



## Implementation of 2013 Curriculum in PAI Learning Process at SMP Al Manar

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### Abstract

The 2013 curriculum has been implemented as the national curriculum since the 2013/2014 academic year, so knowing the implementation of the 2013 curriculum is very necessary because you can see the effectiveness of its implementation and know the learning process that has been implemented. The aims of this study were to 1) describe the implementation of the 2013 curriculum at YP AL MANAR 2) explain the views of school principals, those in charge of the curriculum, teachers and students regarding the implementation of the 2013 curriculum in the PAI learning process at YP AL MANAR. 3) Formulate what factors support and hinder the implementation of the 2013 curriculum in the PAI learning process. This research is a qualitative research using a phenomenological approach. Data collection techniques carried out by researchers using interviews, observation, and documentation. The research results obtained were that the Implementation of the 2013 Curriculum in PAI subjects in the PAI learning process was not optimal, there were obstacles or obstacles in the learning process and had supporters for the implementation of the 2013 curriculum. In detail it can be concluded as follows: (1) Implementation of the 2013 Curriculum in subjects PAI in the PAI learning process has been implemented but not optimal. (2) Obstacles to implementing the 2013 Curriculum in the PAI learning process are the difficulty of carrying out scientific learning because students are not active and lack confidence. (3) Supporting the implementation of the 2013 curriculum at YP Al MANAR can be seen through teacher training activities carried out in schools to form teachers to be able to carry out the learning process according to the 2013 curriculum. learning at YP Al MANAR effectively.

**Keywords:** *PAI, 2013 Curriculum Implementation, Learning Process*

### PRELIMINARY

The 2013 curriculum has been used as the national curriculum since the 2013/2014 academic year. As a national curriculum, the 2013 Curriculum complements both dimensions of the curriculum: the first is planning and arrangement regarding objectives, content and learning materials and the second is the method used for learning activities. If the curriculum is well implemented and supported by components that work well, then the learning process will run well.

Kurinasih and Sani (2014) "Teacher readiness is very urgent in the implementation of the 2013 curriculum. Teacher readiness will have an impact on teacher activities in encouraging learning to be better able to make observations, ask questions, reason, and communicate what they have obtained after receiving subject matter." The teacher is the spearhead in the implementation of the 2013 Curriculum, because the teacher must carry out what is stated in the curriculum, the teacher must ensure that the material presented is understandable to his students.

This led the author to be led to carry out further and in-depth research with the title "Implementation of the 2013 Curriculum in the Learning Process of Islamic Religious Education at YP AL MANAR Middle School." been implemented for about 7 years.

The most fundamental main principle in the 2013 curriculum is the emphasis on the teacher's ability to carry out the learning process. This research is devoted to looking at the PAI learning process carried out at YP AL MANAR in a real, engaging and meaningful way for students so that they can develop the potential of students according to what is expected by national education goals. However, there are still many teachers who cannot or are still confused about implementing the 2013 curriculum in learning.

Based on the writing that has been described above, there are several formulations of the problem, namely:

1) How is the Implementation of the 2013 Curriculum in the PAI Learning Process at YP AL MANAR?

2) What are the views of the school principal, curriculum responsibilities, teachers and students regarding the implementation of the 2013 curriculum in the PAI learning process at YP AL MANAR?

3) What factors support and hinder the implementation of the 2013 curriculum in the PAI learning process at YP AL MANAR?

Ministry of Education and Culture (2014: 36) the learning process can be associated with a scientific process, therefore the 2013 Curriculum directs the essence of a scientific or scientific approach in learning with the steps of observing, asking, gathering information/trying, associating, and communicating.

The learning process in the 2013 Curriculum Islamic Religious Education subject contains material which in essence is aimed at increasing the faith, understanding, appreciation, and practice of students about Islam, so that they become Muslim human beings who believe in and fear Allah. As well as having noble character in personal, social, national and state life. With material reading the Koran with Tartil, Faith in Allah SWT, Faith in Angels, Taharah, Mandatory Congregational Prayers, Friday Prayers, Plural and Qasar Prayers, Obligation to Seek Knowledge, Sincerity, Patience.

Law Number 20 of 2003 concerning the National Education System, curriculum is defined as "a set of plans and arrangements regarding objectives, content, and learning materials as well

as methods used as guidelines for organizing learning activities to achieve certain educational goals."

While some related experts define the curriculum as follows.

a) Bobbitt (1918) describes the curriculum as a series of things that must be done and experienced by students to develop their ability to carry out various daily activities properly; and carry out their roles as adults.

b) C. Taba (1962) explains that the curriculum is a learning plan that contains various elements, such as objectives and achievements, selection of content and certain organizational approaches that inform learning and teaching styles, and an assessment methodology to determine whether learning objectives have been achieved.

c) Gagne (1967) defines curriculum as material (content). statement of purpose (expected achievement), a series of content, and an initial assessment of students' abilities when they will start learning the material

d) Richards, et al. (2001) defines the curriculum as an educational program that contains: the educational objectives of the program (objectives/results), content, teaching procedures and learning experiences needed to achieve the objectives (means/process), several ways to assess whether educational goals have been achieved.

Based on the definitions above, the curriculum can be interpreted as an educational program that contains components or elements of educational program goals, content, and the provision of learning experiences to students to achieve educational goals, as well as an assessment tool to determine whether these goals can be achieved or not.

Sholeh Hidayat (2013: 113), "The purpose of the 2013 Curriculum is to increase and balance between attitude competencies, skills, and knowledge." In Law no. 20 of 2003 as stated in the explanation of article 35: "graduate competence is the ability of graduates which includes attitudes, knowledge, and skills in accordance with agreed national standards."

(Nurdin & Sibaweh, 2015) "The curriculum structure consists of a number of subjects, study load, and educational calendar." According to Roziqin (2019: 44-56), "Curriculum as a cumulative of various educational components must be managed properly by educational institutions as organizers of learning activities."

Furthermore, Adipratama, et.al. (2018: 372-380) states that "curriculum management is a

form of joint effort or effort to accelerate the achievement of teaching goals, especially efforts to improve the quality of teaching and learning interactions." Suryana & Pratama (2018) state that "curriculum is one aspect that influences the success of learning in national education." In addition, "the curriculum is a learning program system to achieve institutional goals in educational institutions, so that the curriculum plays an important role in creating quality or quality schools."

The PAI learning process is learning with subjects that have different characteristics from other general subjects, so that the implementation of the 2013 curriculum in the PAI learning process must be adapted to a significant strategy so that PAI learning attracts students. Meanwhile, "Learning strategy is a series of activities in the learning process related to the management of students, management of teachers, management of learning activities, management of the learning environment, management of learning resources and assessment (assessment) so that learning is more effective and efficient according to the learning objectives set."

Learning strategies are closely related to learning techniques. Learning techniques are the application of learning methods that actually take place in the classroom, where the learning process takes place. Learning techniques apply various tips, or tactics to meet the desired goals or competencies, so that they are more strategic and are an explanation of the strategy.

The teacher's task is not only to provide information to students, but must be creative in providing services and ease of learning to all students, so that they can learn in a pleasant, happy, full of enthusiasm, not anxious, so that they dare to express opinions openly which can become the basic capital for students to grow and develop in order to become human beings who are ready to adapt, face various possibilities, and enter the era of globalization which is full of various challenges.

## Methods

This research is a qualitative descriptive study with a phenomenological study approach. Phenomenological research according to (Mulyana, 2008:63) Phenomenological research is field research that requires carefulness in analyzing facts and data, which explore human beings individually and in groups.

According to Gunawan (2014: 78), researchers try to explain or reveal the meaning of

concepts or phenomena. The time for conducting this research was approximately 1 month. The research implementation began on November 2 2022- December 12 2022. The location of this research was carried out at YP AL MANAR Middle School, Jalan Perintis Kemerdekaan, Klambir Village, Hampan Perak District, Deli Serdang Regency, North Sumatra Province.

The data sources for this research were school principals, Islamic religious education teachers, student representatives from grades 7, 8, 9, and those in charge of the curriculum at YP AL MANAR, as well as documents that could provide data in this study. Researchers used a purposive sampling method to determine the data source. Data collection techniques using observation, interviews, and documentation.

## Research And Discussion

Regulation of the Minister of Education and Culture of the Republic of Indonesia 103 of 2014, and implementing the 2013 curriculum in accordance with the Regulation of the Minister of Education and Culture number 36 of 2018.

The basic concept of junior high school learning at YP AI MANAR prioritizes learning that comes from individual insight through observations made by listening, seeing, reading, listening, asking, associating, concluding, communicating, reasoning, and daring to experiment whose main purpose is to increase student creativity. Teacher The research results were obtained from observation, interviews, and documentation. Observations were made three times with Islamic religious education teachers to see the implementation of the 2013 curriculum in the PAI learning process. Interviews were conducted with the school principal, 2 Islamic religious education teachers, the person in charge of the 2013 curriculum, and six student representatives from each class.

Mr. Rolly Ramadhani SE The person in charge of the YP AL MANAR curriculum said that the implementation of the 2013 curriculum at YP AL MANAR at the junior high school level has several characteristics that are supporting factors for the implementation of the 2013 curriculum. basic competencies bound by core competencies in each class.

The basic concept of junior high school learning at YP AI MANAR prioritizes learning that comes from individual experience through

observations made by listening, seeing, reading, listening, asking, associating, concluding, communicating, reasoning, and daring to experiment whose main purpose is to increase student creativity. Teachers are also required to prepare lesson plans in accordance with the demands contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia 103 of 2014, and implement the 2013 curriculum in accordance with the Regulation of the Minister of Education and Culture number 36 of 2018.

The implementation of learning carried out by teachers at YP AL MANAR can be carried out well because the teacher carries out learning by selecting learning strategies that are complemented by learning methods that can require students to be active such as discussions and assignments. During the learning activities the teacher also conducts assessments of students both spiritual assessments, attitudes, skills, and knowledge.

Mr. Helmi Ardiansyah S.Pd Principal of SMP YP AL MANAR regarding the implementation of the 2013 curriculum. Said that the implementation of the 2013 curriculum was very effective to implement. To implement the 2013 curriculum, all educators and education staff must understand what the demands are in implementing the 2013 curriculum in schools, and this curriculum must be implemented in accordance with government regulations. One of them is that the implementation of the 2013 curriculum must be equipped with modern facilities and books that are in accordance with the 2013 curriculum so that learning can be carried out properly. If government regulations on the 2013 curriculum can be implemented properly, the implementation of the 2013 curriculum can have a positive impact in increasing the quality and creativity of schools, teachers and students.

Furthermore, the person in charge of the curriculum said that PAI teachers must prepare lessons well, if the teacher is not ready then the learning process will not be carried out properly, so that becomes a challenge. While the PAI teacher stated that the learning process must be carried out properly and in making lesson plans, he referred to examples of existing lesson plans, which were then developed and adjusted according to the rules in the 2013 curriculum.

Mr. Irham Fauzi S.H and Mrs. Siti Asni Damanik S.Pd.I As PAI teachers said that the PAI learning process was carried out according to the

lesson plans. The learning process begins with initial activities such as attendance, providing motivation, conveying goals, and discussing homework. The core activity is carried out by observing, asking questions, then discussing and then presenting. Closing activities, closing activities are carried out by the teacher to emphasize learning activities, provide homework, and questions, and sometimes instruct students to study the material. The scientific approach is carried out by PAI teachers by adjusting the material, strategies and learning models.

Students at YP AL MANAR Middle School said that the PAI learning process carried out by the PAI teacher was group learning, and students actively studied on their own, and the teacher directed them to use learning strategies. Students also said that it was sometimes difficult to understand learning material and in the learning process students said that sometimes they were confused about what they wanted to ask and students tended to lack confidence.

Meanwhile, according to the Principal of SMP YP AL MANAR, the learning process for Islamic religious education is going well according to the learning steps, even teachers are required to carry out learning strategies so as to create an effective learning process. Teachers are required to carry out assessments according to the 2013 curriculum such as spiritual, knowledge, skills, and attitude assessments. Spiritual assessment is seen from the morals of students. Knowledge assessment uses a rating scale. For skills assessment adjusted to the material. In Islamic religious education subjects using practical tests and portfolios. Attitude assessment using self-assessment, assessment between students, and observation.

The teacher conducts an evaluation with a measure of the spiritual assessment that is assessed is the morals of the students. In the knowledge assessment, the teacher carries out written tests and assignments. Skills assessment is carried out with practical assessments that are adapted to the material. Attitude assessment by observation, self-assessment, assessment between students, which is done once towards the end of the semester. The assessment has been carried out but the implementation has not been maximized.

SMP at YP AL MANAR has implemented the 2013 curriculum for more or less 7 years. To implement the 2013 curriculum this school seeks to form a school environment that can support the

implementation of the 2013 curriculum. This is done by completing the facilities and infrastructure provided at the school so that the implementation of the 2013 curriculum can be carried out properly and the school will be more modern. Efforts made at YP AL MANAR are to meet and complement student needs such as WiFi, computers and supporting media for learning the 2013 curriculum.

By providing these facilities and infrastructure, it is expected to be able to support the learning process which emphasizes the activeness of students, in accordance with the demands of the 2013 curriculum itself. Teachers are also required to prepare lesson plans in accordance with the demands in PAI to prepare lessons well, if the teacher is not ready then the learning process will not be carried out properly, so that becomes a challenge. The PAI teacher stated that the learning process must be carried out properly and in making lesson plans, he referred to examples of existing lesson plans, then developed and adjusted according to the rules in the 2013 curriculum.

Students at YP AL MANAR Middle School said that the process of learning Islamic religious education subjects carried out by PAI teachers was grouping students, and students tended to learn on their own, and the teacher only directed even sometimes it was difficult to understand learning material, especially in learning Islamic religious education, and in scientific learning students are sometimes not active, especially in asking activities students say that sometimes they are confused about what they want to ask and are not confident.

From the observation results it was found that the implementation of the 2013 Curriculum at SMP YP AL MANAR was almost perfectly implemented, this was concluded from the results of observations on the learning process. The teacher opens the lesson by greeting, ensuring the presence of students, then students are asked to pray, followed by asking about the previous task.

In the PAI learning process, teachers sometimes do not convey the competencies students will achieve and do not provide motivation. In the core activities, the teacher carries out a scientific approach both in learning models and with discussions and implementing learning strategies to create varied learning. In closing activities, the teacher gives assignments to

do at home and gives greetings, even the teacher sometimes does not reflect on learning activities.

Based on the results of the interviews, the teacher looked at the attitude assessment from the results of observations or observations and the knowledge assessment was seen from the tasks carried out by students. Obstacles faced by the teacher during the learning process take place students are less active and in the aspect of asking students must be appointed so that students want to ask questions. Classroom learning activities in the subject of Islamic religious education in the 2013 curriculum require students to actively discover their own knowledge by applying a scientific approach. The steps of the scientific approach are Observing, Asking, Trying, Reasoning, Creating, Communicating

The scientific approach is carried out in the learning process of Islamic religious education with discussion activities that are adapted to learning strategies and models. The learning process is carried out with preliminary activities, the teacher sometimes does not tell the competencies students will achieve and sometimes does not provide motivation. In closing activities, the teacher sometimes does not reflect and summarize learning material. The scientific approach is adapted to time and materials. According to the teacher and the person in charge of the curriculum, the questions in the student handbook were too difficult, so the teacher had to look for other references.

The results of the study proved that the PAI learning process carried out was almost optimal and the teacher carried out learning activities including preliminary, core and closing activities. In preliminary activities, the teacher sometimes does not convey the competencies students will achieve and sometimes does not provide motivation. In the core activities, the teacher has applied a scientific approach. In closing activities, the teacher sometimes does not reflect on learning activities and does not summarize the material. The application of the scientific approach is adjusted to the material because it takes a long time, while there is quite a lot of material to be delivered. In the questioning aspect, students are sometimes confused about what to ask and sometimes students lack confidence. The questions in the student handbook were too difficult for students to understand, so the teacher had to look for other references.

The assessment carried out has implemented an assessment that focuses on assessing knowledge, skills and attitudes which are felt to be too much, but the teacher continues to make every effort so that the implementation of the 2013 Curriculum can run well. This can be concluded from the results of observations made by researchers seen based on the teacher's lesson plans, there are learning steps with a scientific approach. The list of existing values includes an assessment of knowledge, skills and attitudes with a scale of four. Student report card book complete with a description of the grades obtained.

### Conclusion

SMP at YP AL MANAR has implemented the 2013 curriculum for more or less 7 years. To implement the 2013 curriculum this school seeks to create a school environment that can support the implementation of the 2013 curriculum. The implementation of the 2013 curriculum was almost perfectly implemented at YP AL MANAR Middle School.

Teachers also try to implement a scientific approach even though there are obstacles that must be faced by teachers and students. The application of the scientific approach is adjusted to the material because it takes a long time, while there is quite a lot of material to be delivered. In the questioning aspect, students are sometimes confused about what to ask and sometimes students lack confidence. The teacher carries out learning by looking for other references.

The assessment carried out has implemented an assessment that leads to an assessment of knowledge, skills and attitudes that are felt to be too much, but the teacher still makes every effort so that the implementation of the 2013 Curriculum can run well.

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