

## The Effect of Implementation of the 2013 Curriculum on the Professional Competence of Islamic Religious Education Teachers

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### Article Info

#### Article history:

Received Apr 23, 2023

Revised May 1, 2023

Accepted May 8, 2023

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#### Keywords:

Teacher Professional

Competence

Implementation of the 2013

Curriculum

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### ABSTRACT

**Purpose of the study** The purpose of this study was to determine the implementation of the 2013 Curriculum at Public Elementary School 009 Kuala Lemang, Keritang District. To determine the professional competence of Islamic Religious Education teachers at 009 Kuala Lemang Public Elementary School, Keritang District. To determine the effect of implementing the 2013 Curriculum on the professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District.

**Methodology:** This type of research is a quantitative descriptive research. The population in this study was 1 Islamic Religious Education teacher at 009 Kuala Lemang Public Elementary School, Keritang District. The data in this study were collected using observation, interview and documentation techniques. Furthermore, the collected data was analyzed using the simple linear regression equation formula  $\hat{Y} = \alpha + Bx$ .

**Main Findings:** The results of data analysis through observation can be summarized as follows: Implementation of the 2013 Curriculum by Islamic Religious Education teachers at 009 Kuala Lemang Public Elementary School, Keritang District, reached 74.17% and was categorized as good, because the 74.17% figure lies in the 61% interval - 80%. The professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, reaches 78.10% and is categorized as good, because the 78.10% figure lies in the 61% - 80% interval. There is a positive and significant influence between the implementation of the 2013 Curriculum on the professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, as indicated by  $F_{count} \leq F_{table}$  ( $1.419 \leq 3.81$ ).

**Novelty/Originality of this study:** By conducting this research, it can be seen that the positive influence of the implementation of the 2013 curriculum on the professional competence of Islamic religious education teachers at SD Negeri 009 Kuala Lemang District.

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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 competency 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 the knowledge and skills of students in terms of the application of these knowledge and skills [7]-[9]. 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 [10],[11]. It is hoped that the use of authentic assessment will be able to make students more active in learning [12].

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 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 Public Elementary School 009 Kuala Lemang, Keritang District, from Monday 14 to 28 October 2019 a gap was found between the application of the 2013 Curriculum and the professional competence of teachers. 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 the teacher, because there are many things that the teacher has not understood in implementing the 2013 Curriculum which is still considered new, by teachers at Public Elementary School 009 Kuala Lemang, Keritang District. Based on the facts above, the researcher is interested in conducting a study with the title: "The Influence of Implementation of the 2013 Curriculum on the Professional Competence of Islamic Religious Education Teachers at Public Elementary School 009 Kuala Lemang, Keritang District".

The purpose of this study was to determine the implementation of the 2013 Curriculum at Public Elementary School 009 Kuala Lemang, Keritang District. To determine the professional competence of Islamic Religious Education teachers at 009 Kuala Lemang Public Elementary School, Keritang District. To determine the effect of implementing the 2013 Curriculum on the professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District.

## 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. Quantitative is "the use of numbers starting from data collection, interpretation of the data, and the appearance of the results [13]-[15]. Likewise, an understanding of research conclusions will be better if it is 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.

The population in this study were teachers of the Islamic Religious Education subject at Public Elementary School 009 Kuala Lemang, Keritang District, with a total of 1 teacher, namely Mrs. Nurhayati, S.Pd.I. While 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.

Data collection techniques in this study are:

1. Observation. In this study, observations were made of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, to determine the effect of implementing the 2013 Curriculum on the professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District.
2. Interviews, in this case interviews were conducted with Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, to determine the factors that influence the implementation of the 2013 Curriculum and the professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District.

3. Documentation, in this study the documentation sought was teacher data, student data, to find out the profile of Public Elementary School 009 Kuala Lemang, Keritang District.

Then the data that has been collected, the researchers qualified or put it in the form of numbers. So that the data is quantitative. To be further analyzed and interpreted descriptively. The transfer of data into quantitative form is accomplished by using the regression analysis formula, namely:

A simple linear regression equation is formulated:

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

Where:

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

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

$\alpha$  = 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 (-) of variable Y

This simple linear regression equation formula is applied to predict the dependent variable (Y) if the independent variable (X) is known [16]-[18]. Simple linear regression can be analyzed because it is based on a functional or causal relationship between the independent variable (X) and the dependent variable (Y).

Steps to answer simple linear regression:

1. Step 1 makes Ha and Ho in sentence form.
2. Step 2 makes Ha and Ho in statistical form.
3. Step 3 creates a helper table to calculate statistics.
4. Step 4 enter the numbers from the auxiliary table
5. Step 5 Find the sum of the squares of the regression (JKReg[a])
6. Step 6 Find the sum of the squares of the regression (JKReg(b|a))
7. Step 7 Find the sum of squared residues (JKRes)
8. Step 8 Find the average sum of the squares of the regression (RJKReg[a])
9. Step 9 Find the average sum of the squares of the regression (RJKReg(b|a))
10. Step 10 Find the average sum of squared residues (RJKRes)
11. Step 11 tests the significance.

### 3. RESULTS AND DISCUSSION

The results obtained in this study based on the observations made are as follows:

Table 1. Implementation of the 2013 Curriculum by Islamic Religious Education Teachers at Public Elementary School 009 Kuala Lemang, Keritang District (Variable X)

Class	Table	Observation Results				Amount	
		Yes		No		F	P
		F	P	F	P		
Class 1	Obervasi ke 1	14	58,33%	10	41,67%	24	100 %
	Observasi ke 2	17	70,83%	7	29,17%	24	100 %
	Observasi ke 3	20	83,33%	4	16,67%	24	100 %
Class 2	Obervasi ke 1	15	62,5%	9	37,5%	24	100 %
	Observasi ke 2	17	70,83%	7	29,17%	24	100 %
	Observasi ke 3	18	75%	4	25%	24	100 %
Class 3	Obervasi ke 1	13	54,17%	11	45,83%	24	100 %
	Observasi ke 2	20	83,33%	4	16,67%	24	100 %
	Observasi ke 3	21	91,67%	3	12,5%	24	100 %
Class 4	Obervasi ke 1	13	54,17%	11	45,83%	24	100 %
	Observasi ke 2	15	62,5%	9	37,5%	24	100 %
	Observasi ke 3	22	91,67%	2	8,33%	24	100 %
Class 5	Obervasi ke 1	19	79,17%	5	20,83%	24	100 %
	Observasi ke 2	20	83,33%	4	16,67%	24	100 %
	Observasi ke 3	23	95,83%	1	4,17%	24	100 %
Amount		267	74,17%	93	25,83%	360	100 %

The overall observation results shown in the table obtained 267 times yes (74.17%) and 93 times no (25.83%), with a total of 360 (100%). Furthermore, the observation results are given a score of 1 and the observation results are not given a score of 0. 2 Then the results are obtained:

$$\begin{aligned} \text{Yes} &= 267 \times 1 = 267 \\ \text{No} &= 93 \times 0 = 0 \\ \text{Total Number} &= 267 \end{aligned}$$

$$\begin{aligned} \text{Then, F} &= 267, \text{ and} \\ N &= \text{Total Population} \times \text{Total Observed Aspects} \times \text{Total Observations} \times \text{Highest Score} \\ &= 1 \times 24 \times 15 \times 1 \\ &= 360 \end{aligned}$$

Implementation of the 2013 Curriculum by Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, used the formula:

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

$$P = \frac{267}{360} \times 100 \%$$

$$= 74,17\%$$

The implementation of the 2013 Curriculum by Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, reached 74.17% and was categorized as good, because the 74.17% figure lies in the 61% - 80% interval.

Table 2. Recapitulation of the Observation Results of the Professional Competence of Islamic Religious Education Teachers at Public Elementary School 009 Kuala Lemang, Keritang District (Variable Y)

Class	Table	Observation Results				Amount	
		Yes		No		F	P
		F	P				
Class 1	Obervasi ke 1	4	57,14%	3	42,86%	7	100 %
	Observasi ke 2	6	85,71%	1	14,29%	7	100 %
	Observasi ke 3	7	100%	0	0%	7	100 %
Class 2	Obervasi ke 1	4	57,14%	3	42,86%	7	100 %
	Observasi ke 2	5	71,43%	2	28,57%	7	100 %
	Observasi ke 3	6	85,71%	1	14,29%	7	100 %
Class 3	Obervasi ke 1	4	57,14%	3	42,86%	7	100 %
	Observasi ke 2	6	85,71%	1	14,29%	7	100 %
	Observasi ke 3	7	100%	0	0%	7	100 %
Class 4	Obervasi ke 1	4	57,14%	3	42,86%	7	100 %
	Observasi ke 2	5	71,43%	2	28,57%	7	100 %
	Observasi ke 3	6	85,71%	1	14,29%	7	100 %
Class 5	Obervasi ke 1	5	71,43%	2	28,57%	7	100 %
	Observasi ke 2	6	85,71%	1	14,29%	7	100 %
	Observasi ke 3	7	100%	0	0%	7	100 %
Amount		82	78,10%	23	21,90%	105	100 %

The overall observation results shown in the table obtained 82 times yes (78.10%) and 23 times no (21.90%), with a total of 105 (100%). Furthermore, the observation results are given a score of 1 and the observation results are not given a score of 0. 3 Then the results are obtained:

$$\begin{aligned} \text{Yes} &= 82 \times 1 = 82 \\ \text{No} &= 23 \times 0 = 0 \\ \text{Total Number} &= 82 \end{aligned}$$

$$\begin{aligned} \text{Then, F} &= 82, \text{ and} \\ N &= \text{Total Population} \times \text{Total Observed Aspects} \times \text{Total Observations} \times \text{Highest Score} \\ &= 1 \times 7 \times 15 \times 1 \\ &= 105 \end{aligned}$$

The professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, uses the formula:

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

$$P = \frac{82}{105} \times 100 \% \\ = 78,10\%$$

The professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, reaches 78.10% and is categorized as good, because the 78.10% figure lies in the 61% - 80% interval.

Based on the discussion of data through observation, the following analysis can be carried out: Through data analysis on variable X, namely the Implementation of the 2013 Curriculum by Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, it reached 74.17% and was categorized as good, because the number 74.17% lies in the interval 61% - 80%. This happens because:

1. The teacher has mentioned the basic competencies that must be mastered by students.
2. The teacher has connected the new basic competencies with the knowledge students already have.
3. The teacher has connected the new competency standards with the knowledge students already have.
4. Teachers have used various learning methods.
5. Teachers have motivated students to apply the competencies learned in everyday life.
6. The teacher has asked students to practice the new competencies they have learned directly.

Through data analysis on variable Y, namely the professional competence of Islamic Religious Education teachers at 009 Kuala Lemang Public Elementary School, Keritang District, it reaches 78.10% and is categorized as good, because the 78.10% figure lies in the 61% - 80% interval. This happens because:

1. The teacher already has the ability to master the subject matter.
2. Teachers already have the ability to manage learning programs.
3. The teacher already has the ability to manage the class.
4. Teachers already have the ability to use media or learning resources.
5. Teachers already have the ability to master the foundations of education.
6. Teachers already have the ability to manage teaching and learning interactions.
7. Teachers already have the ability to assess student achievement for the benefit of learning.

Through data analysis on the two variables above, the results obtained are  $F_{count} \leq F_{table}$ , so accept  $H_0$  and reject  $H_a$ . Thus there is a positive and significant influence between the implementation of the 2013 Curriculum on the professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District.

#### 4. CONCLUSION

Based on the results of data analysis through observation on variable X and variable Y, it can be concluded as follows:

The implementation of the 2013 Curriculum by Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, reached 74.17% and was categorized as good, because the 74.17% figure lies in the 61% - 80% interval. The professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, reaches 78.10% and is categorized as good, because the 78.10% figure lies in the 61% - 80% interval.

There is a positive and significant influence between the implementation of the 2013 Curriculum on the professional competence of Islamic Religious Education teachers at Public Elementary School 009 Kuala Lemang, Keritang District, as indicated by  $F_{count} \leq F_{table}$  ( $1.419 \leq 3.81$ ). This means that  $1.419 \leq 3.81$  then  $H_0$  is accepted, the number 1.419 lies in the acceptance area, so  $H_0$  is accepted and  $H_a$  is rejected.

This happened because the implementation of the 2013 Curriculum at Public Elementary School 009 Kuala Lemang, Keritang District and the professional competence of Islamic Religious Education teachers in implementing the 2013 Curriculum was also good. So that there is influence between the implementation of the 2013 Curriculum and the professional competence of teachers.

#### ACKNOWLEDGEMENTS

The author would like to thank all parties involved because with their involvement this research can run smoothly

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