

Implementation Of The 2013 Curriculum to Improve Teacher Performance at Madrasah Aliyah Madani (MA) Alauddin Pao-Pao, Gowa Regency

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ABSTRACT

This research aims at implementing 2013 curriculum to improve teacher performance at Madani Alauddin Pao-Pao Islamic High School and its relevance to curriculum innovation in the 21st century era. The objectives are to determine 1) The application of the curriculum, 2) Performance of the teacher, and 3) Obstacles in applying it in improving teacher's performance. This is a qualitative approach. The data collection method was conducted through interviews. Data were analyzed through three stages: data reduction, data presentation, and drawing conclusions. Data validity was tested through source triangulation. The results of the study indicate that 1) Determination of main tasks, additional teacher tasks, equitable distribution of justice, work volume, and arrangement of the learning process have been followed up by the curriculum section. 2) Provision of learning facilities such as LCDs is still lacking. 3) There are several activities carried out such as intra- and extra-curricular organizations, religious activities such as congregational prayer, and Dhuha prayer. 4) Curriculum evaluation is carried out at the end of each year, followed by a curriculum development workshop, and 5) Obstacles to learning implementation are mainly due to teachers' unpreparedness in delivering learning materials; creating lesson plans (RPP), and a lack of time. Based on the research results, it is recommended that madrasah principal motivate teachers in carrying out their duties and responsibilities, facilitate teachers in participating in training to improve their performance, provide adequate facilities and infrastructure, and motivate teachers' collaboration in formulating lesson plans due to the subjects they teach.

Keywords: *Curriculum management, Implementation of Curriculum-13, Teacher Performance.*

1) INTRODUCTION

Basic education changes rapidly, especially at the digital era, both in the 4.0 era and society 5.0. To change the condition from traditional learning to new learning still needs to improve especially at the implementation level. In the 21st century, learning involves five types of interactions: (a) learner–content, (b) learner–teacher, (c) learner–learner, (d) learner–interface and (e) learner–community. teachers should master the four competences of the teacher that are connected firmly to one another; pedagogical, professional, personality, and social competency. This acceleration of change includes educational management. Educational management is fundamentally a series of activities in the form

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of a process of managing collaborative efforts of a group of people who are members of an educational organization, to achieve predetermined educational goals, by utilizing existing resources and using management functions to achieve goals effectively and efficiently. One focus of educational management studies is curriculum management. Curriculum management is a collection of plans and arrangements for objectives, content, and learning materials used as guidelines in organizing educational activities. Law of the Republic of Indonesia Number 20 of 2003 (Depdiknas 2003) concerning the National Education System, Article 1, Paragraph 19 states that:

“Curriculum is 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.”

The 2013 Curriculum is a continuation of the Competency-Based Curriculum that was pioneered in 2004 by covering integrated competencies of attitude, knowledge, and skills. In addition, curriculum management in the 2013 curriculum is carried out as a mandate from Law number 20 of 2003 concerning the National Education System and Presidential Regulation Number 5 of 2010 concerning the National Medium-Term Development Plan. The 2013 Curriculum is a curriculum that prioritizes understanding, skills, and character education, where students are required to understand the material, be active in discussions and presentations and have good manners and a high level of discipline and as an improvement on the previous curriculum (Nurjannah 2019).

The 2013 Curriculum requires the emergence of descendants who are useful for families and society. Through the creativity possessed by the millennial generation, they will be able to compete in the highly competitive world of work as it is today (Setiadi 2016). This is in line with (Suyanto & Asep 2012) who stated that educational change is moving from traditional learning models to the modern era. Learning must shift from teacher-centered to student-centered learning. The media used is no longer a single medium but must use multimedia, student work assignments are shifted from individual work to collaborative work, information delivery changes to be multidirectional so that it becomes an exchange of information, learning that has been dominated by factual learning changes to learning based on critical thinking skills.

Tabel 1: *Transformation of Learning Approaches Based on the 2013 Curriculum*

Traditional Learning	New Learning
Teacher Center	Studen Center
Single Media	Multimedia
Individual work	Collaborative work
Inforamtion delivery	Information exange
Factual knowledge	Critical thinking
Push	Pull

Sumber: Suyanto & Asep, 2012

According to Berthy (Berty 2019), the scope of curriculum management includes curriculum planning, curriculum implementation, and curriculum evaluation. This aligns with management principles commonly used in various situations within an organization. This aligns with the 2013 curriculum indicators, which are divided into four categories: objectives, content/material, process, and evaluation (Addini 2020).

Teachers are the most important figures in curriculum implementation, guiding students toward educational goals, which accumulate knowledge, skills, and attitudes (Supardi 2013). Implementing curriculum management is part of the professional task of improving teacher performance. Minister of National Education Regulation No. 41 of 2007 concerning process standards for primary and secondary education units explains that teacher performance refers to teaching achievements resulting from the activities carried out by teachers in carrying out their main duties and functions concretely as a logical consequence of their role as educational professionals (Kartomo and Slameto 2016). Teacher performance as an educator is the teacher's ability and success in carrying out learning tasks (Supardi 2013), which is characterized by indicators such as lesson implementation plans (RPP), mastery of material, and evaluation.

From the observation results, it was found that teachers still have difficulty implementing varied learning models, there are still some teachers who have not fully mastered the learning materials and are still lacking in using learning models. In addition, there are still some teachers who are late to teach. Regarding learning procedures, there are still some teachers who do not pay attention to making a complete lesson plan such as school identity, subject or sub-theme identity, class/semester, main material, time allocation, learning objectives, basic competencies according to competency achievement indicators, materials, methods, and learning media, learning resources and assessment of learning outcomes; teachers rarely discuss and collaborate with other teachers in preparing lesson

plans, and the use of learning media is still minimal because the equipment is incomplete. These various problems can be described by the formulation of 1) How is the implementation of the 2013 curriculum?, 2) How is the performance of teachers?, and 3) What are the obstacles and impacts of the implementation of the 2013 curriculum on the performance of teachers at MA Madani Pao-Pao, Gowa?

2) METHODS

This study used a descriptive qualitative approach. The research subjects were the madrasah principal, representatives from the curriculum, infrastructure, and student affairs departments, teachers, and students. These subjects also served as primary data sources. Secondary data sources were obtained from lesson implementation plans (RPP), educational calendars, teacher performance reports, and interview documentation. Data collection techniques were carried out through observation, in-depth interviews, and documentation. The researcher was the key instrument in this study. Next, the data were developed using interview and documentation guidelines. Data analysis was carried out in three stages: data reduction, data presentation, and verification/drawing conclusions. Of these three types of validity, data validity was tested through source triangulation.

3) RESULTS AND DISCUSSION

Implementation of the 2013 Curriculum at Madani Alauddin Paopao Islamic High School, Gowa Regency.

The 2013 Curriculum at Madani Alauddin Paopao Islamic High School began in 2015. Curriculum management is the effort to manage, organize, and administer the subject matter taught at the educational institution as a guideline for implementing learning activities to achieve specific educational goals. The curriculum department has followed up on the implementation of the 2013 Curriculum, including determining core duties and additional teacher duties, ensuring equitable workload distribution, and organizing the learning process. However, some teachers are still late in completing their assignments, and the provision of learning resources, such as LCDs, at Madani Islamic High School is still inadequate. The target of achieving orderly classroom administration and ease of use of learning resources is still hampered by the limited facilities and infrastructure available. However, there are still notes that need to be followed up by the academic department regarding the

provision of learning facilities/infrastructure in several rooms, particularly the science and language laboratories.

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The objectives of the 2013 Curriculum implementation serve as the basic framework that must be achieved to guide strategic education at Madani Alauddin Paopao Islamic High School. To get maximum results, curriculum activities must consider how students can achieve learning outcomes in accordance with curriculum objectives. 2) Content/material; The content/material of the curriculum is essentially all activities and experiences developed and arranged in order to achieve educational objectives. Curriculum development should also pay attention to aspects contained in the curriculum content, namely: theory, concepts, generalizations, principles, procedures, facts, terms, examples or illustrations, definitions and prepositions (Addini 2020).

In learning the 2013 curriculum, core competencies are needed to be targeted, namely spiritual attitudes, social attitudes, knowledge and skills. Before entering the core of learning, usually provide motivation and check student attendance first, after that enter the core of learning, usually the media used are LCD and LKPD (Student Worksheets) and at the end of learning conclude the material that has been learned and provide appreciation to students who have paid good attention 3) Process; The selection of learning strategies must be adjusted to the needs of students and learning materials. The methods used by teachers vary as well as in delivering the material. The methods used by teachers include discussions, quizzes, questions and answers and the sources used by teachers, namely LKS, printed books, and the provision of PPT and teachers interact or deliver the material well. 4) d. Evaluation; To determine the effectiveness of the curriculum in efforts to improve and perfect the

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curriculum. Evaluation is intended to assess the achievement of predetermined objectives and to assess the overall teaching implementation process. Evaluation is intended to assess the achievement of predetermined objectives and to assess the overall teaching implementation process. K13 evaluation is carried out twice, namely to evaluate student learning outcomes carried out by teachers and to evaluate the learning design carried out by the madrasah, without evaluation it will not be known what the condition of the curriculum is in terms of design, implementation and results.

Teacher performance is the work results achieved by teachers in accordance with the authority and responsibility given by the madrasah with the teacher's ability in work performance, work implementation and work appearance produced during a period of time in carrying out learning tasks. Teacher performance indicators include. 1) Lesson Implementation Plan (RPP); Planning in learning activities is a stage related to the teacher's ability to prepare learning activity programs or so that the teaching and learning process will be truly scenario-based effectively and efficiently. Before carrying out the teaching and learning process, the teacher prepares learning tools beforehand so that this learning process can run effectively and efficiently. 2) Mastery of Learning Materials; Mastery of Learning Materials Mastery of learning materials is a basic competency that teachers must have in an effort to improve learning success. A teacher needs to create a teaching program, choose appropriate methods and media for delivery, conduct evaluations and follow up with enrichment and remediation. Before entering the learning material, the teacher usually starts with greetings and prayers, for learning media using printed books and at the end of the lesson the teacher briefly re-explains the material and gives assignments. 3). Evaluation of Learning Outcomes; Assessment of learning outcomes is an activity or method aimed at determining whether or not learning objectives and the learning process that has been carried out have been achieved. At this stage, the evaluation of learning outcomes can be seen in the assessment model used by the teacher, group assessment, individual assessment, and obstacles encountered during the peer assessment process, as well as accountability when asked questions. In the Minister of Education and Culture Regulation No. 66 of 2013 concerning assessment standards, it is stated that for knowledge competencies, educators can assess them through written tests, oral tests, and mastery (Permendikbud 2013).

Obstacles and Impacts of the Implementation of the 2013 Curriculum in Improving Teacher Performance at Madrasah Aliyah Madani Alauddin Paopao, Gowa Regency.

Obstacles faced by teachers in implementing the 2013 Curriculum can be interpreted as problems arising during the implementation process of the Curriculum 1m3 (K13).

a. Content/Material

The presentation of learning materials has not been tailored to students' needs, resulting in a lack of relevance and effectiveness in learning. Not all teachers are able to present the material appropriately, as some teachers lack a grasp of the language. Some teachers do not present the material appropriately due to a lack of mastery of the material, resulting in students' inability to understand the discussion.

b. Evaluation

The school's evaluation of the curriculum is still unbalanced, with very simple evaluations and a complex curriculum. This is hampered by the limited time available for direct classroom assessments. Attitude assessment (Determining student attitudes requires a significant amount of time due to the large number of students. In short, there is limited time for in-class assessments because many aspects need to be assessed during the learning process, such as skills assessment, knowledge assessment, and attitude assessment. Furthermore, universal questions are created, not based on each student's cognitive abilities (Kristiawan, Safitri, and Lestari 2017)

c. Lesson Plan

Preparing lesson plans involves formulating learning strategies (learning characteristics must be understood before formulating appropriate strategies). Obstacles or constraints in syllabus development include determining the appropriate time allocation (defining the number of effective weeks and time allocation for each meeting, developing learning activities, and developing learning indicators). Implementing lesson plans sometimes does not go as planned, due to the conditions of students and educators, as well as existing school infrastructure.

4) CONCLUSIONS

The implementation of the 2013 curriculum at Madani Alauddin Paopao Islamic Senior High School is generally considered inadequate in terms of teacher attendance and punctuality during scheduled class hours. Ineffective use of learning time is still found, with learning being poorly

planned, resulting in a haphazard approach. This is primarily due to inadequate facilities and infrastructure. During the learning process, teachers use teaching methods such as lectures, discussions, and demonstrations. Learning resources include printed textbooks, the internet, student worksheets (LKS), digital modules, and learning videos. Curriculum evaluation activities at Madrasah Aliyah Madani Alauddin are conducted at the end of each year and include curriculum development workshops. Teachers prior to implementing the curriculum development process.

Constraints: Some students felt bored and tired during the learning process due to inadequate preparation and delivery of learning materials. Challenges in creating lesson plans (RPP) were related to learning strategies that did not align with the plan. In syllabus development, there was limited time allocated, indicators, and activities. Time was limited for in-class assessments due to the many aspects that students needed to assess during the learning process, such as skills assessment, knowledge assessment, and attitude assessment.

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