The Influence of 2013 Curriculum Implementation on Teacher Performance

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Article Info

ABSTRACT

Purpose of the study: The purpose of this study was to find out how the 2013 curriculum was implemented in high school classes at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu. To find out how the performance of high school teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu. To find out how the influence of the implementation of the 2013 curriculum on the performance of high school teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu.

Methodology: This type of research is a quantitative descriptive research. The population in this study were 3 high school teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu. The data in this study were collected using observation and documentation techniques. Furthermore, the collected data was analyzed using a simple linear regression analysis formula.

Main Findings: The implementation of the 2013 curriculum in high grades at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, reached 69.57% and was categorized as good, because the 69.57% rate lies in the 61% - 80% interval. The performance of high grade teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, reaches 67.28% and is categorized as good, because the 67.28% figure lies in the 61% - 80% interval. There is a positive and significant influence between the implementation of the 2013 curriculum on teacher performance at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, which is indicated by the number 80.36 and is interpreted as high. Because based on F_{table} , the value for 7 is 5.59. So that $F_{count} \geq F_{table}$, meaning = $80.36 \geq 5.59$, then Ho is rejected, the number 80.36 lies in the acceptance area, then Ha is accepted and Ho is rejected.

Novelty/Originality of this study: The update of this research is to see how the influence of the implementation of the 2013 curriculum on teacher performance at the Islamic elementary school Nahdatul Ulama II in Tembilahan Hulu.

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1. INTRODUCTION

The implementation of the 2013 curriculum requires a change in the learning paradigm, where students are trained to learn to observe, ask questions, collect data, analyze (associate) data, and communicate learning outcomes which is called a scientific approach [1]-[3]. This approach needs to be done to be able to develop students' ability to learn independently and think creatively.

Changes to the 2013 curriculum are accompanied by changes in the way of assessing student competence. The competence in question is the ability to perform with the appropriate knowledge, skills, and attitudes [4]-[6]. Learning in the 2013 curriculum uses authentic assessment which is used to assess students' knowledge and skills in terms of the application of these knowledge and skills. In general, authentic assessment is carried out by assigning students to carry out a task and the teacher uses a rubric in assessing student performance [7], [8]. It is hoped that the use of authentic assessment will be able to make students more active in learning [9], [10].

The structure of the 2013 curriculum at the elementary school level is divided into two subject groups, namely Group A and Group B. Group A is a group of subjects whose content is developed by the central government, while Group B has content developed by the central government and supplemented by local content content from the local government. For example, arts and crafts subjects can include regional language material, which in each region varies according to their respective ethnic groups.

Through a preliminary study conducted by researchers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, a gap was found between the implementation of the 2013 Curriculum and teacher performance. These gaps include the following: There are some teachers who are still confused in implementing the 2013 Curriculum, due to the teacher's lack of knowledge about the 2013 Curriculum. There are still teachers who do not have complete learning tools, so these teachers have difficulty implementing learning.

The implementation of the 2013 Curriculum by some teachers is not in accordance with the applicable provisions, for example in the 2013 Curriculum learning is presented as a theme but the teacher still presents it per subject. This shows that the teacher's performance has not been maximized. There are some teachers who ask honorary teachers to replace their teaching hours. For certain reasons, there are also teachers who have complete teaching tools and teach responsibly, but have not implemented the 2013 Curriculum in accordance with the tools made.

There are some teachers who have difficulty managing student assessments in the 2013 Curriculum. This affects the daily performance of teachers, because there are many things that teachers do not understand in implementing the 2013 Curriculum which are still considered new by class IV teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu. The purpose of this study was to find out how the 2013 curriculum was implemented in high school classes at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu. To find out how the performance of high school teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu. To find out how the influence of the implementation of the 2013 curriculum on the performance of high school teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu".

2. RESEARCH METHOD

The type of research chosen by the researcher is a quantitative descriptive research. This descriptive research is also called pre-experimental research. Because in this study they explore, describe, with the aim of being able to explain and predict a phenomenon that applies on the basis of data obtained in the field [11]-[13]. Quantitative is "the use of numbers starting from data collection, interpretation of the data, and the appearance of the results [14], [15]. Likewise, understanding of research conclusions will be better if they are also accompanied by tables, graphs, charts, pictures, or other views. In addition to data in the form of numbers, in quantitative research there is also data in the form of qualitative information.

Quantitative descriptive research meant by researchers in this study is to describe the results of research through quantitative data calculations. The population is "research elements that live and live together and theoretically become the target of research results [16]. The population in this study were high school teachers who implemented the 2013 Curriculum at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, namely; teachers of grades IV, V, and VI. The sample is part of the population that is taken representatively or represents the population in question or a small part that is observed [17]-[19].

In this study the sample used is saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. The data collection technique in this study was through observation. In this study, observations were made of high school teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, to determine the effect of implementing the 2013 curriculum on teacher performance at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu. The data analysis technique in this study is to use regression analysis, namely the simple linear regression equation is formulated:

$$\hat{Y} = \alpha + bX$$

Information:

$\hat{Y}$ = (read Y hat) projected dependent variable subject.

X = Independent variable that has a certain value to be predicted.

α = Price constant value Y if X = 0

b = The value of the direction as a determinant of the forecast (prediction) which shows the value of increasing (+) or decreasing value (variable Y).

3.   RESULTS AND DISCUSSION

As for knowing the effect on the research conducted, the following data is the result of teacher observations.

Table 1. Recapitulation of Observation Results of 2013 Curriculum Implementation at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu (Variable X)

Class	Table	Observation Results				Total	
		Yes		No			
		F	P	F	P	F	P
Teacher 1	Observation 1	13	56,22%	10	43,48%	23	100%
	2nd observation	15	65,22%	8	34,78%	23	100%
	3rd observation	16	69,56%	7	30,43%	23	100%
Teacher 2	Observation 1	15	65,22%	8	34,78%	23	100%
	2nd observation	16	69,56%	7	30,43%	23	100%
	3rd observation	18	78,26%	5	21,74%	23	100%
Teacher 3	Observation 1	16	69,56%	7	30,43%	23	100%
	2nd observation	17	73,91%	6	26,09%	23	100%
	3rd observation	18	78,26%	5	21,74%	23	100%
Total		144	69,57%	63	30,43%	207	100%

The recapitulation of the observations shown in the table is 144 times yes (69.57%) and 63 times no (30.43%), with a total of 207 (100%). Furthermore, the observation results were given a score of 1 and the observation results were not given a score of 0.2. Then the results were obtained:

Yes   = 144 x 1 = 144
Not   = 63 x 0 = 0
Total number   = 144
Then, F   = 144, and
N   = Total Population x Total Observed Aspects x Total Observations x Highest Score
                           = 3 x 23 x 3 x 1
                           = 207

For the implementation of the 2013 curriculum for high school students at Madrasah Ibtidaiyah Nahdlatul Ulama II Tembilahan Hulu, the formula is used:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{144}{207} \times 100\%$$
$$= 69,57\%$$

The implementation of the 2013 curriculum in high grades at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, reached 69.57% and was categorized as good, because the 69.57% rate lies in the 61% - 80% interval. Then for the discussion of the observed data for variable Y, it is done by making a recapitulation table as follows:

Table 2. Recapitulation of Teacher Performance Observation Results at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu (Variable Y)

Class	Table	Observation Results				Total	
		Yes		No			
		F	P	F	P	F	P
Teacher 1	Observation 1	8	44,44%	10	55,56%	18	100%
	2nd observation	10	55,56%	8	44,44%	18	100%
	3rd observation	13	72,22%	5	27,78%	18	100%
Teacher 2	Observation 1	10	55,56%	8	44,44%	18	100%
	2nd observation	13	72,22%	5	27,78%	18	100%
	3rd observation	15	83,33%	3	16,67%	18	100%
Teacher 3	Observation 1	11	61,11%	7	38,89%	18	100%
	2nd observation	14	77,78%	4	22,22%	18	100%
	3rd observation	15	83,33%	3	16,67%	18	100%
	Total	109	67,28%	53	32,72%	162	100%

The recapitulation of the observations shown in the table is 109 times yes (67.28%) and 53 times no (32.72%), with a total of 162 (100%). Furthermore, the observation results were given a score of 1 and the observation results were not given a score of 0.3. Then the results were obtained:

Yes   = 109 x 1 = 109
No   = 53 x 0 = 0
Total number   = 109 then,
F   = 109, and
N   = Total Population x Total Observed Aspects x Total Observations x Highest Score
                             = 3 x 18 x 3 x 1
                             = 162

The performance of high grade teachers at Madrasah Ibtidaiyah Nahdlatul Ulama II Tembilahan Hulu, used the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{109}{162} \times 100\%$$

$$= 67{,}28\%$$

The performance of high grade teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, reaches 67.28% and is categorized as good, because the 67.28% figure lies in the interval 61% - 80%. Based on the prerequisite test, it is known that normally distributed data are homogeneous and linear. Then it can be continued on a simple linear regression test. The following table shows the results of a simple linear regression analysis:

Table 3. Simple linear regression test results

Variable	Fcount	Ftable	Sig.
implementation of the 2013 curriculum on teacher performance	80,36	5.59	0.02

Based on table 3 it is known that there is a positive and significant influence between the implementation of the 2013 curriculum on teacher performance at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, which is indicated by the number 80.36 and is interpreted as high. Because based on Ftable , the value for 7 is 5.59. So that Fcount ≥ Ftable, meaning = 80.36 ≥ 5.59, then Ho is rejected, the number 80.36 lies in the acceptance area, then Ha is accepted and Ho is rejected.

4.   CONCLUSION

Based on the results of data analysis through observation on variable X and variable Y, it can be concluded as follows: 1). The implementation of the 2013 curriculum in high grades at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, reached 69.57% and was categorized as good, because the 69.57% rate lies in the 61% - 80% interval. 2). The performance of high grade teachers at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, reaches 67.28% and is categorized as good, because the 67.28% figure lies in the 61% - 80% interval. 3). There is a positive and significant influence between the implementation of the 2013 curriculum on teacher performance at Madrasah Ibtidaiyah Nahdhatul Ulama II Tembilahan Hulu, which is indicated by the number 80.36 and is interpreted as high. Because based on Ftable , the value for 7 is 5.59. So that Fcount ≥ Ftable, meaning = 80.36 ≥ 5.59, then Ho is rejected, the number 80.36 lies in the acceptance area, then Ha is accepted and Ho is rejected.

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