation

The philosophical foundation is the foundation that directs the curriculum to humans what the curriculum will produce. Some of the philosophies that underlie the 2013 curriculum, namely: The Pancasila philosophy which shows many basic principles in educational development. An educational philosophy based on noble values, academic values, the needs of students and society.

b. Juridical Foundation

Juridically, curriculum is a public policy based on the nation's philosophical basis and juridical decisions in the field of education. The juridical basis of the curriculum is Pancasila and the 1945 Constitution, Law number 20 of 2003 concerning the National Education System, Government Regulation number 19 of 2005, and Minister of National Education Regulation number 23 of 2006 concerning Graduate Competency Standards and Minister of National Education Regulation number 22 of 2006 regarding content standards. RPJMM 2010-2014 Education Sector, concerning Changes in Learning Methodology and Curriculum Arrangement. PP No. 19 of 2005 concerning National Education Standards. INPRES No. 1 of 2010, concerning the Acceleration of Implementation of National Development Priorities, and so on.

c. Conceptual Foundation

Some of the concepts that underlie the 2013 curriculum, namely: Educational relevance, Competency and character based curriculum, Contextual learning, Active learning, Valid assessment, intact and comprehensive.

d. Theoretical Foundation

The curriculum is developed on the basis of standard-based educational theory and competency-based educational theory. Education based on standards is education that sets national standards as the minimum quality of learning outcomes that apply to each curriculum. National quality standards are stated as Graduate Competency Standards (Mulyasa, 2013).

e. 2013 Curriculum Structure

The curriculum structure describes the conceptualization of curriculum content in the form of subjects, position of content/subjects in the curriculum, distribution of content/subjects in semesters or years, study load for subjects and study load per week for each student. The curriculum structure consists of a number of subjects, study load, and educational calendar

f. 2013 Curriculum Principles

Oemar Hamalik divides the principles of curriculum development into eight types, including:

- a. The principle of goal-oriented curriculum is directed to achieve certain goals, which have a starting point from the goals of national education. The purpose of the curriculum is the elaboration and efforts to achieve the goals of certain educational units and levels. Curriculum objectives contain aspects of knowledge, skills, attitudes and values. Which in turn fosters changes in the behavior of students which include these three aspects and are related to the aspects contained in the goals of national education.
- b. The principle of relevance (appropriateness) Curriculum which includes objectives, content and delivery systems must be relevant (according to) the needs and conditions of society, the level of development and needs of students, and in harmony with developments in science and technology.
- c. Principles of efficiency and effectiveness The curriculum must consider the aspects of efficiency and utilization of funds, time, energy, and available resources in order to achieve optimal results. Funds are used in such a way in order to support the implementation of learning. The time available for students to study at school is also limited, so it must be used appropriately in accordance with the teaching procedures and learning materials needed. School personnel are also very limited, both in quantity and quality, they should be utilized efficiently to carry out the learning process. Likewise, limited room facilities, equipment, and legibility resources must be used appropriately by students in the context of learning, all of which are for the sake of increasing student effectiveness or success.
- d. The principle of flexibility A flexible curriculum is easily adapted, changed, supplemented or reduced based on the demands and conditions of the ecosystem and local capabilities, so it is not static or rigid.
- e. The principle of curriculum continuity is structured continuously, meaning that the parts, aspects, materials, and study materials are arranged sequentially, not separately, but have meaningful functional relationships with each other, according to the level of education, the structure of the educational unit, student development level. With this principle, the flow and linkages in the curriculum are clear, making it easier for teachers and students to carry out the learning process.
- f. The principle of balance Curriculum development pays attention to proportional and functional balance between various programs and sub-programs, between all subjects, and between the aspects of behavior to be developed. A balance also needs to be struck between theory and practice, between scientific, social, humanities and behavioral science elements. With this balance, it is hoped that there will be a complete

- and comprehensive mix, in which one another contributes to personal development.
- g. The principle of integration the curriculum is designed and implemented based on the principle of integration, integrated planning starting from the problem or topic and consistency between its elements. Integrated implementation involving all parties, both within the school environment and at the intersectoral level. With this integration, it is hoped that a unified and whole person will be formed. Besides that, integration is also carried out in the learning process, both in interactions between students and teachers and between theory and practice.
 - h. Principles of quality Curriculum development is oriented towards quality education, which means that the implementation of quality learning is determined by the degree of quality of teachers, teaching and learning activities, equipment/media of quality. Quality education results are measured based on the expected criteria of national education goals.

g. The Role of the Teacher in the Implementation of the 2013 Curriculum

The teacher's role in implementing the 2013 curriculum is the teacher as a facilitator who guides students in the learning process; then the teacher gives character education to students during teaching; then the teacher guides students in learning and gives freedom to children to investigate, observe, learn, and solve problems independently according to the scientific approach used in the 2013 Curriculum; then the teacher chooses and uses a variety of learning methods to increase student activity in learning; then the teacher chooses and uses learning media that varies according to the character of the subject to increase student activity in participating in learning; the teacher chooses learning resources that are appropriate and suitable to be applied in the learning process.

III. Research Methods

3.1 Types and Research Approaches

This study uses a type of qualitative research method. Bogdan and Taylor (1992) define qualitative methods as research procedures that produce descriptive data in the form of written words orally from people and observable behavior. Kirk and Miller define that qualitative research is a particular tradition in social science that is fundamentally dependent on human observation both in its field and in terminology. Based on the explanation Moleong in Amrizal (2018) qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action, etc., holistically, and by way of description in the form of words and language, in a special context that is natural and by utilizing various natural methods.

This study uses qualitative methods because researchers consider the problems studied to be quite complex and dynamic so that the data obtained from the informants is captured using a more natural method, namely direct interviews with the informants so that natural answers are obtained. In addition, researchers intend to understand the social situation in depth, find patterns, hypotheses, and theories that are in accordance with the data obtained in the field.

3.2 Data Collection Technique

In this study, data collection techniques used observation, or interviews by direct PAI teachers who teach at MTs Al-ABRRAR

3.3 Hypothesis

Education is now using the 2013 curriculum, no longer KTSP, but there are still many educational units that use the 2013 curriculum but its implementation does not reflect K13 but KTSP, temporary answers may be due to lack of preparation from schools or maybe they are used to KTSP, therefore the truth of The answer to the problem will appear in the results of observations later.

IV. Discussion

4.1 Source Identity

Object Name (Master) : Imam Kurniadi, S.Pd, I
NUPTK : 54497576258200001
Address : Jln Pasar I, Hamlet VIII, Tandem Hilir I
Teacher : Al-Qur'an Hadith At MTs
Teaching Place : MTs AL-ABRAAR

4.2 Time and Place of Research

Date and time : Tuesday, November 23, 2021
Research Place : At MTs AL-ABRAAR School

4.3 Interview Result

Interviewer : Has this school used the 2013 curriculum?
Source person : Yes, already from 2017
Interviewer : How is the effectiveness of the 2013 curriculum compared to the previous curriculum?
Sources : Actually, students have been oriented towards direct understanding but sometimes there are also advantages and disadvantages of the 2013 curriculum
Interviewer : What obstacles or obstacles occurred during the implementation of the 2013 curriculum?
Source person : Usually, it depends on the material and also from the subject teacher who teaches, sometimes the 2013 curriculum is put into practice right away, shows the forms of the teaching materials, now is a teacher ready to teach it all. For example, for the Al-Qur'an Hadith subject, you have to be able to provide or teach with methods or strategies that are easy to understand. Apart from that, there are also obstacles, namely from school facilities which are sometimes inadequate.
Interviewer : How is the response of educators and students when using the 2013 curriculum which is known to be very different from the previous curriculum?
Source person : The response inevitably has to be followed by developments that have been implemented by the ministry of education, especially from the ministry of religion and the ministry of education and culture.
Interviewer : What things are prepared in using the 2013 curriculum?
Source person : Prepared teaching materials, educational calendars that have been prepared from the beginning of the school year, and everything contained in the 2013 curriculum will be presented including allocating time calculations, prota,

- prose, syllabus, lesson plans and others.
- Interviewer : Are there any benefits or advantages that can be obtained by educators and students in using the 2013 curriculum?
- Source person : Of course, there are benefits, for teachers now the teacher is only a facilitator, not only lecturing in front of the class. If you use the 2013 curriculum, the benefits are for the students themselves, maybe students can be more independent nature of learning, because in learning students are led to always be active.
- Interviewer : Has MTs Al-Abraar maximized the implementation of the 2013 curriculum?
- Source person : Not fully maximized, maybe around 75 percent of the 2013 curriculum is implemented, because sometimes in terms of delivery of material they still use the KTSP system so they don't fully use K13.

V. Conclusion

The conclusion that the researchers got from this mini research or observation is that schools have implemented the 2013 curriculum, but have not been able to achieve maximum implementation of the 2013 curriculum, because sometimes in learning they still use the KTSP system, such as teachers are more active than students, more teachers speak from on students. And this can happen because one of them is inadequate school facilities because in order to achieve successful implementation of the 2013 curriculum, adequate school facilities are also needed, such as infocus and others. Therefore, if it is related to the initial hypothesis, the alleged initial answer is in line with what is being studied, that it is true that schools have implemented K13, but sometimes in the application of learning they still use the KTSP or 2006 methods.

Suggestions from researchers for teachers who teach are when they want to implement the 2013 curriculum but are hindered by several obstacles, then immediately look for solutions to existing problems so that the 2013 curriculum is truly realized. And my advice to readers is that this mini research or observation can be useful for all of us, and can become an evaluation or reference material in the world of education, especially related to curriculum.

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