The Implementation of the 2013-Curriculum at *Madrasah* (Islamic School):
A Case on Islamic Religious Education Subject

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Abstract

This study aimed at describing the implementation of the 2013-curriculum at *Madrasah*. In this study, the researcher used a qualitative approach, where the data collection used were in-depth interviews, participatory observations, and documentation studies. The data were analyzed using an interactive analysis model proposed by Miles and Huberman. The results showed that the implementation of the 2013-curriculum in Islamic religious education subject at *MAN* (Islamic Senior High School) *Insan Cendekia, Pekalongan* employed three stages, i.e., planning, implementation, and assessment. In planning, teachers of Islamic religious education subject created and prepared lesson plans. Meanwhile, in the implementation, the teachers used a *scientific* approach that includes three stages, namely pre-activities, main activities, and post-activities. Meanwhile, in the assessment of learning, Islamic religious education teachers used authentic assessments as a benchmark for learning success at *MAN Insan Cendekia Pekalongan*. However, in the assessment format, there seems to be no uniformity. In addition, not all teachers carry out assessments promptly. It can be seen from the value leger that is still empty, which has not been filled by the teacher.

Keywords: 2013-Curriculum, *Madrasah*, Islamic Religious Education

Introduction

The 2013 curriculum is controversial, because of its passionate spirit, the initiators are very *powerful*, and developed in a relatively short time but have the desire to look perfect. The idea is very big and ideal, the model is very different, and it must be very ambitious. This impression is understood by the general public before there is an explanation from the Minister of Education and Culture that the 2013 curriculum is an implementation of the National Secondary Education Plan (RPJMN) in 2010-2014 (Yani, 2013: xi). The initiator of this curriculum was Muhammad Nuh, minister of education and culture at the time. When there was a change of Minister, this curriculum was stopped by Anies Baswedan. However, it was

perfected and reinstated by Muhadjir Effendy (Murodah, 2018: 2-3). Even today, this curriculum is continued and used by Nadiem Anwar Makarim.

Actually, in the implementation of the 2013 curriculum, one of the crucial things is the issue of the readiness of educators or teachers. The problem of teachers is considered crucial because if teachers are not ready to implement a new curriculum, then the curriculum as good as anything will not bring any changes to the world of national education. Therefore, to ensure the implementation of the 2013 curriculum effectively in madrasahs, there needs to be continuous socialization by various parties, whether from the Central Ministry, Regional Ministry of Agriculture, or related madrasahs such as MAN Insan Cendekia Pekalongan.

MAN Insan Cendekia Pekalongan is one of the madrasahs that is predicted to become a madrasah unggulan in Pekalongan City. However, the socialization of the 2013 curriculum has never been done directly by the Ministry of Central Affairs to MAN Insan Cendekia Pekalongan. Meanwhile, the madrassa itself has only once conducted socialization with teachers, including Islamic religious education teachers (Moleong, 2017: 330).

Departing from the background above, the question is "How is the Implementation of the 2013 Curriculum in Islamic Religious Education Subjects at MAN Insan Cendekia Pekalongan?".

Method

This research aims to analyze the implementation of the 2013 curriculum in Islamic religious education subjects at MAN Insan Cendekia Pekalongan. The approach that researchers use is a qualitative approach and the researcher immediately plunges into the location that is targeted by the research. The data sources that the researchers used were informants involved in the implementation of the 2013 curriculum in Islamic religious education subjects class X - XII at MAN Insan Cendekia Pekalongan, namely the subject teacher Akidah Akhlak class XI, the teacher of the subjects of the Qur'an Hadith class X, the subject teacher fiqh class XI, the teacher of the Islamic History subject class XII, and class X - XII students consisting of class X MIPA 3, XI MIPA 2, XI IPS, and XII MIPA 1. While the secondary data sources are the principal, vice-principal, curriculum waka, employees, madrasah documents at the research site, as well as books and other *relevant* sources. Then to collect data, researchers use several methods, namely observation, interviews, and documentation.

In testing the validity of the data in this study, researchers used triangulation. The triangulation that researchers used in this study were the triangulation of sources and methods. Triangulation with sources means comparing and checking through different times and tools. While triangulation by method means comparing, checking the truth, and conformity of the data through different methods. As for the analysis of data researchers do it at the time of collection of the data, and after the completion of data collection in a certain period. As stated by Miles and Huberman, activities in qualitative data analysis are carried out interactively and take place continuously until it is completed, until the data is saturated (Husaini, 2003: 88). Activities in this data analysis include *data reduction*, *display data*, and *conclusion drawing/verification* (Sugiyono, 2014: 334-335).

Results and Discussions

Curriculum 2013

Reviewed in terms of history, which began in 1945, the curriculum in Indonesia has undergone many changes. In1947 the curriculum of the lesson plan was detailed in the Unraveling Lesson Plan, 1964 Elementary School Education Plan, 1968 Elementary School Curriculum, 1973 curriculum of the Development School Pioneer Project (PPSP), 1975 Elementary School Curriculum, 1984 Curriculum 1984, 1994 Curriculum 1994, 1997 revision of curriculum 1994, 2004 pioneering Competency-Based Curriculum (KBK), 2006 Curriculum Level Education Unit (KTSP) and currently in force is curriculum 2013 (Marlina, 2017: 28).

The 2013 curriculum according to Kustijono is a development and refinement of the previous curriculum, to respond to various internal and external challenges. According to Karli, the 2013 curriculum is a follow-up to the 2004 Competency-Based Curriculum that emphasizes more on the character of students, and the competencies that students have after graduation in the face of globalization (Kustijono, 2014: 49-50). Meanwhile, according to Sunarti and Rahmawati, the 2013 curriculum is a curriculum that combines three concepts, which balance attitudes, skills, and knowledge. Through the concept, the balance between *hard skills* and *soft skills* starting from Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards can be realized (Sunarti, 2014: 1).

From various opinions of experts, the author can conclude that the 2013 curriculum is a curriculum that began to be applied in the 2013/2014 school year. This curriculum becomes controversial because at the beginning of its emergence it raises pros and cons among the community. In addition, its implementation was stopped. But in the end, this curriculum was refined and re-enacted simultaneously throughout the Indonesian homeland in the 2017/2018 school year. This curriculum is known as a curriculum based on character and competence because this curriculum was developed to improve and balance *soft skills* and *hard skills* in the form of social attitudes, spiritual attitudes, skills, and knowledge.

The Process of Learning Islamic Religious Education in Madrasah

In general, the learning process is carried out starting from KI-3 and KI-4, while KI-1 and KI-2 are the expected impacts of the learning process. Learning for Islamic religious education subject groups such as *Akidah Akhlak, Qur'an Hadith, Fiqh,* and Islamic Cultural History, can provide examples, examples, examples, and habituations so that students have KI-1 and KI-2. In addition, the learning process carried out must be complemented by the activity of observing, questioning, processing, presenting, concluding, and creating. So that the learning process in the 2013 curriculum is known as learning with *a scientific* approach because it is more centered on learners (Sani, 2014: 49-50).

Learning through a *scientific* approach is a learning process designed in such a way that learners actively construct concepts, laws, or principles through the stages of observing (to identify or find problems), formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyze data, draw conclusions and communicate the concepts, laws or principles found. The purpose of learning with a *scientific* approach is based on the advantages of the approach, including: (1) Improving intellectual ability, especially high-level thinking skills, (2) Shaping students' ability to solve a problem systematically, (3)

The creating of learning conditions where students feel that learning is a necessity, (4) Obtaining high learning outcomes, (5) Training students in communicating ideas, especially in writing scientific articles, as well as (6) Developing student character (Machin, 2017: 28).

In the learning process in the 2013 curriculum, at least three things contain, namely learning planning, learning implementation, and also learning assessment (Daryanto, 2014: 84).

Planning or Learning Implementation Plan

The learning implementation plan or commonly referred to as RPP is a plan that describes the procedures and organization of learning to achieve one Basic Competency that has been set out in the Content Standard and described in the syllabus. In a lesson plan, at least include five things, namely learning objectives, learning materials, learning methods, learning resources, and learning assessment Furthermore, to be able to compile a good and correct RPP, the teacher must also follow the steps in compiling the RPP, including identifying learning materials**,** determining learning goals**,** developing learning activities, elaborating on the type of assessment**,** determining time allocation**,** and determine the source of learning. These seven steps must be considered by every teacher in preparing RPP, and do not forget to stay guided by the principles of RPP development itself (Abidin, 2016:294).

Implementation of Learning

In the implementation of learning in madrasahs, at least it contains learning strategies, learning methods, and also the learning media used.

Learning Strategies

Learning strategy is a learning activity that must be done by teachers and students so that learning goals can be achieved effectively and efficiently. Learning strategy is also an approach to managing activities, by integrating the sequence of activities, how to organize subject matter and students, equipment and materials, and time used in the learning process. In 2013 um curricular learning strategy developed two models of the learning process, namely the direct learning process and the indirect learning process. Both direct learning and indirect learning, occur in an integrated and inseparable manner. Direct learning is concerned with learning related to KD developed from KI-3 and KI-4. Both were developed simultaneously in a learning process and became a vehicle to develop KD in KI-1 and KI-2. Meanwhile, indirect learning is related to learning related to KD developed from KI-1 and KI-2 (Hosnan, 2014: 183-184). Furthermore, in the author's view that strategies that teachers can use in learning based on the 2013 curriculum, namely teachers can use several approaches or learning models. In the approach, what must be developed in learning is the scientific *approach*. This approach is intended to provide students with an understanding of knowledge, and understanding various materials using a scientific approach, that information can come from anywhere, anytime, and does not rely on unidirectional information from the teacher (Wijayanti, 2014: 104-105). While the steps *of scientific* approach in the learning process include observing, questioning, collecting information, associating, concluding, and communicating. Meanwhile, the learning model that teachers can use based on the 2013 curriculum is *inquiry learning*, *discovery learning*, *problem-based learning*, and also *project-based learning.* The four learning models

are very suitable for teachers to use in learning in the 2013 curriculum, it's just that their use must still be adjusted to the material to be taught.

From the description above, the author can conclude that the strategy of learning in the 2013-curriculum is using a *scientific* approach. This *scientific* approach can be used as a bridge to develop attitudes, skills, and knowledge that exist in students. Learning strategies must also be adjusted to the conditions, both internal (learners) and external (madrasah facilities and infrastructure), time, and technological developments to achieve absolute learning goals.

Concerning Islamic religious education, the author can add that the strategy implemented by Muhlisin in the learning of Islamic religious education includes at least four things. First, religious education must be able to provide insight into life as a whole; second, religious education must be able to facilitate the growth of awareness that science must be practiced selflessly; Third, religious education must be able to contribute to building the character (*character building*); fourth, religious education must prioritize aspects of the universalism of religion. Therefore, taking this into account, the learning of religious education in madrasahs is expected to be able to present religious teachings that emphasize inclusiveness in the religious scene on this earth (Muhlisin, 2012: 103-104).

Learning Methods

Methods are one of the factors that determine success in learning in the 2013 curriculum. With this method, learning will take place easily and enjoyably. The number of methods of learning is very large, but not all methods can be applied in various learnings. Especially in the 2013 curriculum learning, the methods used must be really interesting, fun, and challenging for students.

Related to the implementation of the 2013 curriculum, several methods can be used and applied in learning in madrasahs. These methods have been adjusted to the conditions and characteristics in the 2013 curriculum, including lecture methods, discussion methods, question and answer methods, experimental methods, problem-solving methods, and transparency methods. Of the six methods, the author can say that not all methods can be applied to every subject matter. Therefore, every educator is expected to be able to choose and consider which method is appropriate to be applied in the material to be taught. The selection of the right methods can affect the learning outcomes of learners in a better direction and are relevant to the subject matter delivered. Furthermore, the author added that the use of methods that are varied and not monotonous will be very interesting and can certainly increase the interest of learning learners when in madrasah.

Learning Media

Media is a vehicle for learning information distribution or message distribution. In Kustandi and Sutjipto, it is explained that learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed, to achieve learning goals better and perfectly. Meanwhile, Rossi and Breidle in Sanjaya explained that learning media is all tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, and so on (Sanjaya, 2013: 204)

Furthermore, experts suggest that the use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even bring psychological influence to students. The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and message delivery, as well as the content of the lesson at that time. In addition to arousing students' motivation and interest, learning media can also help students improve understanding, present data with interest and trust, facilitate data interpretation, and condense information (Arsyad, 2010: 15-16).

From the description above, the author can conclude that learning media is a vehicle for learning information or message distribution, which can stimulate students' thoughts, attention, feelings, and interests to learn more effectively. According to the authors in the learning curriculum 2013, the media often used by educators are computers or laptops, LCD projectors, and *slides*. However, in choosing a learning medium, educators must also consider the learning goals to be achieved, then the versatility, student conditions, availability of hardware (*hardware*) and software (*software*), technical quality, and cost.

Learning Assessment

In the learning system, assessment is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes that are carried out systematically and continuously, so that it becomes meaningful information in making decisions (al-Tabany, 2014: 202). The assessment in the 2013-curriculum adheres to the principle of a continuous and comprehensive assessment to support efforts to enable students to learn, cooperate, and assess themselves (Wijayanti, 2014: 102). This assessment is known as authentic assessment. Authentic assessment is an assessment that involves learners in authentic tasks that are useful, important, and also meaningful. As revealed by Hibbart in Hosnan that authentic assessments have various types, including performance assessments, observations and questions, presentations and discussions, projects and investigations, and portfolios and journals (Hosnan, 2014: 388).

Authentic assessment has strong relevance to the *scientific* approach to learning following the demands of the 2013 curriculum because this kind of assessment can describe the improvement of learners' learning outcomes, both to observe, reason, try, build networks, and so on. In addition, authentic assessments tend to focus on complex or contextual tasks, enabling learners to demonstrate their competencies that including attitudes, knowledge, and skills. Therefore, authentic assessment is very relevant *to the scientific* approach to learning in madrasahs (Rochman, 2014: 6).

It is well known that in the assessment of the 2013 curriculum there are three main components, namely the assessment of attitudes, knowledge, and skills (Majid, 2014: 44). The three components are carried out using different techniques and assessment instruments but are still balanced and function complementary to each other. Then, the results of the assessment of the three components can be used as a benchmark in determining the success of students in following the learning process in the madrasah. (Fadhilah, 2013: 206)

Implementation of 2013-curriculum on Islamic Religious Education Subject

The 2013 curriculum was developed to prepare students to have balanced *soft skills* and *hard skills* so that they can adapt wherever and whenever they are. Both of these abilities are instilled in learners through learning activities that emphasize more on attitude competencies, knowledge, and skills. By having these provisions, the hope in the future can achieve success and success, and be able to bring the Country of Indonesia to be better, developed, prosperous, and prosperous. Finally, what is the goal of national education that can be realized as expected?

In the implementation of the 2013 curriculum based on character and competence, character education is not just the responsibility of madrassas. However, it is also the responsibility of all parties, namely the elderly, the community, and also the government. Therefore, the development of learning plans, implementation, and assessment of learning starts from the analysis of character and competencies that will be formed, or that are expected to arise after learning (Mulyana, 2016: 16). Learning must be planned and arranged by teachers, so that students can learn and achieve the expected competencies. The planning that has been prepared is used as a guiding tool for teachers in carrying out the learning process. Therefore, learning planning must be complete, systematic, easy to apply, but still *flexible* and *accountable*.

As is known that learning planning as a guiding tool for learning implementation is prepared by teachers before learning activities are carried out. In planning learning, teachers apply it in the form of RPP which in the manufacturer refers to the syllabus. This was justified by Mr. Ridwan, in his interview "In making a plan for the implementation of learning, I arrange it following the curriculum and refer to the syllabus". He also said that "RPP, 70% I make myself, then another 30% I make with friends in groups through MGMP, namely the Subject Teacher Deliberation. My RPP was made at the beginning of the year, and I made the document to use again in the next school year." (Ridwan, 2017: 15)

Not much different, from Mr. Ridwan. When the researcher interviewed Mr. Mansur, he said that "In making RPP refers to the syllabus and the way I do in making RPP yes following training". He also added that "My RPP was made by myself, and made it at the beginning of the year. Then this RPP I can use in the next school year, maybe not. It all depends on the situation and conditions, and also depends on the student." (Mansur, 2017: 13) In line with that, Mr. Tafsir in his interview said that "In making a discussion of the implementation of learning in the 2013 curriculum, the way I did yes looking at the syllabus, looking at basic competencies and also looking at indicators". He also added that "My RPP was made by myself because I didn't participate in MGMP. For the manufacture of RPP, I made it at the beginning of the year. This is based on the academic calendar, annual program, and also semester program. But usually the RPP I make, I keep it in a laptop *file*, and at the beginning of the school year I usually break it back." (Tapsirudin, 2017: 15)

The preparation of learning planning has indeed become part of the administrative task of teachers that has a direct impact on the interests of learning. Many experts believe that through good planning, the learning process will run well. Even Abidin in theory added that the success of his 50% learning is determined by the planning made. Thus, it can be said that the better the learning planning developed is believed to be the better the learning process is carried out.

As revealed in his theory Mulyasa that learning carried out in the 2013 curriculum based on character and competence should be carried out based on the needs and characteristics of learners, as well as basic competencies in general, because the learning in this curriculum is different from the previous curricula. Learning in the 2013 curriculum is more using (Mulyasa, 2014: 104) *a scientific approach.* The implementation includes three stages, namely initial (preliminary) activities, core activities, and closing activities. Furthermore, it appears that the learning process of Islamic religious education at *MAN Insan Cendekia Pekalongan* is held interactively, inspiringly, fun, challengingly, and motivates students to actively participate, as well as provides sufficient space for the initiative, creativity, and independence following the talents, interests, and physical and psychological development of students.

After the implementation of learning is completed, what is done by Islamic religious education teachers at *MAN Insan Cendekia Pekalongan* is to conduct an assessment. It is intended to find out the level of achievement of the learning goals set. There, it appears that the implementation of islamic religious education assessments is carried out together in a predetermined and scheduled time by madrassas. This was also conveyed by Mr. Maulana: "Yes, soon *MAN Insan Cendekia Pekalongan* there will be a midterm replay (UTS) activity that will be attended by all students and will last for 15 days" (Ahmad Maulana, September 19, 2017, Interview). As for the learning assessment, Islamic religious education teachers here agreed to use authentic assessments. In authentic assessment, assess knowledge (KI-3) using daily repetitions, daily tasks, and midterm grades (NTS) or midterm repeats (UTS). In assessing skills (KI-4), using daily practicum value, project value, and also portfolio value. In assessing attitudes, both social attitudes and spiritual attitudes (KI-1 and KI-2) use observation, self-assessment (PD), student assessment (PS), and also journals. However, in the assessment format, there seems to be no uniformity. In addition, not all teachers carry out assessments promptly. It can be seen from the value leger that is still empty, which has not been filled by the teacher.

If you look again, the assessment on the 2013 curriculum is slightly different from the learning assessments that existed in the previous curricula. Starting from the scope, mechanism, and shape of the instrument, to its reporting. With this authentic assessment system, it is expected to be able to be used to measure the ability of students in a madrasah following the performance needed in everyday life which has an impact on improving the quality of learning in madrasahs.

Conclusion

The implementation of the 2013 curriculum in Islamic religious education subjects at *MAN Insan Cendekia Pekalongan* includes three stages, namely learning planning, learning implementation, and assessment implementation. In learning planning, teachers of Islamic religious education subjects have created and prepared RPPs. Meanwhile, the implementation of teacher learning uses a *scientific* approach that includes three stages, namely initial activities, core activities, and closing activities. Meanwhile, in the assessment of learning, Islamic religious education teachers agreed to use authentic assessments as a benchmark for learning success at *MAN Insan Cendekia Pekalongan*. However, in the assessment format, there seems to be no uniformity. In addition, not all teachers carry out assessments promptly. It can be seen from the value leger that is still empty, which has not been filled by the teacher.

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