

Policy Evaluation Of Post-2013 Curriculum in Madrasah Ibtidaiyah

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Abstract

The purpose of this research is to find out the implementation of curriculum policy in madrasah Ibtidaiyah Negeri 4 Kota Medan, this research method is qualitative descriptive research method, data collection technique through interviews, observations (observations), and documentation and triangulation with tools in the form of interview guidelines, and obervasi guidelines. Determination of research subjects (informants) using purposive techniques or aimed samples consisting of madrassa heads and teachers. The results of this research are the Implementation of Curriculum Policy 2013 in Madrasah Ibtidaiyah Negeri 4 Medan City has at least brought changes including, students can be more productive, creative, innovative and effective. In addition, students can also be passionate and happy in madrasah, from the aspect of educators and education personnel with this change, they can be more passionate in teaching and easier in meeting the provisions of 24 hours of teaching per week, from the aspect of management of educational units. Communication and resource factors are contributing factors to implementing the 2013 curriculum policy. So that the implementation of the 2013 Curriculum is expected to improve the reputation of madrasahs on the one hand and the reputation of the country on the other. Then, the implementation of the 2013 curriculum policy in Madrasah Ibtidaiyah Negeri 4 Medan City can increase competitiveness and development of the nation's civilization.

Keywords: Curriculum Policy, MIN 11, Policy Evaluation

INTRODUCTION

Curriculum is the component of the education system that is most vulnerable to change (Jonker et al., 2020; Wijngaards-de Meij & Merx, 2018). There are at least three factors that make the curriculum must always be changed or updated (Lafrarchi, 2020; Mr. Parmanand Barodiya et al., 2015). First, because of the change in philosophy about humans and education, especially regarding the nature of the needs of learners for education and learning. Second, the way because of the rapid development of science and technology, so that the subject

matter that must be conveyed to learners is increasingly and diverse. Third, there is a change in society, both socially, politically, economically, and the carrying capacity of the natural environment, both at the local and global levels.

Because of these factors, one of the good criteria for the poor of a curriculum can be seen in its flexibility and adaptability to change. In addition, it is also seen in terms of the ability to accommodate local issues or content and global issues. This is based on the fact that education must be able to deliver learners to live in their time, as well as have global insight and be able to act according to local needs.

Curriculum is also a strategic element in an educational program service and an educational component that is used as a reference for all parties related to the implementation of the program or every unit of education, both by managers and organizers, especially by teachers and principals (Kusnawan, 2019; Mahfud, 2019; Sá & Serpa, 2020). A good curriculum should produce good educational processes and products, and conversely a bad curriculum will produce bad educational processes and results. Curriculum is an important component of the education system. Curriculum and education have a close relationship that is between curriculum and education has a goal to be achieved. If the goal is to be achieved then there must be a means of content that is the curriculum that is used as a relevant reference basis, meaning that in accordance with the purpose of education, this can be interpreted that the curriculum can lead us towards achieving educational goals (Setiyadi et al., 2020; Shofiyah, 2018).

Law No. 20 of 2003 on the National Education System (SISDIKNAS) article 36 paragraph (1) Curriculum development is carried out with reference to national standards of education to realize national education goals. (2) The curriculum at all levels and types of education is developed with the principle of diversification in accordance with the unit of education, regional potential, and learners (Amer & Pascual, 2015; Muhtifah & Muskania, 2017; Wang et al., 2017). The emergence of government policies on education that are centralistic changed to decentralized education is motivated by changes and demands of society in the global dimension. Curriculum 2013 as a substitute for the old curriculum, namely curriculum level education unit (KTSP) 2006 is a refinement of the old curriculum and it is expected that its implementation can achieve the desired goal. The 2013 curriculum aims to prepare Indonesians to have the ability to live as individuals and citizens who are believers, productive, creative, innovative, and affective and able to contribute to community life, nationhood, state, and world civilization. In other words, the expected competence of graduates in the 2013 curriculum is the improvement and balance of soft skills and hard skills which include aspects of attitude competence (affective), skills (psychomotor) and knowledge (cognitive) ("Evaluasi Implementasi Kurikulum 2013 Di Sekolah Pelaksana Mandiri," 2017; Ramadhiyah & Lengkanawati, 2019). The 2013 curriculum expects and encourages learners or

students to be better at observing, asking questions, reasoning, and communicating (presenting) what is gained or known after they receive learning materials. Curriculum implementation is field research for the purposes of validation of the curriculum system itself.

The 2013 curriculum demands more role of teachers as implementors, where the purpose of this curriculum is expected learners to succeed in achieving and having knowledge (cognitive), attitude (affective), and skills (psychomotor) to realize educational goals. To be able to realize these goals, teachers who are really creative and competent in the learning process both in preparing teaching materials, appropriate learning methods, evaluating learning outcomes and so on. The teacher's mental attitude and high commitment are also indispensable in implementing the 2013 curriculum (Maba & Mantra, 2018; Wachidi et al., 2020).

The process of implementing the 2013 teacher curriculum has been prepared syllabus from the center, so that teachers no longer bother to make syllabuses. Syllabus is made by the center because the teacher's ability is not the same in making syllabus so that in the KTSP Curriculum many teachers copy pastesilabus and the results vary because each unit of education has a different syllabus.

Madrasah Ibtidaiyah Negeri 4 Medan City became one of the madrasah h targeted to implement the 2013 curriculum. Teachers and principals should prepare themselves for it. They must support the government's policy on the new school curriculum so that the goal can be achieved properly. Madrasah Guru Ibtidaiyah Negeri 4 Kota Medaharus must prepare in terms of understanding the syllabus, make a Learning Implementation Plan (RPP) properly and correctly, prepare teaching materials, apply appropriate learning methods, conduct assessment (evaluation) of learning outcomes and other activities including mental attitude so that the implementation of the 2013 curriculum is effective.

In this case some of his teachers have received socialization and training about the 2013 curriculum. Some are waiting for their turn for training. Handbooks for teachers and textbooks for students are not all there yet. The principal took the initiative to provide a handbook for the teacher himself. For some textbooks students are purchased from publishers and not all textbook subjects exist. But this 2013 curriculum must still be implemented in Madrasah Ibtidaiyah Negeri 4 Medan City.

This paper is the result of research conducted in Madrasah Ibtidaiyah Negeri 4 Medan City by laying the basis of the problem in efforts to uncover teacher readiness in implementing the 2013 curriculum policy which was studied from the subfocus of the curriculum structure, processes and factors that affect its implementation.

METHOD

This research uses qualitative descriptive research methods conducted in Madrasah Ibtidaiyah Negeri 4 Medan. Data collection techniques through interviews, observations (observations), and documentation and triangulation with tools in the form of interview guidelines, and observasi guidelines. Determination of research subjects (informants) using purposive techniques or aimed samples consisting of madrasa heads and teachers.

RESULTS AND DISCUSSION

Implementation of curriculum policy 2013 in Madrasah Ibtidaiyah Negeri 4 Medan in the field of curriculum structure that describes the conceptualization of curriculum content in the form of subjects, content position / subjects in the curriculum, distribution of content / subjects in semester or year, learning load for subjects and learning load per week for each student. Related to the study burden of students in 2013 at Madrasah Ibtidaiyah Negeri 4 Medan for class VII is 24 hours per week and the length of study hours is 35 minutes. The implementation of the 2013 curriculum at Madrasah Ibtidaiyah Negeri 4 Medan refers to the core competencies and basic competencies that have been in accordance with the decree and the Regulation of the Minister of Religious Affairs. Core competence is the translation or operationalization of SKL in the form of qualities that must be owned by those who have completed education at a certain educational unit or certain level of education, an overview of the main competencies that are grouped into aspects of attitudes, knowledge, and skills (affective, cognitive, and psychomotor) that must be learned by learners for a school level, classes and subjects.

Furthermore, the results of this study also found that Core competencies are designed in four interrelated groups, namely with regard to religious attitudes (core competencies 1), social attitudes (core competencies 2), knowledge (core competencies 3), and the application of knowledge (competence 4). The four groups are a reference of Basic Competence and must be developed in every integrative learning event. Competencies related to religious and social attitudes are developed indirectly, namely when learners learn about knowledge (group 3 competence) and the application of knowledge (core competence of the group).

Core competencies in accordance with the 2013 curriculum implemented by Madrasah Ibtidaiyah Negeri 4 Medan include respecting and living the teachings of the religion it embraces, respecting and living honest behavior, discipline, responsibility, caring (tolerance, gotong royong), politeness, confidence, in interacting effectively with the social and natural environment in the range of association and existence, understanding knowledge (factual, conceptual, and

procedural) based on curiosity ten Science, technology, art, culture related phenomena and events appear to the eye, try, process, and recite in the concrete realm (using, parsing, stringing, modifying, and making) and the abstract realm (writing, reading, counting, drawing, and composing) according to those studied in schools and other sources in the same point of view/ theory.

Related to the process of implementation of the curriculum 2013 Madrasah Ibtidaiyah Negeri 4 Medan refers to 8 (eight) national standards of education based on Government Regulation of the Republic of Indonesia number 32 of 2013 on national standards of education. The 8 national standards of education are content standards, process standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, educational assessment standards and graduate competency standards. For standard indicators of content has been fulfilled such as creating academic calendars, semester programs, annual programs, completing the Learning Implementation Plan (RPP), preparing guidance counseling teachers, activating extracurricular activities, conducting remedial activities and enrichment.

Teachers of Madrasah Ibtidaiyah Negeri 4 Medan draw up a Learning Implementation Plan (RPP) before teaching. For the RPP curriculum 2013, some teachers get it in teacher working group (KKG) training and some make their own. There are also those who take from textbooks or LKS from book publishers. Usually last year's experience they downloaded from the internet, but the 2013 curriculum RPP has not been accessible while the 2013 curriculum syllabus has been prepared from the center.

Learning Devices, namely syllabus and Learning Implementation Plan (RPP) are always tried complete with various ways both downloading from the internet and copying from colleagues and can be from training. But so far the learning plan is still in the document level instead of being a guide to the implementation of learning in the classroom.

Related to education standards and tendik Madrasah Ibtidaiyah Negeri 4 Medan has met the indicator where 100% of teachers are qualified S1. Although there are teachers who teach subjects that do not match the background of the degree. The head of the madrassa is experienced as an educator and quite active in supervising.

The implementation of the 2013 curriculum at Madrasah Ibtidaiyah Negeri 4 Medan encourages significant changes in terms of carrying out learning in class, students can be more productive, creative, innovative and effective. In accordance with the Graduate Competency Standards and Content Standards, the 2013 curriculum learning principle is a) from learners to be informed towards learners find out; b) from the teacher as the only source of learning to be learning based on various learning resources; c) from textual approaches to processes as

reinforcement of the use of scientific approaches; d) from content-based learning to competency-based learning; e) from partial learning to integrated learning; f) from learning that emphasizes a single answer to learning with answers whose truth is multi-dimensional; g) from verbalism learning to applicative skills; h) an improvement and balance between physical skills (hardskills) and mental skills (softskills); i) learning that prioritizes the culture and empowerment of learners as lifelong learners; j) learning that applies values by giving transparency (ing ngarso sung tulodo), building willpower (ing madyo mangun karso), and developing the creativity of learners in the learning process (tut wuri handayani); k) learning that takes place at home, at school, and in the community; l) learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is a classroom; m) Utilization of information and communication technology to improve the efficiency and effectiveness of learning; and n) recognition of individual differences and cultural backgrounds of learners. Related to the above principles, it can be stated that the learning process of the 2013 curriculum emphasizes more on learning that emphasizes the activeness of students learning independently. Learners are given the opportunity to build their own knowledge. Of course this view is in line with the principle of constructivistic learning.

Paul Suparno (1997:61) further asserts that learning in the perspective of Constructivism has the following characteristics; 1) Learning means forming meaning. Meaning is created by students and what they see, hear, feel, and experience, 2). Construction is a continuous process. Whenever faced with a new phenomenon or problem, reconstruction is held, both strong and weak, 3). Learning is not an activity of gathering facts, but rather a development of thought by making new understandings. Learning is not the result of development, but rather a development itself, a development that demands the discovery and re-regulation of one's thinking, 4). The actual learning process occurs at the time of one's scheme in doubt which stimulates further thinking. Imbalance situations (disequilibrium) are good situations to spur learning. 5). Learning is influenced by the student's experience with his or her environment. and 6). A person's learning outcome depends on what the student already knows: concepts, goals, and motivations that influence interaction with the material being learned.

In addition, students can also be passionate and happy in madrasah, from the aspect of educators and education personnel with this change, they can be more passionate in teaching and easier in meeting the provisions of 24 hours of teaching per week, from the aspect of management of educational units. The implementation of the 2013 curriculum policy in Madrasah Ibtidaiyah Negeri 4 Medan in the process received support from the City Government, the Ministry of Religious Affairs Office, and student guardians through the madrasa committee. The factors that affect the process of implementing the curriculum policy 2013

Madrasah Ibtidaiyah Negeri 4 Medan are communication factors and resource factors.

Communication factors in the implementation of the 2013 curriculum show that it is seen from the whole teacher gets socialization both in the form of training in general and technically. The Ministry of Religious Affairs of Medan City through Madrasah Education held socialization and training to teachers was carried out gradually. But the training is felt by teachers is still not enough and still needs more training because some teachers are still not able to implement the 2013 curriculum properly and effectively.

Judging from the resource factor, although the content of the policy has been communicated clearly and consistently, but if the implementor lacks the resources to implement it, for that other efforts are implemented related to the implementation of the 2013 curriculum policy by maximizing the role of the Teacher Working Group (KKG) which is routinely carried out in madrasahs in the region or outside the rayon region, so that with this effort there is a process of assessment and can encourage increased teacher understanding. Alam implemented the 2013 curriculum policy in Madrasah Ibtidaiyah Negeri 4 Medan.

CONCLUSION

Although it has not achieved as outlined and expected, the Implementation of curriculum policy 2013 in Madrasah Ibtidaiyah Negeri 4 Medan City has at least brought changes including, students can be more productive, creative, innovative and effective. In addition, students can also be passionate and happy in madrasah, from the aspect of educators and education personnel with this change, they can be more passionate in teaching and easier in meeting the provisions of 24 hours of teaching per week, from the aspect of management of educational units.

Communication and resource factors are contributing factors to implementing the 2013 curriculum policy. So that the implementation of the 2013 Curriculum is expected to improve the reputation of madrasahs on the one hand and the reputation of the country on the other. Then, the implementation of the 2013 curriculum policy in Madrasah Ibtidaiyah Negeri 4 Medan City can increase competitiveness and development of the nation's civilization.

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