

CHAPTER I INTRODUCTION

A. Background

Education is a conscious effort that aims to make a man reach a certain level in his life through the achievement of physical and mental happiness.² The Qur'an has also discussed the education that came down first to the Messenger of Allah, which is found in Surah al-Alaq verses 1–5.

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۙ ١ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ۚ ٢ أَفْرَأُ وَرَبُّكَ الْأَكْرَمُ ۙ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۚ ٤ عَلَّمَ الْإِنسَانَ
مَا لَمْ يَعْلَمْ ٥

"Read it, and your God is Most Gracious (3) Who teaches (man) through Kalam's intercession (4) He teaches man what he does not know (5)," it says. (QS. al-alaq: 1–5)

In the surah, "Iqra," which means to read, is explained. So, it can be concluded that education is essential for human life because education is an effort to humanize people.³ Education itself cannot be separated from the curriculum because it serves as a foundation that provides the direction and purpose of education and what must be understood and learned.

² Munir Yusuf, *Pengantar Ilmu Pendidikan* (Palopo: Lembaga Penerbit Kampus IAIN Palopo, 2018), hlm. 9.

³ Fuad Ihsan, *Dasar-dasar Kependidikan* (Cet. I; Jakarta: PT. Rineka Cipta, 1997), hlm. 4.

The curriculum can also be used as a tool to measure individual abilities and educational expenditures. The curriculum is inseparable from pursuing goals so students can easily understand various materials. Learning is a process that occurs when teachers and students interact with teaching and learning. Therefore, education must have a curriculum for planning, learning, or teaching to function effectively and efficiently. Therefore, it can also be understood that the curriculum is only meaningful with learning as an implementation of the school education plan.

Curriculum and learning are educational designs with a very important strategic position in all educational activities. Given the importance of curriculum and learning in education and the development of human life, implementing curriculum and learning is inseparable from a solid foundation.⁴ Indonesia also often experiences curriculum shifts or changes, including 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2006, and finally, the 2013 curricula. Political factors most often cause curriculum changes. As is currently the case, the change from the 2013 curriculum to an independent curriculum is because students must prepare whatever abilities and skills are required if they have graduated. After all, students must be able to create work while also thinking collaboratively and creatively.

The 2013 curriculum emphasizes using the scientific method in primary and secondary education. Its implementation aims to improve the quality of human resources and increase the nation's competitiveness through the development of

⁴ Aldo Redho Syam, "*Posisi Manajemen Kurikulum dan Pembelajaran dalam Pendidikan*", dalam posisi manajemen, (Ponorogo: Muaddib, 2017), hlm. 40.

science, technology, and the arts. Implementing the 2013 curriculum is expected to produce productive, creative, innovative, and emotional human resources by strengthening attitudes, knowledge, and skills.

The 2013 curriculum emphasizes a holistic educational process that touches the broader cognitive, affective, and psychomotor realms. The 2013 curriculum divides it into four core competencies: social attitude competence, spiritual attitude competence, knowledge competence, and skill competence. Thus, in addition to the cognitive realm, the potential of learners can also be monitored and developed.⁵

In the 2013 curriculum, assessment is regulated in Permendikbud No. 66 of 2013, covering educational assessment criteria including real assessment, self-assessment, portfolio-based assessment, daily test, midterm test, end-of-semester test, competency level, national examination, school examination. Assessment is an assessment of learning outcomes by educators, educational institutions, and the government. Referring to the pandemic situation poses many obstacles and significantly impacts the learning process in academic units. Education has a huge impact. Before the pandemic, the only curriculum used by academic units in learning was the 2013 curriculum. During the 2020–2021 pandemic, the Ministry of Education and Technology issued a policy to use the 2013 Curriculum and Emergency Curriculum (simplified Kur-2013) as a reference for the curriculum of education units. During the 2021–2022 pandemic, the Ministry of Education and

⁵ Hari Setiadi, “*Pelaksanaan Penilaian Pada Kurikulum 2013*”, dalam himpunan evaluasi Pendidikan Indonesia, (Jakarta: Jurnal Penelitian dan Evaluasi Pendidikan, 2016), hlm. 167.

Technology issued a policy on using the 2013 curriculum, emergency curriculum, and independent curriculum in driving schools (SP) and SMK Centers of Excellence (PK).

The Ministry of Education, Culture, Research, and Technology (Kemendikburistek) has issued a policy on the Independent Curriculum as a solution for restoring learning from 2022 to 2024. The Ministry of Education's policy regarding the national curriculum will be reviewed in 2024 based on assessment and evaluation at the time of learning recovery.⁶

Before the outbreak, the Ministry of Education, Culture, Research, and Technology (Kemendikburistek) issued the 2013 Curriculum Use Policy and the 2013 curriculum, which was simplified into an emergency curriculum to make it easier for education units to manage to learn more easily with essential material substances, was first introduced in 2021 to improve and restore learning.

Because one school differs in reference and thinking, the use of the independent curriculum at SMP Negeri Muhammadiyah 7 Colomadu begins with the preparation of learning by teachers through the independent learning platform. From there, the teacher is given freedom. Teachers used the lecture method to teach frequently, but now they are more interested in exploring students' skills, so the teacher only facilitates. Like teachers guiding students to find information from books and the internet (google and youtube), especially by keeping up with the

⁶ <https://kurikulum.gtk.kemdikbud.go.id/detail-ikm/>, 3 Oktober 2022

times, not only are books used as references, but there is an internet that can be used to deepen and explore various sciences, but there must be a downside, especially if students are not monitored, such as playing games, watching movies, and so on.

The implementation of the independent curriculum is better than the 2013 curriculum because the independent curriculum is a new curriculum that is updated and there are many updates used to improve and develop the curriculum.

From the description above, researchers are interested in conducting further research on the change of the implementation of the 2013 curriculum into an independent curriculum with the title "Comparison of the Implementation of the 2013 Curriculum and the Independent Learning Curriculum at SMP Muhammadiyah 7 Colomadu" in order to find out the comparison between the 2013 curriculum and the independent learning curriculum.

B. Formulation Of The Problem

Based on the background that has been described, several issues are the focus of this study and need to be studied, namely:

1. What are the comparisons in implementing the 2013 curriculum and independent curriculum at SMP Muhammadiyah 7 Colomadu?
2. What are the inhibiting and supporting factors for implementing the independent curriculum at SMP Muhammadiyah 7 Colomadu?

C. Research Objectives

Referring to the above problems, the objectives to be achieved in this study include the following:

1. To describe the 2013 curriculum and independent curriculum for studying at Muhammadiyah 7 Colomadu Junior High School
2. To describe the inhibiting and supporting factors for the implementation of the 2013 curriculum and the independent learning curriculum at SMP Muhammadiyah 7 Colomadu

D. Significant Of Study

1. Theoretically

The results give the realize plural more information literature, refrence or strategy to help for future study and to defferentship of the 2013 curriculum and the independent learning curriculum.

2. Practically

This research is expected to provide benefits to:

- a. For the principal

The findings of this study can be used as a guide for schools to improve learning using the independent learning curriculum in the future.

b. For Teachers

Hopefully, the finding can be used as a teaching method and learning strategy for the teacher teaching in the classroom.

c. For Students

The finding can be used as a method to development student life skill, grow enthusiasm, and motivate students to improve learning achievement.

d. For Schools

This research can improve the quality of education in schools.

E. Research Methods

1. Types of Research

This research includes *field research*, namely, a study that immediately plunges into spaciousness systematically and takes data directly into the field.⁷

In this study, the researcher directly involved the spaciousness intended as a research site, namely at SMP Muhammadiyah 7 Colomadu. Then the researcher conducted research on the 2013 curriculum and the independent learning curriculum in order to get the data needed to answer the problems in this study. The research method used is a qualitative research method. This research is carried out

⁷ Suharismi Arikunto, *Dasar – Dasar Research*, (Tarsoto:Bandung, 1995), hlm. 58

in stages and is structured. This research starts with determining ideas, collecting data, and analyzing that data to gain an understanding of a particular problem. Usually, the data obtained from this study is descriptive data, namely data in the form of words or images and through direct observation of someone's words or behavior.⁸

2. Research Approach

This research uses an analysis research approach. In this approach, we observe the analysis that are happening so that we can understand something based on the experiences and events experienced by individuals or groups. Currently, there is a change in the curriculum from the 2013 curriculum to an independent learning curriculum to restore education due to COVID-19.

3. Subject Determination

This research was conducted at SMP Muhammadiyah 7, Colomadu. At the place of this study, several subjects were interviewed because of their role in this study. Among others: are principals who guide and supervise the implementation of the curriculum, teachers in the curriculum section who coordinate the implementation of the curriculum, and teachers who are implementers of the curriculum in learning.

⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung: Alfabeta, 2019), hlm. 228

4. Data Collection Techniques

Obtaining data for this study uses three methods: observation, interviews, and documentation. Here is the explanation:

a. Observation

Observation is a research activity involving direct observations of an object in the field and recording activities to find out the events you want to study. Therefore, researchers come directly to the school to observe and know how the implementation of the 2013 curriculum and the independent curriculum of learning are going at Muhammadiyah 7 Colomadu Junior High School and note the essential things needed by researchers.

b. Interviews

Interviews are oral question-and-answer activities to obtain information. This data collection method is carried out to ask, interact, and listen to explanations explained by the source, which researchers then record or record to get the desired data. In this case, the researcher conducted interviews with the principal, curriculum section teachers, and teaching teachers at SMP Muhammadiyah 7 Colomadu to obtain data that had not been obtained at the time of observation.

c. Documentation

Documentation is collecting data from various written sources or documents about informants. Therefore, this document can be a text, painting, or monumental

work.⁹ In addition, data collection in the form of school profiles, lesson plans, teaching modules, teacher lists, staff lists, and student lists, as well as the facilities and infrastructure of SMP Muhammadiyah 7 Colomadu, as other data, will support the research process.

5. Data Analysis Techniques

Data analysis aims to systematically search for and organize records from observations, interviews, and documents to improve research understanding of the cases studied and present them to others as findings. The goal is for researchers to better understand the data to present to others and obtain a clearer picture of what has been discovered and obtained from the field.¹⁰ In this study, using the data analysis activities are as follows:

a. Data Reduction

Data reduction is a form of analysis that directs and focuses on what is considered necessary, ignores unnecessary data, and organizes data so that conclusions can be drawn. By reducing data, researchers will find it easier to collect data, and it will be easy to find if data is lost when needed. In this study, researchers conducted data reduction by summarizing and marking essential data regarding the

⁹ *Ibid*

¹⁰ Sudarawan Denim, *Menjadi Peneliti Kualitatif*, (Bandung: CV. Pustaka Setia, 2002), hlm. 130

2013 curriculum and the independent learning curriculum at SMP Muhammadiyah 7 Colomadu and the obstacles that have been felt so far.

b. Presentation of Data

After reducing the data, the next thing to do is to present the data. Data presentation is the activity of systematically compiling data so that it is easy to understand. It will also be easier to conclude if it is assembled with a net. The presentation of this data can be text, descriptions, charts, graphs, and the like. With the presentation of this data, it will be easier for researchers to understand what is going on and plan what will be done based on their understanding. In this study, the presentation of the data used was a note in the field that explained the comparison between the 2013 curriculum and the independent learning curriculum at SMP Muhammadiyah 7 Colomadu.

c. Verification or Conclusion

After presenting the data, the next step is to draw conclusions based on the findings of the data in the field. The conclusions obtained at the beginning are still temporary and need to be clarified since they can still be changed if valid supporting evidence is found at the next stage of data collection. The process of finding this evidence is called data validation. In conclusion, look at the compatibility between the exposure of the research subject and the theories used.

6. Test the validity of the data.

The validity of the data is that each research result must be met, show the correct value, and provide a basis so that decisions about consistency and procedures can be determined and obtained.¹¹ To determine the validity of data, a technique needs to meet specific criteria. In this study, the validity of the data can be checked using triangulation techniques.

Triangulation is a technique for checking the validity of data that utilizes something other than data for checking or uses the data obtained as comparison data.¹² Using this technique to check the validity of data can be done by:

a. Source Triangulation

Source triangulation is a method for testing and checking the credibility of data through several different sources.¹³ Therefore, to check the credibility of data about the implementation of the 2013 curriculum and the independent curriculum, the researcher tests the data through the source of the waka curriculum but also to the principal, religious teachers and students concerned to determine the credibility of the research data.

¹¹ Lexy J. Moleong, “*Metode Penelitian Kualitatif*”, (Bandung: PT Remaja Rosdakarya, 2007), hlm 320.

¹² *Ibid*

¹³ Sugiyono, “*Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*”, (Bandung : Alfabeta, 2016), hlm 373

b. Triangulation Of Method

Method triangulation is a method for testing and checking the reliability of data with the same source but with different methods. Thus, to check the validity of data from the results of interviews, it is checked again using observation data and also documentation data. If the three data produce the same data, the research results are considered valid, but if the resulting data is different, the researcher must re-examine with further discussion with related sources in order to find the validity of the research data.