

## **Implementation of the 2013 Curriculum Theory of John Dewey's Perspective Empire Philosophy for the Madrasah Ibtidaiyah Teacher**

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### **ABSTRACT**

This study was motivated by the fact that teachers had many difficulties adopting the 2013 curriculum, particularly the new 2013 curriculum set at Madrasah Ibtidaiyyah Swasta Miftahul Huda. The goal of this study was to determine teachers' grasp of the 2013 Curriculum in terms of planning, implementation, and assessment of the learning process in class V Madrasah Ibtidaiyyah Swasta Miftahul Huda. The study's subjects were teachers from Miftahul Huda Private Madrasah's fifth grade, a total of seven people, and it was done at the start of the 2021/2022 school year. This is a qualitative study using the descriptive method. Data is gathered using a variety of means, including questionnaires, observations, and documentation. The expert assessment was used to conduct the instrument validity test (Judgement Expert). According to the findings of the study, 1) teachers' understanding of the 2013 curriculum as seen from planning is in the category Often (61 percent -80 percent) and the percentage of understanding is 73 percent; 2) teachers' understanding of the 2013 curriculum as seen from implementation is in the Rare category (61 percent -80 percent) and the percentage of understanding is 65 percent; and 3) teachers' understanding of the 2013 curriculum as seen from implementation is in the Rare category (61 percent -80 percent) and the percentage of understanding is 70 percent

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## **1. INTRODUCTION**

Based on current data from the Ministry of Education and Culture, there are 6,000 schools that implement K-13 or only about 6% of the total number of schools in Indonesia. The rest re-apply 2006 Curriculum (K-2006) or what is known as KTSP curriculum . In the future, K-13 will be implemented

gradually. Private Ibtidaiyah Madrasah for 2016/2017 teaching, there will be 6% of schools that implement the curriculum, 19% of schools that partially implement and 75% are still implementing K-2006. In 2019/2020, it is targeted that 60 percent of schools are running K -2013 and only 40 percent are still running K-2006 in some classes. So that in the 2020/2021 school year, everyone already apply curriculum2013 which will be named curriculum national which has perfected ( <http://hamizann.blogspot.co.id/2016/01/hasil-e V aluasi -k13-tahun-2016.html> ) (26 January 2017) at 15.00 WIB.

City data the obtained from research conducted by one \_ team study from the Indonesian Education University (UPI). The implementation of the new curriculum, namely the implementation of the 2013 Curriculum in schools, has been started since July 2013. The implementation of the curriculum is expected to encourage the improvement of the quality of management and education processes in each educational unit which leads to efforts to improve the quality of learning and education. Against the background of the implementation of the curriculum, this research wants to reveal problems related to "How is the response of elementary school teachers to the implementation of the 2013 Curriculum in Bandung City in terms of curriculum planning, implementation, and assessment activities? and what "Best Practice" can be imitated in terms of planning, implementation, and assessment of the curriculum carried out by elementary school teachers in Bandung?

## 2. METHODS

Study this entitled " Implementation " Curriculum 2013 Theory perspective Philosophy John Dewey's Empirical For Class V Teachers of Madrasah Ibtidaiyah Private Miftahul Huda Bandung". Based on title that, then study this character describe implementation 2013 Curriculum at Madrasah Ibtidaiyah Private Miftahul Huda. So research this use method descriptive. Sukmadinata (2005: 18) explains that:

Study descriptive no to do manipulation or give treatment - treatment certain to variable or designing something to expect occurs in the variable, but all activities, circumstances, events, aspects, components or variable walk as existence.

As for the chosen approach is approach qualitative, Bogdan and Taylor as quoted by Moleong (2001: 3), defines " approach " qualitative as procedure research that produces descriptive data in the form of written words or oral of people and behaviors that can observed ". Not far different with Moleong, Sukmadinata (2005: 18) explained that " research " descriptive with approach qualitative is depiction state by narrative qualitative".

According to Sugiyono (2008: 60) "researcher qualitative as a human instrument, functioning set focus research, choose informant as data source, do data collection, assess data quality, data analysis, interpreting data and making conclusion on everything".

Research location this is the place ongoing study namely Madrasah Ibtidaiyah Private Miftahul Huda is around area Cikadut Mandalajati Bandung. Sources of data in the form of primary data and secondary data, the primary data source selected in study this namely: sources (informants), events or activity, place or location. Secondary data sources that become reference researcher in Thing this is all Ibtidaiyah Madrasah document Private Miftahul Huda is good in the form of document written like regulation school, schedule lessons, indicators curriculum, calendar academic, deed school, data number students and teachers as well staff school, structure school, relevant data with owned facilities and infrastructure \_ school, documents in the form of photo or video and other data. Data collection is done with observation, interview, study documentation and triangulation. Whereas Data analysis in study qualitative character iterative (sustainable) and developed along research. Data analysis is carried out start from determination problems, data collection, and after the data is collected. Analysis that has been conducted by general started since data collection, data reduction, data presentation, and withdrawal conclusion or verification.

## 3. FINDINGS AND DISCUSSION

## Results

The study approach used is the Empirical philosophical school which was initiated by John Dewey, according to John Dewey Learning from experience is how to connect our experiences with past and future experiences using reflective thinking, five steps of reflective thinking (E. Mulyasa, 2013):

1. Feeling doubt, confusion that causes problems
2. Formulating a hypothesis
3. Conduct careful research or data collection
4. Obtaining results and testing hypotheses
5. The results of the evidence as something that is used as a basis for action

Based on the results of temporary observations made on Monday, September 6, 2020 while learning at Madrasah Ibtidaiyah Swasta Miftahul Huda Bandung, there were several problems found in the implementation of the 2013 curriculum, such as the lack of optimal understanding of schools in implementing the 2013 curriculum, namely:

- 1) Teachers at Miftahul Huda Private Madrasah Ibtidaiyah are still confused about the relationship between Core Competencies (KI) and Basic Competencies (KD) in the Preparation of Learning Implementation Plans (RPP).
- 2) Besides that understanding and performance of teachers in apply the 2013 curriculum is constrained by books that have not been standard 2013 curriculum.
- 3) Teacher still difficulty in implementation evaluation based on 2013 curriculum due to a more comprehensive assessment format complicated and mastery of ICT teachers who are still weak in aspect evaluation cognitive, affective, and psychomotor \_ this result in low average score class at Madrasah Ibtidaiyah Private Miftahul Huda.

Table 1. Planning Learning Curriculum 2013  
in class V Ibtidaiyah Madrasah Private Miftahul Huda 2020 -2021

No	Respondent	F	%
1	CNY	41	68
2	IM	39	65
3	YS	44	73
4	WK	45	75
5	DMZ	45	75
6	AR	52	86
7	PA	42	76
<b>Score obtained whole</b>		<b>308</b>	<b>73</b>
<b>P = F/N x 100</b>			
<b>Amount score maximum = 60 ( indicator ) x 7 ( respondent ) = 420 (N)</b>			

The data in table 1 above describes the 2013 curriculum learning planning in class V Madrasah Ibtidaiyah Private Bandung.

Based on these data, information was obtained that the average of the 2013 curriculum learning planning (73%), the lowest percentage was obtained from the teacher's understanding of the 2013 curriculum learning planning (65%) while those who received an above average percentage (68-80%) were 6 people from 7 respondents.

Table 2. Implementation of 2013 Curriculum Learning in Class V

Miftahul Huda Private Ibtidayyah Madrasa 2020-2021

No	Respondent	F	%
1	CNY	38	63
2	IM	39	65
3	YS	41	68
4	WK	46	76
5	DMZ	33	55
6	AR	44	73
7	PA	36	60
<b>Score obtained whole</b>		<b>277</b>	<b>65</b>
<b>P = F/N x 100</b>			
<b>Amount score maximum = 60 (indicator) x 7 (respondent) = 420 (N)</b>			

Data in table 2 above describes the implementation learning 2013 curriculum in class V Madrasah Ibtidayyah Private Miftahul Huda Bandung.

Based on these data obtained information that the average of planning learning 2013 curriculum (65 %), percentage Lowest obtained from teacher 's understanding of implementation learning 2013 curriculum (55%) while those who received the percentage is above the average (61-80%) as many as 5 people from 7 respondents.

Table 3 Evaluation Learning Curriculum 2013  
in class V Ibtidayyah Madrasah Private Miftahul Huda 2020-2021

No	Respondent	F	%
1	CNY	29	72
2	IM	25	62
3	YS	26	65
4	WK	32	80
5	DMZ	22	55
6	AR	32	80
7	PA	30	75
<b>Score obtained whole</b>		<b>196</b>	<b>70</b>
<b>P = F/N x 100</b>			
<b>Amount score maximum = 40 (indicator) x 7 (respondent) = 280 (N)</b>			

Data in table 3 above describes the assessment learning 2013 curriculum in class V Madrasah Ibtidayyah Private Bandung.

Based on these data obtained information that the average of evaluation learning 2013 curriculum (70 %), percentage Lowest obtained from teacher 's understanding of implementation learning 2013 curriculum (55%) while those who received the percentage is above the average (62-80%) as many as 6 people out of 7 respondents.

Discussion

Lesson Planning

According to Permendikbud No. 103 of 2014 the first stage in learning is learning planning which is realized by the preparation of learning implementation plans (RPP).

#### a) Lesson plan

RPP is a lesson plan developed in detail referring to the syllabus, textbooks, teacher manuals. RPP includes: (1) Identity of school/madrasah, subject, and class/semester; (2) Allocation; (3) KI, KD, indicators of competency achievement; (4) learning materials; (5) learning activities; (6) assessment; and

(7) media/tools, materials, and learning resources. Each teacher in each education unit is obliged to prepare a lesson plan for the class in which the teacher teaches. RPP development is carried out before the beginning of the semester or the beginning of the school year, but needs to be updated before learning is carried out.

#### Principles of Preparation of RPP

- 1) Each lesson plan must fully contain the basic competencies of spiritual attitudes (KD from KI-1), social (KD from KI-2), knowledge (KD from KI-3), and skills (KD from KI-4).
- 2) One lesson plan can be implemented in one or more meetings.
- 3) Taking into account the individual differences of students, lesson plans are prepared by taking into account initial abilities, intellectual level, interests, learning motivation, talents, potential, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or student environment.
- 4) Learner-centered, the learning process is designed to be student-centered to encourage motivation, interest, creativity, initiative, inspiration, innovation, independence, and enthusiasm for learning, using a scientific approach including observing, asking questions, gathering information, reasoning/associating, and asking questions. communicate.
- 5) Context based  
The learning process that makes the surrounding environment a source of learning.

### b) Learning Implementation

The implementation stage of learning includes (E. Mulyasa, 2013):

#### a. Preliminary activities

In the introductory activity, the teacher:

- 1) Creating a pleasant learning atmosphere
- 2) Discuss the competencies that have been previously studied and developed in relation to the competencies to be studied and developed;
- 3) Explain the competencies to be achieved and their benefits in everyday life;
- 4) Delivering an outline of the scope of material and activities to be carried out; and
- 5) Convey the scope and assessment techniques to be used.

#### b. Core activities

The core activity is a learning process to achieve competence, which is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with talents, interests and developments. physical and psychological learners. The core activity uses a scientific approach that is adapted to the characteristics of the subjects and students. The teacher facilitates students to carry out the process of observing, asking questions, gathering information, trying, reasoning/associating, and communicating. In every activity the teacher must pay attention to the development of students' attitudes towards the basic competencies of KI-1 and KI-2, among others, being grateful for God's gifts, being honest, conscientious, cooperative, tolerant, disciplined, obeying the rules, respecting the opinions of others listed in the syllabus and RPP.

#### Closing Activities

Closing activities consist of:

- 1) The activities of the teacher and the students are: (a) making a summary/conclusion of the lesson; (b) reflect on the activities that have been carried out; and (c) provide feedback on the learning process and outcomes; and
- 2) The teacher's activities are: (a) conducting assessments; (b) planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or assigning tasks both individual and group assignments according to the learning outcomes of students; and (c) submit the lesson plan at the next meeting.

### c) Assessment Results and Learning Process

Assessment of the learning process in Permendikbud No. 104 of 2014 uses an authentic assessment approach that assesses student readiness, processes, and learning outcomes as a whole. The integrated assessment of the three components will describe the capacity, style, and learning outcomes of students or even be able to produce an instructional effect (instructional effect) and the nurturing effect of learning. Authentic assessment results can be used by teachers to plan remedial, enrichment, or counseling services. In addition, authentic assessment results can be used as material to improve the learning process in accordance with educational assessment standards. Evaluation of the learning process is carried out during the learning process by using tools: questionnaires, observations, anecdotal notes, and reflections.

#### 4. CONCLUSION

The 2013 curriculum is a form of development from the previous curriculum, namely the KTSP curriculum, whose implementation began in 2013. The 2013 curriculum emphasizes the competence and character of students. Where the goal is to make humans who are able to face the challenges of the times, educated humans who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Thus, to realize it all, teachers are required to professionally design affective and meaningful learning strategies, organize learning, choose the right learning approach, determine learning procedures and formation of competencies effectively, and set success criteria.

Based on results discussion about implementation 2013 curriculum in class V Madrasah Ibtidaiyyah Private Miftahul Huda, obtained conclusion as following :

- 1) The teacher's understanding of class V Madrasah Ibtidaiyyah Private Miftahul Huda is seen from the planning of the learning process. Overall, the understanding of teachers in class V Madrasah Ibtidaiyyah Private Miftahul Huda in implementing the 2013 curriculum at Madrasah Ibtidaiyyah Private Miftahul Huda seen from the planning of the learning process is included in the category of understanding (61% -80%) the percentage of **understanding is 73%**.
- 2) The understanding of teachers in class V in implementing the 2013 curriculum at Madrasah Ibtidaiyyah Swasta Miftahul Huda is seen from the implementation of the learning process. Overall, the understanding of teachers in class V Madrasah Ibtidaiyyah Swasta Miftahul Huda in implementing the 2013 curriculum seen from the implementation of the learning process is in the category of understanding (50-61%) the percentage of **understanding is 65%**
- 3) The understanding of teachers in class V in implementing the 2013 curriculum at Madrasah Ibtidaiyyah Swasta Miftahul Huda is seen from the assessment of the learning process. Overall, the understanding of productive teachers in the Automotive Engineering Skills Program in implementing the 2013 curriculum is seen from the assessment of the learning process in the understanding category (61% -80%) the percentage of **understanding is 70 %**.

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