

THE CONSTRUCTION OF 2013 CURRICULUM DEVELOPMENT BASED THE 21ST CENTURY COMPETENCY IN MADARASAH IBTIDAIYAH, INDONESIA

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Abstract

The study aims to describe the construction of the 21st century competency-based curriculum development, focusing on constructing 21st century competency-based curriculum development in accordance with global demands to meet the learning needs of students. Researchers conducted research at MI Bilingual Roudlotul Jannah. The techniques of study are through interview, documentation and observation. The researcher collects data through interviews about how to construct the 2013 curriculum development based on 21st century competence, and the researcher observed about the construction of 2013 curriculum development based on 21st century competence at MI Bilingual Roudlotul Jannah. Researchers collect data related to the construction of curriculum development in checking the Lesson Plan (RPP) in the documentation process. Data analysis using Miles and Huberman validity according to Maxwell where there is descriptive validity, interpretive validity, theoretical validity, generalization and evaluative validity. The finding of research is the construction of the 2013 curriculum development in 21st century competencies in the development of lesson plans developed in the aspects of objectives, materials and HOTS-based assessment with separate learning. In conclusion, the construction of curriculum development is seen in the construction of the Learning Implementation Plan where the indicators or objectives are different from the 2013 curriculum. 21st century competencies encourage children to be ready to face global challenges.

Keywords: The construction, 2013 curriculum development, 21th century competency, Madrasah Ibtidaiyah.

INTRODUCTION

The curriculum influences the educational process at Madrasah Ibtidaiyah, and the curriculum describes learning materials that affect the educational process (Setiyadi et al., 2020). The curriculum is structured and developed to enable students to carry out a variety of learning according to their interests and talents, as well as problems that arise related to learning so as to encourage curriculum development (Fajri, 2019). The basic principles of the curriculum can be said to be a fundamental truth as a guide for thinking and doing learning activities so that they are basically used as punishment rules for curriculum developers (Kamal, 2014). The curriculum development process in particular is related to the needs of the educational institution itself (Baderiah, 2018). The purpose of curriculum development is carried out as an effort to meet the demands of the needs without leaving the principles of the curriculum (Bahri, 2017).

The development of this curriculum occurs in Madrasah Ibtidaiyah where the learning will be different from elementary school. The development is used as a basis or reference in applying in educational institutions with special principles that are adapted to the institution (Shofiyah, 2018). Research that had been conducted by Niswa on general and specific principles of curriculum development (implications for the implementation of the 2013 curriculum) resulting in that curriculum development (Ummami, n.d.). The one is oriented towards principles that make the basis

for maximum student achievement. Curriculum development refers to the development that comes from the learning needs of students. The following curriculum development aims at reconstructing the curriculum and innovating changes that are in accordance with national goals as well as developments and changing times with curriculum construction that is undergoing development (Bahri, 2017). Curriculum development will be different for each institution or educational institution because each curriculum development plan generates ideas and ideas according to the needs of the class level (Muhaimin, 2009).

Curriculum development at the institutional level is developing and compiling SKL. Those determine curriculum content which is arranged according to the type and level and the development is also in the realm of subjects and subject levels (Arifin, 2014). Curriculum development should pay attention to the learning experience and learning objectives of the students themselves (Rahmi, 2021). Curriculum development is in the realm of curriculum construction objectives, content, methods and evaluations which have different characteristics for each educational unit (Nur, 2019). In more detail, curriculum development is concerned with objectives, selection of educational content, and teaching and learning processes, learning media that have been used and principles relating to evaluation (Kusumawati & Rulviana, 2017). Curriculum development in the formulation of educational objectives can be sourced from government policy regulations, surveys of student needs and studies others that show learning is not improved (Baihaki, 2019).

Competency-based curriculum development is needed to face future-oriented global challenges that are in line with 21st century renewal and the industrial revolution 4.0 (Bakhtiari & Shajar, 2006). The development of a 21st century competency-based curriculum as a solution prepares generations with critical, creative thinking, capable of communicating and interactively (Benade et al., 2014) according to the profile of Pancasila students profile and able to solve problems in global dynamics. The competency framework according to student learning outcomes includes the ability to manage life and careers, 4C learning (Critical thinking, Creativity, Communicative, Collaboration), the ability to receive and manage ICT and core learning in the realm of assessment, curriculum design, professional development and learning environment (Alismail & McGuire, 2015). Curriculum development in the 21st century is attempted to prepare for a career, and this 21st and competence is able to produce meaning and meaning from science for competency development (Lombardi & Oblinger, 2007). Improving 21st century competence in curriculum development at Madrasah Ibtidaiyah emphasizes preparation to face global challenges in which it is sought to develop curriculum in accordance with Indonesian educational goals (Nur, 2019).

Research conducted by Ali concluded that strategies to prepare students with important competencies and help them to succeed in the future (Alismail & McGuire, 2015). This research focuses on the construction of a 21st century competency-based curriculum development which is the basis for learning achievement at Madrasah Ibtidaiyah. The purpose of this study is to describe the construction of a 21st century competency-based curriculum development. This research becomes necessary because the development of this curriculum is attempted to be adapted to global demands on student learning outcomes which will give an impact on future career life, and this considers the characteristic factors and learning needs of students at MI Bilingual Roudlotul Jannah.

METHOD

Research on the construction of 2013 curriculum development based the 21st century competency at MI Bilingual Roudlotul Jannah aims to describe the construction of the 21st century competency-based curriculum development. Researchers conducted research at MI Bilingual Roudlotul Jannah. The focus of this research is how to construct 21st century competency-based curriculum development in accordance with global demands to meet the learning needs of students. The subjects of this study were the educators at MI Bilingual Roudlotul Jannah as many as 3 people, namely the principal (P1), 3rd grade homeroom teacher (P2) and the chief of curriculum (P3). Researchers collect data by means of interviews, observation and documentation. The process of collecting data through interviews about how to construct the 2013 curriculum development based on 21st century

competence, and the researcher observed about the construction of 2013 curriculum development based on 21st century competence at MI Bilingual Roudlotul Jannah. Researchers collect data related to the construction of curriculum development in checking the Lesson Plan (RPP) in the documentation process. Data analysis using Miles and Huberman validity according to Maxwell where there is descriptive validity, interpretive validity, theoretical validity, generalization and evaluative validity.

RESULTS

This study describes the construction in developing the 2013 curriculum based on the madrasah's vision and mission, and the foundation develops a curriculum based on the characteristics of students. One of the madrasah's vision and mission is to implement 21st century learning. Curriculum development is motivated by the foundation in aligning the needs of students. Students are in a village environment where students are accustomed to receiving material directly by educators. The educators and staff of MI Bilingual Roudlotul Jannah developed the 2013 curriculum by taking into account several aspects of the curriculum. The development focuses on the construction of the 2013 curriculum in accordance with 21st century competencies.

One of the programs that has been planned by the institution is "we can speak" which is manifested in each individual in the development of the communicative realm. This area is in line with communicative competence in 21st century learning. Development in the aspect of learning objectives is harmonized or integrated with the development of religious character where the indicators are manifested in the process of character building of students through morning habituation activities and the implementation of the dhuha prayer. The following are the interview instruments:

Table 1. The instrumental interview

Indikator	Questions
The construction of 2013 curriculum development	1. How is the background the curriculum development on lesson plan?
a. Background of curriculum development	2. How is the curriculum development on lesson plan?
b. The curriculum aims	3. How is the lesson after developed?
c. The lesson of curriculum after and before developed	4. What is type of subject developed?
d. Curriculum evaluation	5. How is the evaluation development causing curriculum development on lesson plan?
21th Competency HOTS ((Critical thinking, Creativity, Collaboration, Communicative)	How the curriculum development to prepare student on 21th competency?

Curriculum development at MI Bilingual Roudlotul Jannah is based on the lesson plan (RPP) according to the provisions of the foundation. Curriculum development is carried out in accordance with the basic objectives of national education and Islamic education towards human beings on the basis of curriculum development. The material that has been developed is non-mulok material such as Indonesian Language, Civics, Science, Social Studies, Religion (Akidah Akhlak, Fiqih, Al Qur'an Hadith) and Mathematics. The learning is by selecting Basic Competencies that are in accordance with the learning needs of students. The learning is by selecting Basic Competencies that are in accordance with the learning needs of students.

The 2013 curriculum is an integrated core subject (integrated curriculum), while in MI uses separate subjects for in-depth competency achievement, and this is found in the RPP for separate subjects. The competency-based 2013 curriculum developer document is seen in the preparation of the Learning Implementation Plan which was made with several developments. Educators continue to take the basic competencies of the 2013 curriculum based on related subjects, but are developed in certain indicators and objectives.

DISCUSSION

The process of reviewing the lesson plans is viewed from the basic competencies developed in indicators and objectives in accordance with Operational Verbs with levels C4-C6 where students lead to higher order thinking skills. In KD 3.5 it is about identifying various energy sources, changing forms of energy and alternative energy sources (wind, water, sun, geothermal, organic fuels and nuclear) in everyday life. These basic competencies are developed in several indicators and learning objectives. It is hoped that the indicator of studying energy sources in everyday life can be developed by education using the KKO C4 stage of analysis, namely the word study.

Lesson Plan

Institution : MI Roudlotul Jannah

Class/ semester : IV/ 1

Subject : Sains

Learning : 1

Time allocation : 2x35 menit

A. Learning Aim

After joining learning processes and through real experiences for students

1. Can analyze energy source in daily life
2. Can set the way to save energy

B. Learning activities

1. Opening

- Praying activities
- Giving motivation

We need to remember Allah as God giving energy that overflow to human. (PPK Religius)

2. Core activities

Read page 1

- How do we can do activities strongly and healthy? (*critical thinking*)
- Students can do activities through analyzing answer from question confidently (PPK Confident)
- When mother want to dry the clothes, mother ask to Andi taking clothes in the below of sunlight. Why does this happen? (*communicative*)
- Discuss to your friends about energy sources in the world that is beneficial to people! (*collaborative*)
- Why does energy need for creatures? (*creative*)

3. Closing

- Reinforcement

Students can understand and know the important source of daily activities (PPK Integritas)

- Praying activities

C. Assesment

- Essay Test (Kognitif)
- Test (Psikomotor)

Yogyakarta, 2022

Acknowledgment,
Head Master

Class Teacher

*Source: MI Bilingual Roudlotul Jannah

21st century learning uses HOTS-based learning by aligning the Learning Implementation Plan or actual learning activities in the classroom. Another indicator developed in science learning materials is to regulate how to save energy. The KKO taken is the word regulating which is at the level of C5 in the synthesis stage. The learning process uses HOTS in accordance with 21st century learning. Students are prepared to become graduates who have strong thinking power to face global developments. In practice, the textbooks developed are in accordance with the achievement indicators with a high-level analysis process, so that educators have carried out HOTS-based assessments according to the specified indicators. This is supported by the principal's statement about HOTS-based teaching materials.

Based on the results of interviews with the principal (p1) said that

"Teaching materials are adapted to the 2013 curriculum but use HOTS questions" (Fitriyah, 2022)

This statement is also supported by the waka of the curriculum (p3) who said that:

"Teachers try to use the HOTS type of questions where most of the questions are analyzing" (Uci, 2022)

21st century learning has been carried out to reach 21st century competencies. Bilingual MI educators have conducted training to re-learn the implementation of 21st century learning. This is to implement an effective and targeted teaching and learning process for students. According to the researcher's observation that the Bilingual MI educator Roudlotul Jannah has tried to implement learning that involves communicative, collaborative, critical thinking and creative processes through the strategies used in the classroom. This is supported by the statement of the 3rd grade homeroom teacher

"We carry out project-based learning (PJBL) in class to train collaboration and try to dig up information through their experiences. We try to let them think but stick to the teacher's direction and carry out learning outside the classroom to spark their creativity and ideas" (Hesti, 2022)

The construction of the 2013 curriculum development at MI Bilingual Roudlotul Jannah can be seen in the construction of the Learning Implementation Plan which uses development in accordance with the school's vision and mission to run the 21st century. According to the researcher's observations state that HOTS-based classroom learning has made students in the class more active in asking questions and student-centered.

Researchers have found out that research problems related to the development of the 2013 curriculum based on 21st century competencies still make it difficult for students to learn, but students think hard in finding answers with an analytical process. The findings of this study are the construction of the 2013 curriculum development in 21st century competencies in the development of lesson plans developed in the aspects of objectives, materials and HOTS-based assessment with separate learning.

Conclusion

This study concludes that the development of the 2013 curriculum based on 21st century competencies has been carried out at MI Bilingual Roudlotul Jannah. The development is carried out in accordance with MI's vision and mission, one of which is through madrasah programs and HOTS-based learning has been carried out to support 21st century competencies. This research is important because there are 21 competency-based 2013 curriculum developments that train students in schools to be ready to face global demands. The construction of curriculum development is seen in the construction of the Learning Implementation Plan where the indicators or objectives are different from the 2013 curriculum. 21st century competencies encourage children to be ready to face global challenges.

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