nurzannah Hasrian S2 The 2013

by Nurzannah Hasrian S2 The 2013

Submission date: 20-Feb-2022 03:38PM (UTC+0700)
Submission ID: 1884901578
File name: 2_The_2013_Curriculum_Learning_Process_in_Senior_High_School.pdf (386.03K)
Word count: 6824
Character count: 38098

Al-Ishlah: Jurnal Pendidikan
Vol.14, 2 (June, 2022), pp. 1721-1732
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v14i1.947

The 2013 Curriculum Learning Process in Senior High School

Nurzannah[1], Hasrian Rudi Setiawan[2]
[1] Universitas Muhammadiyah Sumatera Utara, Indonesia; nurzannah@umsu.ac.id
[2] Universitas Muhammadiyah Sumatera Utara, Indonesia; hasrianrudisetiawan@umsu.ac.id

ARTICLE INFO

Keywords:

The 2013 Curriculum;
Learning Process;
Scientific Approach

Article history:

Received 2021-09-16
Revised 2022-01-18
Accepted 2022-05-23

ABSTRACT

The learning process in the 2013 Curriculum has special characteristics, namely using scientific strategies and approaches, models, and cooperative learning methods. The grand tour carried out in the learning process at Madrasah Aliyah did not reflect the characteristics of the 2013 curriculum learning. This study aims to determine the learning curriculum process carried out by teachers at Madrasah Aliyah in the implementation of the 2013 curriculum. This study uses a phenomenological method with a qualitative approach. Data collection techniques using observation, and interviews. Data analysis was carried out using data selection, presentation, and conclusion drawing techniques. The results showed that; The learning process has not been implemented ideally because only a small number of teachers use the group discussion method; it is still semi-scientific. The obstacles are, 1) not all teachers understand the learning process with the 2013 curriculum. 2) The teacher's teaching load is too much. 3) Students do not participate in the successful implementation of the 2013 curriculum; 4) the lack of intensive socialization about the 2013 curriculum profile to students so that students are more comfortable studying with previous learning patterns. Thus, it can be concluded that the implementation of the 2013 curriculum learning process at Madrasah Aliyah is not by the 2013 curriculum concept.

This is an open access article under the CC BY-NC-SA license.

Corresponding Author:
Nurzannah
Universitas Muhammadiyah Sumatera Utara, Indonesia; 1 nurzannah@umsu.ac.id

1. INTRODUCTION

Since 2014, the 2013 Curriculum has been implemented in several schools that have been used as pilot projects. Although there are criticisms here and there, currently it has been implemented in many madrasas in Indonesia, both public and private. Madrasas as Islamic educational institutions have been stigmatized by public schools with Islamic characteristics (Kemal, et.al, 2021). This can be seen in the Decree of the Minister of Education and Culture No. 0489/VU 1992 concerning Public High Schools in article 1, paragraph (6) states that; "Madrasah Aliyah is a high school with Islamic characteristics which is organized by the Ministry of Religion" (Tilaar, 2000). Therefore, madrasas no

longer provide a more exclusive Islamic education; namely teaching 70% religious education and 30% general education. However, it teaches 30% religious education (covering; Qur'an-Hadith, Aqidah Akhlak, Fiqh, Islamic History and Culture, and Arabic) and 70% general education (as found in public schools with a slight reduction) (Kosim, 2007). According to the author, curriculum content for madrasas is quite difficult to implement. Nevertheless, it must be realized, because it is a consequence of the madrasa system that has been built since the beginning of madrasas in Indonesia. And since the 2013 curriculum was implemented, automatically, madrasas must apply the 2013 curriculum in their learning process.

The 2013 curriculum is a curriculum prepared by the government to create Indonesian people who are creative, innovative, critical, and have character. As expressed by (Abidin, 2016) and able to contribute to the life of society, nation, state, and world civilization. The 2013 curriculum has a new paradigm, which in its implementation process prioritizes student activities, better known as Student-Centered Learning (SCL), and uses a scientific approach. This encourages madrasa education to foster awareness and enthusiasm for achievement, by trying to orient itself to expand the cognitive map, on a par with other public schools. But unfortunately, there is still a strong impression that Islamic educational institutions are still dwelling on old "normativism" and dogmatism that do not provide opportunities for the development of cognition and creativity, including madrasas (Azra, 2012). Azra's statement can be seen in real terms that there are still many madrasa teachers who apply the Teacher-Centered Learning (TCL) learning process, prioritizing the lecture method in transforming learning materials. This indicates that madrasa teachers still use conventional learning methods in carrying out the learning process. Empirically, the research setting also experienced the same thing as the problems described above.

This condition is evidenced by the results of initial interviews with a small group of 11th-grade students, who said that generally teachers still use lectures in delivering lessons, and some teachers completely surrender learning to students (after giving assignments, the teacher leaves the class, and reenters when the subject is taught). Some teachers are lazy to explain, giving assignments to several lesson chapters by assigning students to make 80 items of questions while at the same time answering questions made by students themselves. Learning is indeed mostly done with SCL, namely by providing opportunities for students to be more active, such as; discussion in groups that have been determined by the teacher. However, its implementation is not under the control of the teacher. Studying with a full day system, on average, students arrive at home at sunset, even after that hour. Meanwhile, the students' residences are far apart. So the question arises, when do students carry out group discussions assigned by the teacher? In fact, "group work" is only done by one student. However, it is presented on behalf of the group. While the 2013 curriculum is a curriculum that requires the implementation of learning with a scientific approach, namely applying, learning with activities; observing, questioning, reasoning, associating, and communicating-creating. In addition, they must also use various models and learning approaches that can stimulate and trigger students to think critically, actively, creatively, and innovatively. However, this is still not done by most of the teachers in Madrasah Aliyah. This is a significant problem for Madrasah Aliyah in implementing the learning process with the 2013 Curriculum.

The problems encountered in Madrasah Aliyah are also faced by various schools in Indonesia in implementing the 2013 curriculum. This is evidenced by the following research results. First, research was conducted by (Neolaka, 2016). This study shows that teachers and schools have readiness in implementing the 2013 curriculum, but they are not optimal. Adequate facilities and infrastructure are available, but in making learning tools, teachers still experience difficulties, including in managing to learn using a scientific approach. Second, the research was conducted (Kastawi, Nurkolis Siri, et.al, 2017). The output of this research explains that the implementation of Curriculum 2013 in several areas in Central Java has not been running effectively. No more than 50% of teachers carry out thematic, scientific, and authentic assessment learning. The causes are (1) teachers are not ready to implement the 2013 Curriculum. (2) school support is still low; (3) the use of funds provided

by the government is not optimal, and (4) There are several supporting and inhibiting factors, both from teachers, principals, and the Education Office including the continuation of the 2013 curriculum in only 1 field of study, some have examined the readiness of teachers and school. Some studies are still related to the studies above, such as those conducted by (Siambaton, Hetty Rufaidah., et.al, 2016), (Rumahlatu, Dominggus., et.al, 2016), (Sultoni, 2016), (Nuroidah, 2015). Implementation of the 2013 curriculum cannot be carried out optimally in regular classes. Meanwhile in the superior class, it can be implemented (Abrianto, D., Setiawan, HR., and Fuadi, A, 2018). This research examines the implementation of the 2013 curriculum, with all its aspects to several fields of study taught by the teachers at madrasah Aliyah.

The problem discussed in this study is "how is the implementation of the 2013 curriculum in the learning process at Madrasah Aliyah". The purpose of this research is to find out and explain the implementation of the 2013 curriculum related to the components of the learning process, and its constraints, not including the evaluation component. The benefit of this research is that Madrasah Aliyah which is the object of this research; can find out various shortcomings in the implementation of the learning process using the 2013 curriculum so that it can make improvements in a better direction.

2. METHODS

This research is a phenomenological method, namely; describes data, analyzes, and interprets phenomena found in observations (Bogdan, RC., and Biklen, SK, 1992), which produces descriptive data in the form of oral or written data from people and observed behaviour (Moleong, 2002). This method is strengthened by a qualitative approach, namely interpreting research data naturally (Sugiyono, 2012). The basic data of this study focused on learning activities carried out by teachers in implementing the 2013 Curriculum, excluding learning evaluation. The informants of this research consisted of 1) Head of Madrasah, 2) Deputy Head of Madrasah for Curriculum, 3) teachers as implementers of learning, 4) students as learning subjects, and 5) the learning process carried out by teachers. Determination of informants using the purposive technique. While the key informants were the researchers themselves. Data collection techniques used are observation and in-depth interviews. Observations were made on the process and the way the teachers carried out learning. Observations were carried out for two months; each class was observed 2 times. Data was collected manually with a checklist sheet, and field notes by writing down data that were considered important, but not listed in the checklist sheet provided.

Meanwhile, an in-depth interview was conducted with the head of the Madrasah on April 4, 2017, with a duration of approximately 15 minutes. Interviews with the Deputy Head of Madrasah for Curriculum were held on April 5, 2017, on several occasions (in between his busy schedule). In addition, interviews were also conducted with 4 teachers, namely a Physics teacher, Sociology teacher, a Chemistry teacher, and a SKI teacher. Each teacher was interviewed for between 10-15 minutes, on different days and dates in April and May 2017. Interviews with several students were conducted on 07 and 08 April 2017, each approximately 5-6 minutes in length, performed separately. The data analysis technique used a qualitative approach. The stages of data analysis were carried out with the following flow: 1) Data selection; 2) Data presentation, and 3) Conclusion. The analysis workflow of the interactive model of data analysis is as follows.

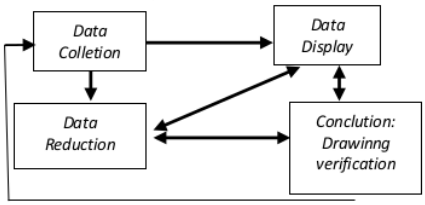


Figure 1. Components of Interactive Data Analysis Model (Miles, Matthew B & Huberman, 1992)

3. FINDINGS AND DISCUSSION

3.1. Learning Implementation Process

The process of implementing the 2013 Curriculum learning conducted by the teacher was investigated through observation and in-depth interviews. This data collection method is an attempt at the triangulation method. From the results of observations on the implementation of the learning process carried out, it was obtained data that the teachers had carried out learning with the stages listed in the lesson plans, namely conducting pre-learning activities, by checking the attendance of students, praying, and reading verses of the Koran. The results of interviews with several students from several classes obtained information that pre-learning activities as the results of the above observations were routinely carried out by each teacher. Then carry out the Preliminary, Core, and Closing activities. To see in more detail the implementation of the learning, the following is explained step by step.

3.1.1. Preliminary activities

The introduction is carried out without starting the delivery of Basic Competencies (BC) which must be achieved by students after learning is complete. Likewise, the outline of the scope of the material and an explanation of the activities that will be carried out by students. The teacher immediately conducts an apperception or pretest to students when starting learning. Next, deliver teaching materials in general. Some teachers directly divide students into several groups, but more teachers continue learning by using the lecture method (Preaching Method) plus question and answer (lecture plus) with students (the results of observations of several learning processes carried out by Madrasah Aliyah teachers who were observed for two months). This data is supported by the results of interviews with several students about the implementation of preliminary activities that teachers usually do when teaching. One of the class XI-IIS (Kh) students who were interviewed on 27-04-2019 stated that "After opening the lesson with prayer and reading the Koran, the teacher checked the students' attendance. Next, the teacher asks about the lessons that have been studied previously. After that, the teacher delivered the new lesson. Almost no teacher conveys the goals to be achieved.

3.1.2. Core activities

The data on the core activities show that the learning process is not governed by the demands of the 2013 Curriculum. In general, the learning carried out is not interactive, inspiring, or fun. The learning approach is generally non-scientific; the dominant learning model is teacher-centred, which ultimately presents non-collaborative learning methods, such as; lectures and Q&A, as well as simple group discussions. The following is observational data related to the learning process in the core activities.

1. Learning Approach

Data about the process of implementing the 2013 curriculum learning implemented in Madrasah Aliyah, were collected through direct observation in classes that were carrying out the learning process, observing, and sitting together among students in the class. The learning process that was researched and observed was related to the teacher's approaches, models, and learning methods. Observation results obtained data that the implementation of the learning implementation process carried out at Madrasah Aliyah is still not by the 2013 curriculum concept. As stated by 2013 curriculum experts, the 2013 curriculum learning process, must be guided by the new educational paradigm, which includes various aspects, such as approaches, models, methods, and others, including the learning evaluation system.

The following will discuss the results of observations of the learning steps that have been carried out by teachers at Madrasah Aliyah, namely:

The results of observations from several observations from one class obtained data that 1) the learning approach used by the teacher in the learning process did not show the ideal 2013 Curriculum learning approach. The dominant teacher uses an approach with the old, non-scientific, or conventional paradigm, with one of its characteristics, namely; teacher-centred learning; 2) only 2

methods tend to be used, namely lectures and questions and answers. However, there are a small number of teachers who use student-centred learning, such as carrying out learning with group discussions, but the implementation process is not as systematic as the steps of learning with a scientific approach, known as the 5 M, namely, observing, asking, reasoning, associating, and communicating-creating.

As the results of observations made that in essence, observing activities were carried out, but only in passing, namely by asking students to read the material being studied. Reading activities are carried out in a very short time, and reading certain paragraphs, explained by the teacher, is continued by reading further material from the previous reading. The material read-only comes from student handbooks which have very limited information. Next is the questioning activity. The results of observations during the study (almost in all observed classes) showed that the teacher asked questions or asked questions. These activities are generally proposed by teachers to students. Next, the teacher asks for feedback or answers from students. Not infrequently, the teacher's questions are answered by the teacher himself. Because students do not know the answer, or maybe because students are afraid that the answer given is wrong.

The results of the observations prove that the discussions carried out by the students did not depart from the questions posed by the students, as was done in the scientific learning approach. The discussion is carried out based on the sub-subjects to be discussed in the subject matter being taught. The implementation is done by dividing students into several groups and then discussing the sub-subjects that have been determined in each group. In the discussion process, students are more silent; only 1 or two people communicate slowly discussing the lesson material and then writing it down. So, even though the discussion activity took place, it was not active. The inactivity of all group participants in the discussion causes the process of associating old knowledge with new knowledge, which does not materialize in real terms. The results of the discussion are then communicated (presented). Communicating activities are carried out in the learning process carried out by two teachers who use learning with group discussions. However, this activity did not use the in-focus media that was already available in the classroom. Thus, the results of the discussions carried out by groups of students were presented simply.

The results of the observations on the learning activities above were confirmed by interviewing several students. For observing activities (in this case reading). According to Kh. (IIS 11th grade students interviewed on 27-04-2019) that "some teachers told us to take turns reading the lessons we were studying. Then, the teacher explains the reading material earlier. After that, ask other students to continue the next reading. And so on." For asking questions, information was obtained from Rn. (an 11th grader on the same date), he said, "… after a few minutes of learning, the teacher usually asks about the lessons that have been delivered to us, not us asking. Because in general, when asked by the teacher, does anyone ask? All the students were silent, no one asked anything."

Interviews with students of class XI MIA 2 (MNA) mentioned that they often make presentations in class without using in-focus media. Group assignments are not done by gathering to discuss assignments, but by distributing sub-discussions to friends who are given the responsibility to work on them, and then combine them, to be presented in front of the class. Sometimes we use Projector media, by first preparing a power-point slide, which is also done by one of the members or the chairperson. Because, usually the task of this group tends to be borne by the group leader, most assisted by one or 2 members. If the group leader is not responsible, the presentation will certainly be messy, because many members don't care.

Reading activities in the 2013 curriculum can be used as a vehicle for observation. Observation activities require adequate time and varied sources (reading) and also require a lot of preparation and energy. In addition, in this observing activity, students can find facts related to the object being observed (read) with the subject matter being taught by the teacher (Abidin, 2016). While the questioning activity is common in the 2013 curriculum, questions are asked by students to the teacher, as a result of their observations of teaching materials. The teacher's task is to try to provoke or

motivate students so that various questions arise (Kosasih, 2015). From the results of these questions, the teacher invites students to reason by carrying out discussions. The discussion was conducted to activate students' reasoning as well as the process of associating. Reasoning and associating activities aim to achieve the Basic Competencies that have been set in the lesson plans made by the teacher. In addition, it also aims to foster creative thinking, which can foster perseverance, self-discipline, and enthusiasm in practising (Harfiani, R., and Fanreza, R., 2019). This association activity can be done by tracing the steps of real scientific learning; namely observing, asking questions, reasoning/gathering information, associating, and communicating. These steps can discover new knowledge.

Some of the observations and interviews above show that the learning approach taken by the teacher at Madrasah Aliyah has not fully used a scientific approach. However, there are also a small number of teachers who use it, but it is still quasi-scientific. The implementation of the 2013 curriculum will have a positive impact if the scientific approach is applied ideally. Several experts who discussed the 2013 curriculum and its application explained that the 2013 curriculum aims to produce young scientists who can think critically, creatively, and can collaborate. To achieve this goal, the learning process in the 2013 curriculum must use a scientific approach, (Mulyasa, 2014), (Shoimin, 2014), and (Abidin, 2016).

2. Learning Model

From the results of observations carried out for two months, data obtained show that the dominant learning model used by the teacher is a teacher-centred or classical learning model. This causes students to be passive, and the learning atmosphere looks verbal. The verbalism that appears is caused by the teacher's more dominant role in the learning process. While students listen more to the information conveyed by the teacher. Opportunities for dialogue are occasionally seen when the teacher conveys information; namely when the teacher asks students what they have not understood. The teacher's questions are generally answered by students with the word "already understand". In addition, sometimes the teacher asks a question related to the material that has been delivered. The teacher's questions are generally very rarely answered by students; they are just silent. In the end, the teacher's questions were answered by the teacher himself.

During the research, it has not been seen that there is a learning model that is used for the needs of the 2013 curriculum. This may be due to teachers' lack of confidence in using the model required by the 2013 Curriculum. Therefore, interviews with several teachers were conducted regarding the implementation of the learning process in more detail. Among them was an interview with a history teacher (Mrs F on 27-04-2019) that students had been taken out of school (outdoor learning model), to carry out the learning process, by visiting the History Museum at the China City Site in Belawan, for example. Unfortunately, this out-of-school activity was carried out before the implementation of the 2013 curriculum. After using the 2013 curriculum, no out-of-school visits have been conducted. Interviews were also conducted with students of class X MIA 1 (RA, on 17-04 2019) explaining that the "learning model" which is dominantly used by the teacher is the teacher-centred learning model. However, "there are also teachers who use the Student-Centered Learning (CTL) model, but this is often done by doing it outside of school, without teacher supervision" (interviews with class XI MIA students (BD, on 26-04-2019).

The learning model that should be used in implementing the 2013 curriculum is the student-based or cooperative learning model, which can directly or indirectly increase activity; cooperation, and character, in the form of mutual respect, mutual respect, sharing knowledge, responsibility, and can improve learning outcomes. This is by research conducted by (Indrastuti, 2017), (Pratiwi, 2015), and (Suaeb, Suciyani, et.al, 2018).

Cooperative learning models require direct and maximum student participation, both physical and psychological activities, not the dominant role of the teacher. It is agreed by experts that cooperative learning models create a student-based learning process, which can create a good and positive cooperative atmosphere, and will bring up soft skills/other positive characteristics, as well as

improve learning outcomes. However, the existing cooperative learning models have even been written in the lesson plans made by the teachers, but have not been applied in the learning process.

3. Method Learning

The results of the observations found that the learning method used by Madrasah Aliyah teachers in implementing the 2013 Curriculum was still dominantly using conventional methods; lectures, question and answer, and, only a few teachers use the simple group discussion method. However, it does not mean that the lecture or question and answer method is a bad method. However, the lecture method tends to present learning that seems boring to students, because it is considered less attractive, especially since the presentation technique is monotonous. To strengthen the data above, interviews were conducted with teachers about the use of the applied learning methods, including teacher Aqidah Akhlak (Ms ES, on 18-04-2019) who stated that 'When I teach, I generally use 3 methods, namely: lecture; question and answer; and group discussions. I use the three methods according to need, meaning; sometimes dominantly using classical, sometimes using group learning, both are added with question and answer." Subsequent interviews with students of class XI MIA-2 (AIN on 26-04-201) said that "Generally teachers teach us through lectures, question and answer and discussion methods. But the lecture and question and answer methods are more often used. There are occasional discussion methods, the most frequent of which are physics teachers, biology teachers, sometimes chemistry teachers." An interview with the same question on a Physics teacher (Mr H, on 26-04-2019) stated that "as you saw when I taught, that's how I do it. Children are directed to undergo learning in groups. But, that's the situation; the students still don't want to have a serious discussion. Only 1 or 2 people in the group are serious about learning, while the others tell stories. It's been rebuked; it's still the same. What if learning is carried out with learning methods that are more directing students to be independent in learning.

From the observation and interview data above, it can be concluded that the methods generally used by the Madrasah teachers studied were the lecture method, question and answer method, and simple discussion. There are many learning models recommended by experts for the 2013 curriculum which are predicted to shape students into scientists including 1) Active Debate (Active Debate), 2) Contextual Teaching Learning, 3) Course Review Horay, 4) Multi-Representation Discourse (DMR), 5) Group Investigation (GI), 6) Realistic Mathematics Education, 7) Reciprocal Teaching, 8) Scientific, 9) Student Facilitator and Explaining 10), etc., (Shoimin, 2014). You can also use the quantum teaching-learning method, ARIAS, STAD, and so on (Rahman, M., dan Amri, S, 2014). Or inquiry method Learning, Discovery Learning, Problem Based Learning, and Project-Based Learning (Mulyasa, E, 2016). These methods are predicted to be able to upgrade the creativity and innovation of students. As the results of research conducted by (Julianda, et.al., 2018), (Leliavia, et.al, 2017), and (Sari, N.P., et.al, 2017). Some of the methods above have been included in the lesson plans made by the teacher, but in the learning process, they are not applied.

3.1.3 Closing Activities

The results of observations of closing activities found that only a small number of teachers made conclusions or summaries of lessons, made assessments or reflections on activities that had been carried out; gave feedback, carried out follow-up or enrichment, and also delivered. Lesson plan at the next meeting. Most of the teachers closed the lesson only by giving assignments as a follow-up and closed it with a prayer together. The data is corroborated by the results of interviews with several observed class leaders (interview on 27-04-2019), who questioned the activities carried out by teachers in closing the lesson. The students answered that generally the teacher closed the lesson by giving assignments to do at home, and ended with a prayer. Only occasionally does the teacher conclude the lesson, without involving the students.

The three stages of learning activities described above occur in real terms and empirical data found in the field. The assumption that arises regarding the phenomenon of the learning process is that no teacher in teaching brings the lesson plans into the classroom (all the teachers interviewed

said that "they didn't bring the lesson plans into the classroom, because they had been collected by the WKM curriculum staff" (interviews with several teachers performed separately).

Learning planning is a preparation for future actions to achieve goals effectively and efficiently (Mulyasa, E, 2016). That is, in carrying out the learning process, the plans that have been made must be guided. This is predicted to be one of the causes of the learning process being dominated by the lecture method because it is teacher-centred, which is often not controlled. Yet inside. The lesson plan has been designed for learner-centred learning and uses a scientific approach, as well as cooperative learning models and methods. In this case, there may be an assumption by educators that the learning to be carried out can already be mastered, so they feel there is no need to bring lesson plans to class; this is a very wrong assumption.

RPP is a design that must be used as a guideline by the teacher in carrying out the learning process, as stated by (Dewi, AEA, dan Mukminan, 2016), "The lesson plan is specifically what and how something will be learned in a short period, usually one or several hours lesson." (Yaumi, 2013) Added that "the success of the implementation of learning is very dependent on the to which the learning is planned". That is, the Learning Plan sets the boundaries of materials, and activities, including approaches, models or strategies, methods, and evaluations used, as well as the time that must be used as signs in learning.

So, even though it has been planned in the form of a lesson plan, if it is not used as a guide in carrying out the learning process, it is the same as not being planned. As also emphasized by (Sanjaya, 2008) that planning has several functions; 1) creative function, 2) innovative, 3) selective, 4) communicative, 5) predictive, 6) accuracy, 7) goal achievement, and 8) control function.

It can be explained that 1) the teacher will always improve his weaknesses creatively and find new things, 2) the innovation function will be open, when the teacher knows the weaknesses that occur in the learning process that are not what he had planned, 3) the selective function has been carried out the teacher when planning because he has determined the right material and is by the learning objectives. 4) The communicative function occurs when the planning describes the goals and results to be achieved, and a series of activities that lead to goals. All of that can be understood by everyone involved in the educational process. 5) Predictive function can be seen that planning can predict difficulty and learning outcomes at the same time. 6) The accuracy function can be seen in that the lesson plans have included the subject matter to be delivered by the time required to achieve the goal so that the teacher can calculate effective lesson hours. 7) the function of achieving goals, the RPP made by the teacher has stated the achievement of goals through the learning outcomes to be achieved and the learning process to be carried out, and 8) the control function is, in the RPP certain limits have been determined that must be done, and which must be achieved. The eight planning functions will be realized when in learning, the plans that have been made are used as guidelines in the learning process.

3.2. Obstacles Faced

Observations about the obstacles faced by teachers in implementing the curriculum 2013 data obtained that in carrying out the learning process, the teachers did not follow the lesson plans (as explained previously). However, after going through interviews with the head of the Madrasah (Mr MD on 04-04-2019), the obstacles faced by teachers in implementing the 2013 curriculum at Madrasah Aliyah were studied, including the following: 1) Not all teachers understand how to carry out the learning process adapted to the 2013 curriculum; 2) The implementation of the 2013 Curriculum in Madrasas has only been running for 4 years and the teaching burden of teachers is too heavy, so they are still experiencing a transition from old learning patterns to new learning patterns. Of course, teachers and students are not used to doing it either. The results of the interview with the Deputy Head of the Madrasa in the field of curriculum (Mr Ad, on 05-04-2019) showed several obstacles, namely 1) in terms of applying the learning method, the students who were taught were easier to teach through lectures, because this method took so long to apply, so it is not easy to change it to a

more challenging method; 2) in the case of student-based learning models, students who are taught meaning with lectures, the highest with a simple group discussion; 3) in terms of approaches and strategies used; are more likely to like to be fed; the scientific approach demands dominant student activity, while the main set of students are not accustomed to more extreme scientific and independent activities.

The information presented by the Head of Madrasah and WKM Curriculum above can be seen that basically, teachers are not optimally ready to implement the learning process with the demands of the 2013 curriculum. Teachers should minimize their role in the learning process, but what happens is that the teacher's role is more dominant. In general, this is not only a problem for the madrasa aliyah studied, but is a common learning problem in Indonesia, which causes the low quality of graduates. As stated by (Abidin, 2016), one of the challenges or obstacles faced in implementing the 2013 curriculum is that learning is still teacher-centred; this is marked by the still-dominant role of the teacher in the learning process. The natural potential of students is still not optimally developed by the school. Because gain more knowledge through exploration from a teacher.

The data obtained from the head of Madrasah and WKM Curriculum regarding the obstacles that come from students have been confirmed by several students. The results show that students generally do not know how to learn in the 2013 curriculum. Therefore, they learn only by following the instructions of the teacher. This ignorance is due to the absence of socialization carried out by madrasas and teachers as implementers of the 2013 Curriculum learning process to students, both at the beginning of their entry into school and at other times. This should not happen if information about the 2013 Curriculum is disseminated to students. Because, what and how a message is packaged and delivered, has a fairly important role in changing a person's attitude. And the power of persuasion of a message delivered at the earliest will have more influence on attitude change (primary effect) (Rahman, 2018).

The obstacles experienced by teachers can only be overcome if teachers want to learn more about the implementation of the 2013 curriculum. Something that is studied continuously, will be mastered and become a habit. Meanwhile, the obstacles experienced by students were caused because they did not understand the various things they had to do in the learning process. Therefore, it is necessary to disseminate information on how to learn in the 2013 curriculum.

4. CONCLUSION

The results of the analysis and discussion that have been carried out on this research data can be concluded that the implementation of the learning process in the Madrasas studied is still not by the 2013 curriculum learning concept, which carries a scientific learning approach that contains learning steps by observing, asking, collecting information, associate and communicate-create. The teacher still uses a classical learning approach; the learning model is teacher-centred and uses the lecture method, question and answer, and simple discussion.

The obstacles faced in the learning process are the teachers generally still do not understand how to apply the 2013 Curriculum concept in learning, so teachers still tend to use the old learning paradigm. In addition, the burden of teaching teachers is also too heavy. Meanwhile, the obstacles faced by students have implications for the way they follow the learning process carried out by the teach

Based on the results of this study, the researcher suggests that this research is still feasible to continue because other aspects need to be deepened and researched, especially aspects of learning evaluation in the 2013 curriculum.

REFERENCES

Abidin, Y. (2016). Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013. Bandung: Refika Aditama.

Abrianto, D., Setiawan, HR., and Fuadi, A. (2018). Implementasi Kurikulum 2013 Pada Mata Pelajaran Alquran Hadis. Intiqad, 10(2), 283-298.

Azra, A. (2012). Pendidikan Islam; Tradisi dan Modernisasi di Tengah Tantangan Millenium III. Jakarta: Kencana Prenadamedia Group.

Bogdan, RC., and Biklen, SK. (1992). Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Bacon Inc.

Dewi, AEA, dan Mukminan. (2016). Implementasi Pendekatan Saintifik dalam Pembelajaran IPS di Middle Grade SD Tumbuh 3 Kota Yogyakarta. Jurnal Prima Edukasia.

Harfiani, R. dan Fanreza, R. (2019). Implementation of Lesson Study Learning Model Practicum Tourism to Improve Student Understanding of Concepts and Creative Thinking in Media and Learning Resources Subjects in the Early Childhood. Jurnal Intiqad, 11(1), 135-154.

Indrastuti, W. (2017). Peningkatan Aktivitas dan Hasil Belajar Siswa Melalui Pembelajaran Kooperatif Tipe Make A Match. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 2(8), 1037-1042.

Julianda, et.al. (2018). Pengaruh Strategi Pembelajaran Inkuiri Berbasis Keterampilan Multiliterasi terhadap Kemampuan Berpikir Kritis Siswa. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 3(4), 460-467

Kastawi, Nurkolis Siri, et.al. (2017). Kendala dalam Implementasi Kurikulum 2013 di Jawa Tengah dan Strategi Penanganannya. Journal of Curriculum and Educational Technology Studies, 5(2), 66-76

Kemal, Isthifa., Hasibuan, Rossy Angggelia., Setyanto, Eddy. (2021). Santri Management Pondok Pesantren Salafiah. Seminar Nasional Teknologi Edukasi Sosial dan Humaniora, 1 (1). https://doi.org/10.53695/sintesa.v1i1.203

Kosasih, E. (2015). Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013, Cetakan ke 2. Bandung: Yrama Widaya.

Kosim, M. (2007). Madrasah di Indonesia (Pertumbuhan dan Perkembangan). e-jurnal. Tadris, 2(1), 41-57.

Leliavia, et.al. (2017). Pengaruh Penerapan Pembelajaran ARIAS Dipadu Mind Map Terhadap Hasil Belajar Kognitif Siswa Kelas VII. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 2(4), 569-574.

Moleong, L. (2002). Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakary.

Mulyasa, E. (2016). Guru dalam Implementasi Kurikulum 2013. Bandung: Remaja Rosda Karya.

Mulyasa, E. (2016). Teachers in the Implementation of the 2013 Curriculum. Third printing. Bandung: Remaja Rosda Karya.

Mulyasa, E. (2014). Pengembangan dan Implementasi Kurikulum 2013 Merupakan Persoalan Penting Dan Genting. Bandung: Remaja Rosdakarya.

Neolaka, F. dkk. (2016). Implementasi Kurikulum 2013 di SMP Negeri 1 Kupang Tengah Kabupaten Kupang Tahun Ajaran 2013/2014. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 1(10), 2010-2015.

Nuroidah, I. d. (2015). Implementasi dan Problematika Kurikulum 2013 pada Mata Pelajaran Pendidikan Agama Islam Jurusan Ilmu Keagamaan di MAN Rejoso Jombang. Diraasat; Jurnal Manajemen & Pendidikan Islam, 1(1), 1-28.

Pratiwi, I. (2015). Pengembangan Model Kolaborasi Jigsaw Role Playing Sebagai Upaya Peningkatan Kemampuan Bekerjasama Siswa Kelas V SD Pada Pelajaran IPS. Jurnal Konseling GUSJIGANG, 1(2).

Rahman, A. (2018). Psikologi Sosial: Integrasi Pengetahuan Wahyu Dan Pengetahuan Empirik. Jakarta: PT. RajaGrafindo Persada.

Rahman, M., dan Amri, S. (2014). Model Pembelajaran ARIAS Terintegratif dalam teori dan Praktik untuk Menunjang Penerapan Kurikulum 2013. Jakarta: Pustakaraya.

Rumahlatu, Dominggus., et.al. (2016). An Analysis of analysis of and Implementation of the 2013Curriculum in The West Part of Seram District, Maluku Province, Indonesia. International Journal Of Environmental & Science Education, 11(12), 5662-5675

Sanjaya, W. (2008). Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Prenada Media Group.

Sari, N.P., et.al. (2017). Pengaruh Penerapan Model Pembelajaran Problem Based Learning Dipadu Numbered Heads Together Terhadap Keterampilan Metakognitif Dan Kemampuan Berpikir Kritis Geografi Siswa SMA. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 2(3), 440-447.

Shoimin, A. (2014). 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta: Arr-Ruzz Media.

Siambaton, Hetty Rufaidah., et.al. (2016). Problem Implementasi Kurikulum 2013 Mata Pelajaran Ilmu Pendidikan Sosial di Jenjang Sekolah Menengah Pertama. Journal of Curriculum and Educational Technology Studies, 4(32), 10-16.

Suaeb, Suciyani, et.al. (2018). Meningkatkan Hasil Belajar IPS Siswa Kelas V melalui Penerapan Pembelajaran Kooperatif Model Teams Games Tournament (TGT) Berbantuan Media Tebak Gambar. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 3(1), 146-154.

Sugiyono. (2012). Memahami Penelitian Kualitatif. Bandung: CV. Alfabeta.

Sultoni, A. (2016). Implementasi Kurikulum 2013 Bidang Studi Biologi dalam Mengembangkan Sikap Religius Siswa di Madrasah Aliyah. Jurnal Pendidikan Agama Islam, 4(1), 68-91.

Tilaar, H. (2000). Paradigma Baru Pendidikan Nasional. Jakarta: Rineka Cipta.

Yaumi, M. (2013). Prinsip-Prinsip Desain Pembelajaran Disesuaikan dengan Kurikulum 2013. Jakarta: Kencana.

nurzannah Hasrian S2 The 2013

ORIGINALITY REPORT

14%	11%	10%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	moam.info Internet Source	1%
2	edukatif.org Internet Source	<1%
3	e-journal.upr.ac.id Internet Source	<1%
4	Abidah Dwi Rahmi Satiti, Falikhatun Falikhatun. "ACCOUNTING CURRICULUM EVALUATION IN IMPLEMENTATION MERDEKA BELAJAR - KAMPUS MERDEKA", Assets: Jurnal Akuntansi dan Pendidikan, 2022 Publication	<1%
5	Marwanti, Yuriani, R Auliana. "The implementation of the revised 2013 curriculum of cullinary at vocational school SMKN 4 Yogyakarta and SMKN 6 Yogyakarta", Journal of Physics: Conference Series, 2019 Publication	<1%
6	Taufik Fajar Gumilang, Budi Usodo, Ikrar Pramudya. "The teacher understanding of	<1%

probability using scientific approach", Journal of Physics: Conference Series, 2017
Publication

7	Cicilia Intan Ayu Lestari, Freddy Widya Ariesta. "The Effectiveness of the NHT Model in Improving Social Skills and Social Studies Learning Outcomes in Primary Schools", Journal of Physics: Conference Series, 2020 Publication	<1 %
8	jurnal.ustjogja.ac.id Internet Source	<1 %
9	journal.unj.ac.id Internet Source	<1 %
10	jurnal.unublitar.ac.id Internet Source	<1 %
11	E Guswanto, Susanto, Hobri, P A Inawati, A R Sya'Roni. "Scientific approach learning implementation based on lesson study for learning community in solving sequence and series and its effect to student creative thinking ability", Journal of Physics: Conference Series, 2020 Publication	<1 %
12	Submitted to Universitas PGRI Semarang Student Paper	<1 %
13	e-journal.upstegal.ac.id Internet Source	<1 %

14	jurnal.uns.ac.id Internet Source	<1 %
15	muhamadkhabib.blogs.uny.ac.id Internet Source	<1 %
16	Submitted to IAIN Langsa Student Paper	<1 %
17	journal.trunojoyo.ac.id Internet Source	<1 %
18	Rahayu Kariadinata, R Poppy Yaniawati, Hamdan Sugilar, Dede Riyandani. "LEARNING MOTIVATION AND MATHEMATICAL UNDERSTANDING OF STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL THROUGH ACTIVE KNOWLEDGE SHARING STRATEGY", Infinity Journal, 2019 Publication	<1 %
19	e-journal.hamzanwadi.ac.id Internet Source	<1 %
20	learntechlib.org Internet Source	<1 %
21	Submitted to Konsorsium Perguruan Tinggi Swasta Indonesia II Student Paper	<1 %
22	ejournal.mandalanursa.org Internet Source	<1 %

23	publikasiilmiah.ums.ac.id:8080 Internet Source	<1 %
24	journal.uny.ac.id Internet Source	<1 %
25	Yenni Hasnah, Pirman Ginting, Selamat Husni Hasibuan. "Implementing AMETTA (Active, Joyful, and Unstressed) in Increasing Learning Activity and Outcomes", AL-ISHLAH: Jurnal Pendidikan, 2021 Publication	<1 %
26	ilkogretim-online.org Internet Source	<1 %
27	www.researchgate.net Internet Source	<1 %
28	stiealwashliyahsibolga.ac.id Internet Source	<1 %
29	Submitted to Universitas Ibn Khaldun Student Paper	<1 %
30	Wasehudin Wasehudin. "Pancasila as The Code of Conduct Paradigm (Comparative Study of National Education And Islamic Studies)", Halaqa: Islamic Education Journal, 2020 Publication	<1 %
31	Submitted to Anglia Ruskin University Student Paper	<1 %

32	Hikmatu Ruwaida. "STRATEGI PEMBELAJARAN FIQIH THAHARAH DI SDN MUNDAR KECAMATAN LAMPIHONG KABUPATEN BALANGAN", Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah, 2019 Publication	<1 %
33	media.neliti.com Internet Source	<1 %
34	www.jurnal.unsyiah.ac.id Internet Source	<1 %
35	Submitted to Universitas Muhammadiyah Yogyakarta Student Paper	<1 %
36	jurnal.ar-raniry.ac.id Internet Source	<1 %
37	Muhamad Jalil. "The Effectiveness of Simulation Methods on Prospective Teachers' Professionalism in Science Learning", Scientiae Educatia, 2019 Publication	<1 %
38	riset.unisma.ac.id Internet Source	<1 %
39	ejournal.uniks.ac.id Internet Source	<1 %
40	jurnal.dharmawangsa.ac.id Internet Source	<1 %

41	jurnal.pancabudi.ac.id Internet Source	<1 %
42	jurnal.upi.edu Internet Source	<1 %
43	uniflor.ac.id Internet Source	<1 %
44	e-journals.unmul.ac.id Internet Source	<1 %
45	text-id.123dok.com Internet Source	<1 %
46	www.jurnaliainpontianak.or.id Internet Source	<1 %
47	Garuda.Kemdikbud.Go.Id Internet Source	<1 %
48	M Gandri, D Djamas, Yohandri, Festiyed. "Preliminary analysis of Problem Based Learning model implementation in the development of module assisted multimedia interactive game for improving critical thinking skill learners", Journal of Physics: Conference Series, 2019 Publication	<1 %
49	Sri Ambarwati. "Implementation of Thematic Learning Curriculum 2013; Multi Site Study at MIN 2 Kediri and MIN 1 Kediri City", Jurnal	<1 %

Intelektual: Jurnal Pendidikan dan Studi Keislaman, 2020
Publication

50	1library.net Internet Source	<1%
51	Dian Fitria Tanjung, Edi Syahputra, Irvan Irvan. "Problem Based Learning, Discovery Learning, and Open Ended Models: An experiment On Mathematical Problem Solving Ability", JTAM | Jurnal Teori dan Aplikasi Matematika, 2020 Publication	<1%
52	Emha Dzia'ul Haq, Andi Prastowo. "IMPLEMENTATION OF DISCOVERY LEARNING MODEL IN SCIENCES LEARNING AT MIN 1 BANTUL AND SDIT BAIK BANTUL", JURNAL PENDIDIKAN DASAR NUSANTARA, 2018 Publication	<1%
53	I Kadek Mustika. "Local Wisdom-Based Character Education In Teaching Balinese To Achieve National Integration Of a Nation", SHS Web of Conferences, 2018 Publication	<1%
54	ijracs.rumahpeneleh.or.id Internet Source	<1%
55	jurnalharmoni.kemenag.go.id Internet Source	<1%

pinpdf.com

56	Internet Source	<1%
57	Y. Suryani, Sapriya, E. Malihah, K. Komalasari. "Developing investigation group learning model based on Marzano instructional framework to promote students' higher order thinking skill", Journal of Physics: Conference Series, 2020 Publication	<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	Off		