

THE EFFECT OF THE IMPLEMENTATION OF THE 2013 CURRICULUM ON THE ARABIC LEARNING OUTCOMES OF GRADE 10 STUDENTS AT MAN 1 BOJONEGORO

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Abstract

This study was to test whether there was an effect of curriculum application 2013 on the Arabic learning outcomes of grade 10 students of MAN 1 Bojonegoro. Sempel collection using simple random sampling. The sample taken was as many as 20 respondents of grade 10 students. This study uses 1 independent variable, namely the application of curriculum (x) and 1 dependent variable, namely learning outcomes (y). The data used in this study are primary data in the form of questionnaires and secondary data in the form of books, journals related to this study. This study used quantitative. The data analysis technique used in this study is simple linear regression analysis. The result of this study is significant by 0.04 meaning <0.05 . In addition to the coefficient of determination, a value of 25.9% is obtained so that it can be concluded that variable X has an effect of 0.259 or 25.9 on variable Y.

Keywords: Influence, Curriculum, Arabic Learning

Introduction

Arabic is one of the subjects that Muslims are familiar with, especially in Indonesia. Arabic as a subject has been taught in educational institutions from elementary or ibtidaiyah to tertiary level which include PTAI or PTU. In language learning, the overall scope of language material includes two language proficiency targets. The first goal is language skills which include listening, speaking, reading, and writing. The second target is linguistic competence, namely mastery of the use of language components consisting of language sounds, vocabulary, and grammar. (Soenardi Djiwandono, 1996)

Success can be determined from the role of a teacher in the teaching process delivered to students. The role of an educator is very important during

the teaching process to students (the main one), with other fellow educators, and to other workers. As an educator, he expects his learning to achieve the desired goals, but from the learning process there are many obstacles faced by an educator, especially for students, especially language teaching that requires the sensitivity of students. In the process of language learning there are many parts or components that need to be learned by students, where the components are a unity that is very related and cannot be separated from each other. These parts or components consist of language sounds (ashwat), language vocabulary (mufrodhat) and grammar. (Thoha, 2012)

Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for organizing learning activities to achieve educational goals (Law No. 20 of 2003: PP No. 19 of 2005). The 2013 curriculum has an integrative thematic concept. Elementary subjects for junior high school / high school and vocational for vocational teachers invite students to see natural phenomena as objects of observation. The K13 curriculum is a competency-based curriculum that was initiated in the pioneer of competency-based curriculum in 2004, but has not been resolved due to the insistence on immediately implementing the education unit level curriculum in 2006. In addition, the curriculum arrangement in K13 is carried out as a mandate from Law No. 2 of 2003 developed to improve educational achievement with the main strategy, namely increasing the effectiveness of learning in educational units. (Sumar, 2018)

The K13 curriculum produces students who are productive, credible, innovative and have character. With creativity, students are able to innovate productively to answer future challenges that are increasingly complicated and complex. Nevertheless, the success of the K13 curriculum in producing people who are productive, credible, innovative and can realize the goals of national education to shape the character and civilization of the nation. Implementation of Thematic Learning. The success of thematic learning implementation is influenced by how far the learning is planned according to the conditions and potential of students (talents, interests, needs and abilities). Competency standards and basic competencies that must be mastered are written in the curriculum. Pleased with thematic learning planning, the first thing is to get SK / KD and set indicators for each subject to be integrated. Teachers must be able to fully understand the content of each basic competence and indicators in each subject to be combined. In designing thematic learning in schools, it can be done in two ways, starting with first determining certain themes to be taught, followed by identifying and mapping basic competencies in several subjects that are estimated to be relevant to these themes. (Sari, 2021)

Almost 7 (seven) years of the 2013 Curriculum has become an educational curriculum in Indonesia. Curriculum cannot be separated from an assessment name. Assessment is one of the important aspects of the educational process. Assessment is a step used to determine learning process

policies on a classroom scale or national scale.(Efendi, Prawitasari, & Susanto, 2021)

Teaching has several steps that must be passed by students and educators, so that teaching can run well. The most common step passed by students is the understanding of the four maharah (linguistics) in the process of learning Arabic, namely istima', kalam, qira'ah, and kitabah. Of the four maharah is a unity of components that cannot be separated and interrelated. In the application of teaching to students, an educator also prepares as the material determined for the process of their respective learning.(Rahmaini, 2015)

So far, the assessment applied in the field of education has the aim of measuring and evaluating the learning outcomes of students. Among the objects assessed such as various aspects related to the personality of each student which includes abilities, skills, and attitudes from the learning outcomes that have been implemented. The subject included in the important part is Arabic which is developed through religious schools and Islamic foundations in Indonesia.

Among the latest studies related to this research is the first Aina Khoirun Nawali in 2018 entitled The Impact of the Implementation of the Ministry of Religious Affairs Curriculum and Pesantren Curriculum on Improving Islamic Education Learning Outcomes in MAN Yogyakarta, while the results of this study are as follows (1) In its application, the pesantren curriculum is only as supporting material, meaning that the Kemenag curriculum is still a top priority over the Pesantren curriculum. (2) The impact and achievements in the implementation of the two curricula have a positive impact on PAI learning outcomes on students, such as the scores of ponpes students are better than the scores of non-ponpes students in terms of cognitive, affective and psychomotor domains (3) The advantages of the two curricula are applied well, will make students master more religious subject matter, so that it will boost test scores.(Nawali, 2018)

The second Siti Nur Kholifah in 2021 entitled The Influence of Motivation and Learning Readiness on the Learning Outcomes of Arabic Subjects Specialization of Class X Religious Students MAN 1 Banjarnegara, the results of this study are based on the t test stating that, 1) learning motivation has a positive and significant effect on learning outcomes, with a calculated value of 2.312 and a significance value of 0.029, 2) Learning readiness has a positive and significant effect on learning outcomes, with a calculated value of 2.121 and a significant value of 0.044. Based on the F test, it states that learning motivation and readiness to learn simultaneously have a significant effect on learning outcomes. Based on the adjusted coefficient of determination (R²) test, it shows the magnitude of the influence of motivation

and learning readiness on learning outcomes by 45.8%, the remaining 54.2% is explained by other variables that are not included in the study. Keywords: Learning Motivation, Learning Readiness, Learning Outcomes. (Siti, 2021)

The third Nurul Hadi 2019 entitled Difficulties in the Implementation of the 2013 Arabic Mapel Curriculum in Madrasah Ibtidaiyah, as for the results of this study are The results of this study show that from the aspect of designing effective and meaningful learning, as well as in organizing learning, it was found that MI Islamiyah I Prohibition Tokol Tlanakan sub-district has not used K-13 and does not have an Arabic Mapel syllabus, as well as MI AsSalafiyah Sumber Duko Pakong. Even the condition of MIN 1 Konang Galis Pamekasan District is almost the same as private madrasah, because even though it already has a syllabus but still in the form of a file it has not been in the form of a formal print out authorized by the principal.(Hadi, 2019)

From the explanation above, this study seeks to analyze the effect of the implementation of the 2013 curriculum which prioritizes aspects of attitudes, knowledge, and skills on the learning outcomes of students in schools, namely in Madrasah Aliyah Negeri 1 Bojonegoro City on grade 10 Arabic subjects. Therefore, this study took the title "The Effect of Curriculum Application on Arabic Learning Outcomes of Grade 10 Students at MAN 1 Bojonegoro". Based on the background of the above problem, the researcher tried to test the influence between these variables.

Research Methods

This study used a quantitative approach. Quantitative approach can be understood as research based on analysis of number data. This type of research aims to use mathematical models, theories and hypotheses related to the phenomenon studied by the researcher.(Suryani, 2015)

Based on its characteristics, this study includes correlational research. Nana Syaodih said that correlational research aims to recognize and understand the relationship between one variable and another. Variables are stated to have relationships with other variables seen from the correlation coefficient and statistical significance. Two or more variables that have a certain correlation, do not necessarily also have an influence between one variable and another variable. A positive correlation indicates that the increase in the value of one variable has to do with the addition of values for other variables. A negative correlation indicates that an increase in the value of a variable has to do with a decrease in value for another variable. (Bahruddin & Hamdi, 2014)

The survey research method with a quantitative approach is the research method chosen in this study to answer research questions. In the preparation of instruments or data collection tools, the variables that are the main reference for researchers in compiling questionnaires, consist of questionnaires related to indicators of curriculum influence and student learning outcomes in grade

10 students of MAN 1 Bojonegoro. The methods used in data analysis are correlation analysis and regression analysis.

The location used in this study is MAN 1 Bojonegoro located in Bojonegoro district, East Java Province, Indonesia. The population is the entire subject of research which includes: subjects or objects that have predetermined characteristics and qualities to be observed and get existing conclusions. (Nurdin & Hartati, 2019) Furthermore, the population in this study is all grade 10 students totaling 20.

Results and Discussion Profile of Research Objects

MAN 1 Bojonegoro or commonly called MANSARO is located on Jl. Monginsidi No 160, Sukorjo, Bojonegoro, East Java. The number of students in MAN 1 Bojonegoro school is 3376 students, 89 teachers and there are 33 classes in it. (Curriculum, 2023)

Coefficient of Determination Test

The following are the results of a simple linear regression analysis test using SPSS 25

Model Summary^b

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,509 ^a	,259	,232	3,030

a. Predictors: (Constant), Curriculum

b. Dependent Variable: Learning Outcomes Table 1

The value of the coefficient of determination is obtained to determine how much influence the value of the independent variable has on the dependent variable. The following are the results of the coefficient of determination test tested using spss 25. The value of R is symbolic of the coefficient. Based on the table above, a correlation value of 0.509 is obtained which means that the relationship between variables is considered positive at the intermediate level. The result of the coefficient of determination is obtained with a value of 0.259 or 25.9% so that it can be concluded that variable X has an effect of 25.9% on variable Y.

The results of the analysis obtained a calculated F value of 9.7% with a significance level of 0.004. The value of simple linear regression analysis will have an effect if the significance value < 0.05 and in the table above the significance value is 0.004<0.005 which means variable X affects variable Y.

It can be concluded if the results affect the value of coefficient determination obtained a value of 25.9% so that it can be concluded that variable X has a positive effect on variable Y. The results are considered to have a medium effect.

Simple Linear Regression Analysis ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	89,717	1	89,717	9,772	,004 ^b
Residual	257,083	28	9,182		
Total	346,800	29			

a. Dependent Variable: Curriculum

b. Predictors: (Constant), Learning Outcomes

Table 2

Simple linear regression analysis is useful for measuring how much influence the independent variable has with the dependent variable. Based on the table above, the calculated F value is 9.772 with a signification level of 0.004. The linearity value will affect if the signification value is <0.005 and in the table above the signification value between variable x has a positive effect on variable Y.

Coefficients^a

Model		Unstandardized Coefficients		Standardize	T	Sig.
		B	Std. Error	d Coefficients Beta		
1	(Constant)	143,618	15,819		9,079	,000
	Kurikulum	-,539	,172	-,509	-3,126	,004

a. Dependent Variable: hasil belajar

Table 3

Conclusion

Based on the analysis carried out and described above, it can be concluded that internal factors, namely student learning outcomes, have a positive and significant influence on Arabic learning achievement. The strength of the relationship between the influence of the curriculum and the achievement of learning Arabic is still fairly medium. Which obtained a value of 0.25.9% or 25.9%. By providing strong and high motivations in learning Arabic, it will have a very positive and significant impact on the learning achievement of MAN 1 Bojonegoro. So that the optimization of learning objectives in the form of student learning outcomes can be achieved and for

disruption in order to increase Shiva's awareness of the importance of Arabic as a language to explore Islam and related to other branches of science.

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