

Implementation of the 2013 Curriculum with a Scientific Approach in the Learning Process.

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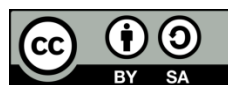
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ABSTRACT

This research aims to provide deeper insight into how the implementation of the 2013 Curriculum with a scientific approach is carried out at RA As-Sunbulah. This research used qualitative methods and was conducted at RA As-Sunbulah. The data collection techniques used in this research were interviews and documentation. The results of this research are that RA As-Sunbulah is one of the schools that has successfully implemented the 2013 Curriculum with a scientific approach. At RA As-Sunbulah, a scientific approach is implemented every day through a series of activities, starting from the introduction, core activities, to closing. By using this approach, RA As-Sunbulah not only focuses on developing students' intellectual aspects, but also emphasizes developing students' social, moral, spiritual and thinking skills. The aim is to shape students into individuals who are independent, creative, and able to face various challenges in everyday life.

Keywords: Curriculum 2013, Implementation, Learning Process, Raudhatul Athfal, Scientific Approach.

ABSTRAK

Penelitian ini bertujuan untuk memberikan wawasan yang lebih mendalam tentang bagaimana implementasi Kurikulum 2013 dengan pendekatan saintifik dilakukan di RA As-Sunbulah. Penelitian ini menggunakan metode kualitatif dan dilakukan di RA As-Sunbulah. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara dan dokumentasi. Hasil Penelitian ini yaitu RA As-Sunbulah adalah salah satu sekolah yang telah berhasil menerapkan Kurikulum 2013 dengan pendekatan saintifik. Di RA As-Sunbulah, pendekatan saintifik diimplementasikan setiap hari melalui serangkaian kegiatan, mulai dari pendahuluan, kegiatan inti, hingga penutup. Dengan menggunakan pendekatan ini, RA As-Sunbulah tidak hanya berfokus pada pengembangan aspek intelektual siswa, tetapi juga menekankan pada pengembangan sosial, moral, spiritual, dan keterampilan berpikir siswa. Tujuannya adalah untuk membentuk siswa menjadi individu yang mandiri, kreatif, dan mampu menghadapi berbagai tantangan dalam kehidupan sehari-hari.

Kata Kunci: Implementasi, Kurikulum 2013, Pendekatan Saintifik, Proses Pembelajaran, Raudhatul Athfal.

1. INTRODUCTION

Education in Indonesia has undergone many changes throughout its history, one of which is the implementation of Curriculum 2013 which emphasizes the scientific approach in the teaching and learning process. One of the schools that has implemented Curriculum 2013 with a scientific approach is RA As-Sunbulah. The implementation of the scientific approach at RA As-Sunbulah is carried out every day through introductory activities, core activities, and closing activities.

RA As-Sunbulah, located in Depok city, is one of the Islamic educational institutions that has implemented the 2013 curriculum. The implementation of this curriculum has been well organized and implemented, thus attracting the attention of researchers to conduct further research. RA As-Sunbulah focuses not only on students' academic achievement, but also on character building and good behavior. With six competent teachers, RA As-Sunbulah offers various activities both academic and non-academic to accommodate students' talents, interests, and creativity. Some of these include extracurricular drum band, painting, swimming, and angklung. RA As-Sunbulah's student achievements cover a wide range of areas. In the academic field, students have won awards in coloring competitions and reciting Quranic verses. Meanwhile, in the non-academic field, students have achieved achievements in coloring, gymnastics, and sports competitions.

According to Kurniasih (in Lestari, 2020: 4) the scientific approach is a learning process designed in such a way that students actively construct learning concepts through the stages of observing (to identify or find problems), formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions and communicating concepts.

According to Webster's Third New International Dictionary (in Suseno, 2017: 41), the term "curriculum" comes from the word "Curriculum" which has a Latin origin, namely "Curere". The meaning of "Curere" itself includes several meanings, such as running fast, hurrying, and undergoing. The word "Curere" then underwent changes to "Curriculum" which has several meanings, including running fast, traveling, and the race field. From this opinion, it can be interpreted that in the context of education, the term "curriculum" refers to a learning plan that includes goals, content, methods, and evaluations used in the educational process.

The 2013 curriculum is the result of improvements to the previous curriculum (Suyadi and Dahlia, 2014: 14). In the 2013 Curriculum Development draft, it is explained that the desired learning process is learning that provides personal experience to students through observation (listening, seeing, reading, hearing), association (asking, concluding, and communicating). The learning is also directed

to be student centered active learning with contextual learning. (Suyadi and Dahlia, 2014: 24). From this statement it can be concluded that in other words, the purpose of learning is for students to be actively involved in the teaching-learning process, using their personal experiences, and linking learning materials with real contexts in everyday life.

According to Oemar Hamalik (2007: 237), Implementation is the process of applying ideas, concepts, policies, or innovations in the form of practical actions with the aim of having an impact that can be in the form of changes in knowledge, skills, values, and attitudes. From this opinion, it can be interpreted that in implementation, the idea or concept is carried out in a real and measurable manner so that it can produce the expected changes.

In the Oxford Advanced Learner's Dictionary, implementation is described as "putting something into effect" or applying something that produces an effect. In the context of curriculum implementation, this can be interpreted as realizing the written curriculum in the form of actual learning (Hamalik, 2007: 237). From this statement, it can be concluded that curriculum implementation is the process of applying the written curriculum to the daily learning process, with the aim of creating the expected effects and results.

According to Hamalik (1994) (in Hapudin, 2021: 23), learning is an effort to organize the environment to create conditions that allow students to learn. The implication of this understanding is that education aims to develop and change the behavior of students for the better.

According to Dunkin and Biddle (1974) (in Hapudin, 2021: 24), the learning process will run well if educators have two key competencies, namely: (1) mastery of the substance of the learning material, which includes a deep understanding of the subject matter, and (2) research methodological competence.

From some of these opinions, it can be concluded that learning is an effort to create learning conditions for students with the aim of developing and changing their behavior for the better. The learning process will be successful if educators have competence in mastering learning materials and research methodological abilities.

Previous research relevant to this topic has examined the implementation of Curriculum 2013 with a scientific approach in various educational contexts. For example, research by Tri Irianto (2014) explored the effectiveness of the scientific approach in learning physical education sport and health. However, this study was conducted at the elementary school level and has not explored the implementation of Curriculum 2013 at the RA level. Thus, the purpose of this study is to provide a deeper insight into how the implementation of Curriculum 2013 with a scientific approach is carried out in RA As-Sunbulah.

2. RESEARCH METHOD

This research uses qualitative methods according to Erickson (1968) (in Anggito & Setiawan, 2018: 7) states that qualitative research seeks to find and describe narratively the activities carried out and the impact of the actions taken on their lives. This research was conducted at RA As-Sunbulah because the school has skilled and experienced teachers. Good teachers not only teach, but also motivate, inspire, and help students to develop critical and creative thinking skills. The data collection techniques used in this study were interviews and documentation. Interviews were conducted with the Principal of RA As-Sunbulah as an informant or object of research. Documentation was also used to complement the data and obtain additional information in this study.

3. RESULT AND ANALYSIS

Based on the results of the interview, the principal provided information regarding the learning process carried out at RA As-Sunbulah, which can be explained as follows:

a) Introductory Activities at RA As-Sunbulah.

Referring to the opinion of Nurrizalia and Nengsih (2022: 147), opening activities are carried out to prepare children psychologically and physically to follow the learning process. This activity is related to the discussion of the sub-theme or sub-sub-theme that will be implemented. Some activities that can be done include: lining up, greeting, praying, and telling stories or sharing experiences

Based on the results of interviews conducted by researchers, it was found that before starting core learning, there are preliminary activities such as:

Activities	Implementation
Introduction Activity	Line up before entering the class
	Saying greetings
	Reciting learning prayers
	Introducing class rules

In preliminary learning activities, children are directed to line up before entering the classroom, the purpose of this activity is to familiarize students with discipline. The next activity is to say greetings, which aims to maintain a polite attitude. In addition, teachers always encourage learners to read prayers before learning, with the aim of instilling religious values. They are also introduced to class rules, which aim to help them understand the rules and have responsibilities that must be followed during the learning process.

From the results of the discussion, it can be concluded:

1. The purpose of the marching activity before entering class is to familiarize students with discipline. It shows the importance of discipline in the learning process and how it can help students to organize themselves and respect time.

2. Saying greetings before starting the lesson also has an important purpose, which is to maintain a polite attitude. This shows that learning is not only about academic knowledge, but also about character development and moral values.
3. Reading prayers before learning aims to instill religious values in students. This shows that education also involves students' spiritual and moral development.
4. Introducing class rules aims to help students understand the rules and have responsibilities to follow during the learning process. This shows that students are expected to play an active role in their learning process and take responsibility for their actions.

b) Core Activities at RA As-Sunbulah

As stated by Nurrizalia and Nengsih (2022: 147), core activities are an effort to play activities that provide direct learning experiences to children as a basis for attitude formation, acquisition of knowledge and skills. Core activities provide sufficient space for children to take the initiative, be creative, and independent according to the talents, interests and needs of children. Core activities are carried out with a scientific approach including observing, questioning, gathering information, reasoning, and communicating activities. According to Hosnan (in Lestari, 2020: 11-23) states that the scientific approach includes:

1. Observing
Observing is a learning process in a scientific approach that prioritizes direct observation of the object of research systematically. Observing activities are expected to train the competence of seriousness, accuracy, and seeking information.
2. Questioning
Questioning is an activity of asking questions about information that is not understood from what is being observed or to add information about the object of observation (from factual to hypothetical questions). Questioning is an activity to encourage, guide, and assess students' thinking skills.
3. Collecting Information
Gathering information is an advanced activity from questioning. Information can be obtained through various sources, observation, or conducting experiments.
4. Associating / Processing Information / Reasoning
Associating activities are activities to collect information, facts and ideas that have been obtained from observing, questioning, and trying activities for further processing.

5. Communicating

Communicating activities are activities in which the teacher provides opportunities for students to convey what has been learned either by writing or telling. Through this activity, the teacher can provide confirmation if there are errors in student understanding.

Based on the results of interviews with school principals, one example of core activities carried out is the practice of folding prayer equipment independently.

Activity	Implementation
Core Activities	Observing, where students observe the prayer equipment.
	Questioning, where the teacher provides opportunities for students to ask questions about what they have observed. For example, a student may ask about the correct way to fold the prayer equipment, or the reason why the prayer equipment must be folded properly.
	Collecting information, that is, students find out how to fold prayer equipment by paying attention to the examples given by the teacher.
	Associating/trying, namely after the teacher exemplifies how to fold prayer equipment then students begin to try to fold prayer equipment.
	Presenting, namely the teacher gives students the opportunity to show the results of the practice of folding their prayer equipment to classmates.

In the core learning activities students not only learn how to fold prayer equipment, but also develop various skills and abilities. They learn to observe by paying attention to the shape, color, and size of the prayer equipment. They are also invited to ask questions about prayer equipment to improve their questioning skills. In addition, students learn to seek information by gathering information about how to fold the appropriate prayer equipment. They also try to fold the prayer equipment themselves after being modeled by the teacher. In addition, they also learn to present the results of their learning to others. Thus, the activity of folding prayer equipment develops broader skills and abilities for students.

In the core learning activities students not only learn how to fold prayer equipment, but also develop various skills and abilities. They learn to observe by paying attention to the shape, color, and size of the prayer equipment. They are also invited to ask questions about prayer equipment to improve their questioning skills. In addition, students learn to seek information by gathering information about how to fold the appropriate prayer equipment. They also try to fold the prayer equipment themselves after being modeled by the teacher. In addition, they also learn to present their learning results to others.

From the results of the discussion, it can be concluded:

- 1) The learning activity of folding prayer equipment does not only focus on one skill, but also develops various other skills and abilities. This shows that learning can be a diverse situation for the development of various skills and abilities.
 - 2) Students learn to observe by paying attention to details such as the shape, color and size of the prayer kit. This shows the importance of observation skills in the learning process.
 - 3) Students are invited to ask questions about the prayer equipment, which aims to improve their questioning skills. This shows that learning is not just about receiving information, but also about exploring and understanding.
 - 4) Students learn to seek information by gathering information on how to fold the appropriate prayer equipment. This shows that students are taught to be independent learners.
 - 5) Students try to fold the prayer equipment by themselves after being modeled by the teacher. This shows the importance of hands-on learning in the learning process.
 - 6) Students learn to present their learning outcomes to others. This shows that the learning process also involves communication and self-expression.
- c) Closing Activities at RA As-Sunbulah.

According to Parapat (2020: 110), closing activities are learning activities carried out at the end of learning or carried out after core activities. In this activity, feedback, learning evaluation and summarizing the learning that has been done are usually carried out.

Based on the results of interviews conducted by researchers, it was found that after completing core learning, there were closing activities which included:

Activities	Implementation
Closing Activity	Ask about your feelings during the day
	Discuss what activities have been carried out today
	Teachers provide strengthening character development
	Inform about tomorrow's activities
	Pray after studying

In the closing or end-of-learning activities at the kindergarten, the teacher provides opportunities for children to share and express their feelings. Next, a discussion activity is conducted that aims to strengthen understanding and build character. This activity involves providing an understanding of positive values and ethics in daily life, with the aim of helping in the formation of children's personalities. Furthermore, the teacher also provides information

about the activities that will be carried out tomorrow, so that children can prepare themselves well. In addition, after learning, a prayer activity is conducted which helps in spiritual development and strengthens the bond with the religious values instilled in their education.

From the results of the discussion, it can be concluded:

- 1) In the closing or end-of-learning activities, teachers provide opportunities for children to share and express their feelings. This shows the importance of providing space for students to express themselves and develop their communication skills.
- 2) Discussion activities are conducted which aim to strengthen understanding and build character. This shows that learning is not only about receiving information, but also about deep understanding and developing students' character.
- 3) Discussion activities also involve providing an understanding of positive values and ethics in daily life. This shows that education does not only focus on academic aspects, but also on moral development and values that are important in daily life.
- 4) The teacher provides information about the activities that will be done tomorrow. This shows the importance of giving students clear information and preparing them for upcoming activities.
- 5) After learning, a prayer activity is conducted. This shows the importance of spiritual development in education and strengthens students' bond with the religious values instilled.

4. CONCLUSION

RA As-Sunbulah is one of the schools that has successfully implemented Curriculum 2013 with a scientific approach. At RA As-Sunbulah, the scientific approach is implemented every day through a series of activities, starting from the introduction, core activities, to closing. By using this approach, RA As-Sunbulah not only focuses on developing students' intellectual aspects, but also emphasizes on developing students' social, moral, spiritual, and thinking skills. The goal is to shape students into individuals who are independent, creative, and able to face various challenges in everyday life.

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