

THE IMPLEMENTATION OF 2013 CURRICULUM IN NURUL HUDA ISLAMIC SENIOR HIGH SCHOOL TANGERANG

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Abstract

The research is intended to analyze the process of curriculum development in Nurul Huda Islamic Senior High School. The research is qualitative research. In collecting data, the researcher uses observation and Interview. The result shows that Nurul Huda Islamic Senior High School as an Islamic institution develops the curriculum by using Qur'an and Hadits as base of every activity including teaching and learning. All students do not only learn science as common as the other students in other schools do, but also many religious subjects are taught and learnt. The main purposes of balancing religious subjects and sciences are because the students that have graduated were hoped to become a well-attitude person with the high quality of science.

Keywords: *implementation, 2013 curriculum*

1. Introduction

Curriculum is a set of systematic planning that providing courses, materials, lessons, and contents taught in school for the purpose of achieving targeted educational outcomes. The targeted educational outcomes itself, of course, change and are different day by day in accordance of advanced time. Therefore, the curriculum development is an ongoing process that will never stop and satisfy on one result.

As Pring (2004) contends, we live in a time of change, and change, undeniably, affects the content of curriculum. So, change seems to be an undisputable constant in curriculum development. As the consequences of the changes, many revisions toward the older curriculum to

the newer (2013 curriculum in this case) is taken as the better step for the better results.

The process of curriculum development covers determining learners' needs, developing aims or objectives to address the needs, determining an appropriate syllabus, course structure, teaching methods, and materials, and carrying out an evaluation of the language program that results from these activities.

All parts of curriculum designs itself become a soul for the implementation of the education itself. Hence, the existence of proper design would be take into account toward process both input and output. Therefeore, all elements of curriculum designers should understand

the objectives of the educations, so that the product will be proper and suit to fit object.

In this paper, the writer will try to observe how 2013 curriculum that performs as new design curriculum in Indonesia can be implemented well and proper in a school and how the school can overwhelm all challenges of it.

Based on the background above, the problems are formulated as follows. (1) What kind of curriculum does Nurul Huda Islamic Senior High School apply? (2) How is the process of curriculum development in Nurul Huda Islamic Senior High School? (3) How does Nurul Huda Islamic Senior High School implement Curriculum 2013?

This research tries to find out the answer of the following questions (1) Knowing what kind of curriculum applied in Nurul Huda Islamic Senior High School, (2) Understanding the process of curriculum development in Nurul Huda Islamic Senior High School, and (3) Understanding the implementation of 2013 Curriculum in Nurul Huda Islamic Senior High School.

2. Theoretical Review

Curriculum development is the organized preparation of whatever is

going to be taught in schools at a given time in a given year. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments.

Curriculum development is an important part of the education process, ensuring that classes at all levels, from early childhood to post-secondary, are best designed to help students be successful in learning the material and gaining the skills needed to continue to advance. With the right background in developing courses and materials, professionals in the field have opportunities to create everything from textbooks to tests to lectures (Top Education Degrees, 2017).

The process of curriculum development covers determining learners' needs, developing aims or objectives to address the needs, determining an appropriate syllabus, course structure, teaching methods, and materials, and carrying out an evaluation of the language program that results from these activities.

Curriculum design usually involves change, especially when a new course replaces an existing course. To review curriculum is to evaluate its effectiveness after it has been implemented and reflect on what students did and did not get out of it.

To revise curriculum, on the other hand, means to modify the curriculum using data from the review. Review and revision are important because they enable teachers to consider the ways curriculum interacts with actual students in a real school environment. There are many kinds of changes that can occur in an educational system. Here is a list of some changes that could have direct effect on what happens in the classroom; (a) introducing a new course book, (b) changing to the new approach to teaching, (c) introducing new teaching techniques, (d) changing the National English test for entering university, (e) changing part of the country's school system to English-medium, (f) introducing computer-assisted language learning, and (g) moving to standards based-assessment.

The Attempts to introduce exchange are not always successful, of course. One reason of this is that the change may be viewed as culturally inappropriate, perhaps imposed by an outsider. Adamson and Davison (2008), as quoted by Macalister (2010), describes how a curriculum introduced in Hong Kong was seen as a Western import and was reinterpreted by teachers to accommodate to the local culture. Another reason why attempts to introduce change may not succeed is that the process of introducing the change to teacher is flawed. The

cascade model of diffusion, with a small number of teachers attending train-the-trainer workshops in preparation to train other teachers, is often used but does not always succeed, as Goh and Yin (2008) found in Singapore.

Curriculum in Indonesia has already changed in some occasions, starting with 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 (Competency-based Curriculum), 2006 (School Level-based Curriculum). At this time, the government has implemented the 2013 curriculum as the revision of School Level-Based Curriculum development. The revisions in Indonesia tends having a cycle for changes, different ministry of education period will also takes different curriculum. It has been occurred alternately.

All parts of curriculum designs itself become a soul for the implementation of the education itself. Hence, the existence of proper design would be take into account toward process both input and output. Therefore, all elements of curriculum designers should understand the objectives of the educations, so that the product will be proper and suit to fit object.

Wahyuni (2016) explains that the historical development of education in Indonesia is indicated by the development of the curriculum. As stated previously

that curriculum change is a logical consequence of the change the political system, social, cultural, economic and science. The national educational curriculum has experienced changes in the year 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and latest is 2013. The entire national curriculum is designed on the same basis, the *Pancasila* and 1945 Constitution; the different emphasis on basic education goals and implementation approach (Wahyuni, 2016).

The newest curriculum applied in Indonesia education is the curriculum 2013. The implementation of the curriculum 2013 is started on July, 2013; however, it is still for certain schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and affective through empowerment of integrated attitude, skill, and knowledge.

The difference between the curriculum 2006 and curriculum 2013 is in the learning plan. In the curriculum 2006, the syllabus development is under education unit's (school) authority; however, in the curriculum 2013, the development is the central government's authority, except for special subject which is developed by certain school. Even though the syllabus is from the central government, the teachers still have

authority to design lesson plan and develop the materials given for operationalizing in learning (Ahid, 2013).

Nurul Huda Islamic Senior High School (NHISHS) is a school based Islamic collage that affiliating with Islamic Institute of Nurul Huda. It is located on the street of Syekh Nawawi Tanara Al-Bantani, Kedung, Gunung Kaler, Tangerang, Banten that is established four years after the institution stood on 1999. NHISHS is not the one and only affiliated-institution. There are five institutions that affiliating there namely Senior High School, Junior High School, Boarding School, Quran Center, and Islamic Society Center. NHISHS is focus on developing advanced education for teenager on the average age 14-17 years old. The total students per Mei 2019 are 272 students that coming from many regions in Indonesia. Seventy percentage of them are staying in Boarding School. Islamic Education are the certain characteristics of all the institutions including NHISHS.

3. Method

Methodology explains how we will conduct the study. Include the proposed research design, the population of concern, the sampling procedure, the measuring instruments, and any other information relevant to the conduct of the

study (Ary, 2010). The research methodology was the way of the researcher to get, collect, and gather the data for the research. Anne Lazaraton [from University of Minnesota] in Handbook of Research in Second Language Teaching and Learning explained that, "..., the research methods used to gather data are sufficiently understood and agreed upon." (Hinkel, 2005).

The research was a qualitative research. Denscombe explains that qualitative research analyzes words and or images which are explained in description (Denscombe, 2007). The qualitative research provides more understanding of the population under study, but the findings cannot be generalized to the larger population (Vanderstoep & Johnston, 2009). It shows that qualitative research cannot be limited. The researcher held an important part in presenting and serving data based on numerous carefulnesses. That is the reason why the researcher prefer to conduct the research in qualitative.

This research is aimed to describe the development of Curriculum in Nurul Huda Islamic Senior High Sschool and the implementation of the newest 2013 curriculum.

In collecting data, the researcher used document analysis from observation

and Interview in Nurul Huda Islamic Senior High School, Kedung, Gunung Kaler, Tangerang for collecting data as follow. Observation offered the researcher the opportunity to gather 'live' data from naturally occurring social situations. Robson said, "what people do may differ from what they say they do, and observation provides a reality check", in addition, Cooper and Schindler explained observation also enables a researcher to look afresh at everyday behaviour that otherwise might be taken for granted, expected or go unnoticed (Louis Cohen, 2009).

The writer observed how the curriculum implemented in Nurul Huda Islamic Senior High School by seeing the process of teaching and learning in this school, it included the observation toward the appropriateness of the way teacher teaching and facilitating the students in classroom to the system of 2013 curriculum.

Interview is a verbal interchange, it allows for a more in-depth exploration of issue that the questionnaires though it will take longer time to administer. It can be done through face-to-face or over the telephone. It can be summarized that interview is any person-to-person interaction; either face to face or otherwise, between two or more individuals with a specific purpose. It is

better to conduct a structured interview that allows more consistency across responses to be obtained.

The writer asked all elements of that school that relating to the implementation of the 2013 curriculum such as head master, teachers and students. After the data collected, the writer tried to present all those results by explaining and describing in the detail point per point about Nurul Huda Islamic Senior High School's curriculum and how 2013 curriculum was implemented on this school.

4. Result

Nurul Huda Islamic Senior High School as an Islamic institution in certain developed the curriculum by using Qur'an and Hadits as base of every activity including teaching and learning. All students did not only learn science as common as the other students in other schools did, but also many religious subjects are taught and learnt. The main purposes of balancing religious subjects and sciences are because the students that have graduated were hoped to become a well-attitude person with the high quality of science.

The teacher on first subject should lead the students to read some verses on Quran in the classroom, then the students would read it altogether. The head master

reminded all teachers to always advise the students and made sure that the students did not only use their knowledge for their selves but also must be shared usefulness for others. The students got opportunities to improve their selves trough extracurricular for self-development both in science and religious subjects. This curriculum has been applied since the first time the institution built. However, Nurul Huda Islamic Senior High School were obey to the government curriculum system, because the Competency-based Curriculum and School Level-based Curriculum gave the more autonomy for the school to regulate the process of teaching and learning in school as fit as the purpose of each institution.

In the other hand, after the government revised the older curriculum to the newest system, undeniably changes appeared, whether positive or negative the changes were. 2013 curriculum tried to integrated attitude, skill and knowledge for producing Indonesian people who are productive, creative, innovative, and affective. Nurul Huda Islamic Senior High School applied this new curriculum on 2017, the highest level class still used School Level Based Curriculum because the implementation of 2013 curriculum was not absolute for all schools considering the amount of students and the readiness of the teachers.

As the responses toward this revision and alternation of the curriculum, many teachers got difficulties of understanding the 2013 curriculum. The teachers in this school took into account that government seemed doing force of alternating a curricula. Government also took the authority too much, a teacher was burdened by a bundle of regulation to be reported on students' assessment sheet rather than focus on how perform the best teaching to the students.

The government way for integrating skill, attitude and knowledge were good, but the process of the implementation itself are still counting to be effective. Basically, all purposes of education namely producing a person with good attitude and good knowledge including creativity, innovation and et cetera has been written in Indonesia constitution in verse purpose of education. Without 2013 curriculum system, those purposes still could be reached.

Moreover, the Islamic boarding school such as Nurul Huda has been practiced this curriculum even before the 2013 curriculum appeared because, in Islamic education, attitude is more important than everything, a well attitude person would perform the right way of learning and produce the best way of sharing to others. The process of educate students' attitude should cover all the time

of their daily life, not only some hours at school and the Islamic boarding school did it. Therefore, the soul of 2013 curriculum for integrating attitude, skill and knowledge in Nurul Huda Islamic Boarding School basically has been implemented several years ago. However, the system of reporting the students' assessment that formulated by government tended too much.

5. Conclusion

Since the government revised the previous curriculum to the newest system, undeniably changes appeared, whether positive or negative the changes were. 2013 curriculum tried to integrated attitude, skill and knowledge for producing Indonesian people who are productive, creative, innovative, and affective. Nurul Huda Islamic Senior High School applied this new curriculum on 2017, the highest level class still used School Level Based Curriculum because the implementation of 2013 curriculum was not absolute for all schools considering the amount of students and the readiness of the teachers.

Nurul Huda Islamic Senior High School as an Islamic Institution developed a set of self-curriculum that become a soul and spirit in applying education system. The curriculum uses Qur'an and Hadits as base of every activity including teaching

and learning. All students did not only learn science as common as the other students in other schools did, but also many religious subjects are taught and learnt. The main purposes of balancing religious subjects and sciences are because the students that have graduated were hoped to become a well-attitude person with the high quality of science.

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