



Reframing Education: Evaluating the Transformative Effects of the 2013 Curriculum

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Article History:

Received: July 2024

Revised: August 2024

Accepted: September 2024

Published: October 2024

Keywords:

Reframing Education,
Adaptation to Change,
2013 Curriculum

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Abstract:

This research aims to analyze the impact of implementing the 2013 Curriculum, focusing on consistent implementation, evaluation of learning outcomes, acceptance by students and parents, and adaptation of teaching methods and continuous feedback. The research method involves direct observation and interviews with educators, students, parents, and school administrators to understand curriculum implementation and its impact comprehensively. The findings show that consistent curriculum implementation produces a structured learning experience while evaluating learning outcomes. Increases student academic performance. The positive reception from students and parents and adapting innovative teaching methods enrich the learning process. A system of feedback and continuous improvement ensures the relevance and effectiveness of the curriculum. The conclusion of this research confirms that implementing the 2013 Curriculum effectively supports the achievement of educational goals by improving the quality of learning and stakeholder involvement.

INTRODUCTION

Curriculum changes require revising education policies and all stakeholders (Ulya & Syafei, 2022). An in-depth evaluation of the implementation of the 2013 curriculum is needed to find practical solutions in modernizing Indonesian education and ensuring that the goal of improving the quality of education can be achieved (Arifin & Zaini, 2024; Asror et al., 2023; Zuhdi et al., 2024). Curriculum changes require revision of education policies and all stakeholders (Khotimah et al., 2024; Ulya & Syafei, 2022). This is important because education involves various parties, such as teachers, students, parents, and the wider community. By involving all stakeholders, the changes made can be more comprehensive and in line with real needs and conditions in the field (Panjaitan, 2024).

Evaluation of the implementation of the 2013 Curriculum in Indonesia shows that the lack of involvement of stakeholders, especially teachers, in the design and decision-making process causes various obstacles in the field

How to Cite:

Hasanah, N. S., (2024). Reframing Education: Evaluating the Transformative Effects of the 2013 Curriculum. *AFKARINA: Jurnal Pendidikan Agama Islam*, 9(2), 73-84.

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(Musyafa, 2023). Some teachers feel unprepared and need adequate training, impacting teaching effectiveness. To achieve the goal of improving the quality of education in Indonesia, curriculum changes must involve all stakeholders (Rahmawati & Nurachadija, 2023). An in-depth evaluation of the implementation of the 2013 Curriculum is needed to find practical solutions in modernizing Indonesian education (Faiz et al., 2023; Panjaitan, 2024; Ridlo & Yanti, 2023). By involving various parties, including teachers and students, the changes can be more effective and align with field needs. This will ensure that the goal of improving the quality of education can be achieved well (Car et al., 2023).

This study aims to identify and analyze the impact of implementing the 2013 Curriculum, focusing on two main aspects: collaboration between stakeholders and the successful implementation of curriculum changes. This research fills the gap in previous studies, which generally focused on technical analysis of the curriculum without evaluating in depth how interactions between various related parties can influence implementation results (Abdelwahed & Doghan, 2023). Thus, this research seeks to explore how effective collaboration between educators, school managers, and other associated parties can facilitate better curriculum implementation and how the success of such implementation can be measured. Through in-depth data analysis methods and interviews with relevant stakeholders, this research is expected to provide a more comprehensive understanding of the challenges and achievements in implementing the 2013 Curriculum and strategic recommendations for future improvements (R. Rahmawati et al., 2023). With this approach, this study can fill the gaps in the existing literature by providing new insights into the impact of collaboration and successful curriculum implementation in the educational context at MTS Burhanul Abrar.

This research stems from an in-depth need to understand how implementing the 2013 Curriculum affects the dynamics at MTS Burhanul Abrar beyond just the technical aspects of implementation. In the context of the curriculum, attention is often only focused on developing teaching materials and methodologies without paying attention to collaboration factors between stakeholders and evaluating the success of implementation (Lamirin et al., 2023). This research shows that the success of effective curriculum implementation depends not only on curriculum planning but also on how strong collaboration and adaptive implementation strategies are implemented (Irfai & Yuwana, 2024; Islamiah & Maulidiah, 2024). By analyzing cooperation between educators, school management, and other related parties and evaluating the results of curriculum implementation, this research seeks to explain how these factors can increase the success of implementing the 2013 Curriculum (Lesna Nainggolan et al., 2023). Through this approach, this research can pave the way for a deeper understanding of the impact of the curriculum in the educational context and provide insights on how to increase the effectiveness of curriculum implementation at MTS Burhanul Abrar (Aufaa & Andaryani, 2023).

RESEARCH METHOD

This research uses a qualitative method that utilizes descriptive data from the phenomena observed, both in written and spoken language. MTS Burnanul Abrar is the research location because it is relevant to the research topic. This method was chosen because of its superiority in providing a direct relationship

between researchers and research subjects and its flexibility in adapting to complex realities. The type of research used is a case study, where the researcher explores a particular phenomenon in depth and detail by collecting data through various procedures over a certain period. This approach focuses intensively on one object and studies it as a comprehensive case. Primary data sources were obtained from interviews with several informants selected using quota sampling techniques. This technique ensures that the sources studied are representative and in-depth. With this approach, research provides a clear and detailed picture of the phenomenon being studied and reveals the relationships and dynamics that occur.

Table 1. Research informants

Informant	Amount		Gender	
	S1	L	P	
Headmaster	1	1		
Deputy Head of Curriculum	1			1
Deputy Head of Student Affairs	1			1
Educator	1	2		4
Student	-	3		3
Total	14	6		8

In addition to interview techniques by Tabel 1, researchers used secondary data sources to observe archives and several documents owned by related parties. Three methods were used to obtain data for this research activity: interviews, observation, and documentation.

In this research, data analysis was carried out in three stages, namely 1) Data Reduction. Data is categorized, directed, clarified, and organized at this stage, and irrelevant data is removed. This process helps simplify and focus the data obtained to make it easier to analyze; 2) Data Presentation. The reduced data is presented in various forms, such as matrices, graphs, charts, and networks. This presentation aims to visualize the data to facilitate further understanding and analysis and 3) Draw conclusions. Based on the data that has been presented, the researcher makes conclusions. This process involves interpreting data and generating new ideas or understanding that did not exist before, contributing to the knowledge or theory being researched.

FINDINGS AND DISCUSSION

This research will describe how implementing the 2013 Curriculum at MTS Burhanul Abrar impacts the educational process and stakeholder collaboration. The research results show that synergy between education stakeholders and the success of curriculum implementation significantly influences the quality of education and curriculum achievement. These findings are consistent with educational management theory, which emphasizes involving various parties and adapting the curriculum to achieve optimal educational outcomes (Syakroni et al., 2024). The implications of these findings include increasing teaching effectiveness, improving the teaching and learning process, and strengthening curriculum implementation in the school environment. In the following discussion, we will outline the main findings regarding the impact of implementing the 2013 Curriculum, the effectiveness of collaboration between stakeholders, and the significance of this approach in achieving better success in implementing the curriculum.

Synergy Between Education Stakeholders

This research explores how the synergy between education stakeholders, including educators, school management, and other related parties, is crucial in implementing the 2013 Curriculum at MTS Burhanul Abrar. Effective synergy between various parties contributes to the smooth implementation of the curriculum and improves the quality of Education in schools. Harmonious collaboration facilitates better curriculum implementation and ensures that multiple aspects of the curriculum can be adapted according to the needs and challenges (Ismail et al., 2024). By understanding the importance of this synergy, this research will outline how active stakeholder involvement and good coordination can influence the effectiveness of implementing the 2013 Curriculum and achieve more optimal educational outcomes at MTS Burhanul Abrar. The following Table 2 research data shows Synergy between Education Stakeholders,

Table 2. Interview Result Data Synergy Between Education Stakeholders

Interview Data	Coding	Resources
"Coordination and communication between us, school management, and related parties are quite good. However, sometimes, important information is received late, which affects our preparations for implementing the curriculum."	Effective Coordination and Communication	Educator
"We have improved communication by holding regular meetings. However, we have also received feedback that some educators still feel the information needs to be more transparent and timely."	Effective Coordination and Communication	School Management
"I am generally satisfied with the process, but some areas could be improved, such as providing adequate resources to support the new curriculum."	Effective Coordination and Communication	Parent
"I am generally satisfied with the process, but some areas could be improved, such as providing adequate resources to support the new curriculum."	Stakeholder Satisfaction	Educator
"Our input was not given enough attention. We wish there were more parent involvement in the curriculum evaluation process."	Stakeholder Satisfaction	Parent
"Academic results show a positive trend in general. We carry out regular analyses and see that many students are adapting well to the curriculum changes."	Improved Academic Performance	School Management
"We implemented more active teaching methods and provided additional support for students experiencing difficulties. We also held additional tutoring sessions."	Improved Academic Performance	Educator
"The school provides various training and workshops on developing teaching skills and understanding the curriculum. This is part of our strategy to support teachers. We faced several challenges regarding training schedules and material adaptation. We address this issue by scheduling training flexibly and updating training materials."	Continuous Professional Development	School Management
"We took part in school-held training to improve our skills in implementing the new curriculum. This training was very helpful in adapting teaching methods. The main challenges were time and the availability of relevant training. We overcame this by taking online training and independently searching for additional material."	Continuous Professional Development	Educator

Observation data shows that synergy between education stakeholders in implementing the 2013 Curriculum at MTS Burhanul Abrar has increased significantly. Better coordination is reflected in frequent meetings and transparent communication between educators, school management, and parents. The level of stakeholder satisfaction has also increased, as can be seen from the positive feedback received and active participation in meetings (Tajurrahman et al., 2024). A structured feedback system has improved the flow of information and enabled quick problem-solving, leading to smoother and more effective curriculum implementation.

Table 1 as above shows 4 forms of synergy between educational stakeholders. Thus, the data explains the following findings; First, Effective Coordination and Communication. Data from observations shows that coordination and communication between stakeholders in implementing the 2013 Curriculum at MTS Burhanul Abrar has experienced significant improvement. A higher frequency of meetings and clear communication between educators, school management, and parents improve the flow of information and facilitate efficient problem-solving (Prastiwi & Widodo, 2023). A structured feedback system strengthens the involvement of all parties and ensures that each stakeholder can express their opinions and get the necessary support. These improvements contribute to a smoother and more coherent implementation of the curriculum.

Second, Stakeholder Satisfaction. Observation data shows that stakeholder satisfaction with implementing the 2013 Curriculum at MTS Burhanul Abrar has increased significantly. Educators reported adequate support from school management, including training and resources, while parents indicated higher levels of support through active participation in curriculum meetings. This satisfaction is also reflected in reduced complaints about the curriculum and increased support for school activities. Increasing stakeholder satisfaction plays a vital role in the success of curriculum implementation (Asror et al., 2023). Third, improving academic performance. Observation data shows that implementing the 2013 Curriculum at MTS Burhanul Abrar has positively impacted students' academic performance. The increase in test scores and assessments in several subjects reflects the effectiveness of the new curriculum in supporting student understanding. Students show improvements in practical and theoretical skills and higher motivation to learn (M Choirul Muzaini et al., 2023). Adjusting teaching methods according to the new curriculum also supports better academic results, reflecting the success of curriculum implementation.

Fourth, Continuous Professional Development. Data from observations shows that continuous professional development for educators at MTS Burhanul Abrar has experienced significant progress. Educators actively participate in training and workshops related to the 2013 Curriculum, which improves their skills and understanding of the new curriculum. School management's support for continuous professional development is also reflected in improving the quality of teaching and implementing more effective methods (Vidieyanti, 2022). This development program supports the successful implementation of the curriculum by continuously strengthening the capacity of educators.

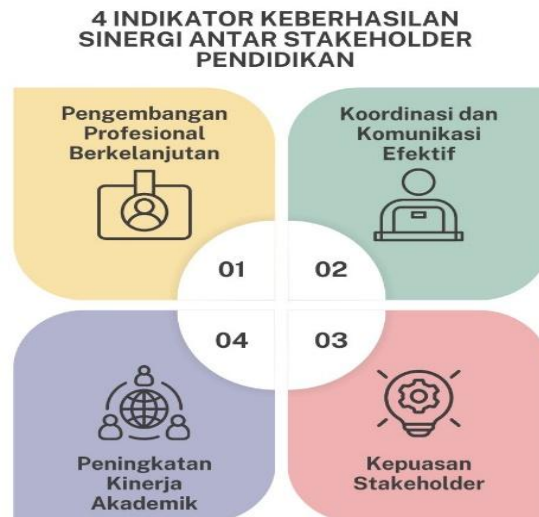


Figure 1. Synergy between Education Stakeholders

Research findings reveal that implementing the 2013 Curriculum at MTS Burhanul Abrar has significantly impacted several vital aspects by Figure 1. First, effective coordination and communication between stakeholders have improved the flow of information and support in curriculum implementation. Second, stakeholder satisfaction increases, showing support and active participation from educators and parents. Third, increasing student academic performance reflects the success of the curriculum in increasing understanding and motivation to learn. Fourth, continuous professional development for educators strengthens the quality of teaching and more effective curriculum implementation (Susilo & Kartowagiran, 2023). Overall, the implementation of the 2013 curriculum shows significant progress in coordination, satisfaction, academic performance, and professional development, supporting the successful implementation and effectiveness of the curriculum in schools.

Effectiveness of Implementation of the 2013 Curriculum

The focus of this research also includes an analysis of the successful implementation of the 2013 Curriculum at MTS Burhanul Abrar. These findings highlight how effective implementation of a new curriculum can influence learning outcomes and the overall educational process. Successful implementation depends on curriculum planning and how the curriculum is applied practically in the school context (Suhandi and Robi'ah 2022). This research will discuss how good implementation strategies, adjustments to teaching methods, and continuous evaluation can increase the success of the curriculum and how this approach contributes to achieving better educational outcomes at MTS Burhanul Abrar. The following research data shows the effectiveness of the 2013 Curriculum Implementation,

Table 2. Interview Result Data Effectiveness of Implementation of the 2013 Curriculum

Interview Data	Coding	Resources
"We ensure consistency by regularly monitoring and providing additional training, but challenges remain in uniform implementation."	Consistent Implementation of the Curriculum	School Management
"Consistency is quite good in most classes, although there are some discrepancies in the application of the material in some subjects."	Consistent Implementation of the Curriculum	Educator
"The evaluation results improved students' understanding of the material, but some needed help with more complex material."	Periodic Evaluation	Educator
"We saw that our children showed improvement in some subjects, but they also faced challenges in adapting to new teaching methods."	Periodic Evaluation	Parent
"The new curriculum is more challenging and exciting. Some students feel that the material taught is more relevant to our needs."	Acceptance by Students and Parents	Student
"Our children are showing greater enthusiasm for learning, although some are facing difficulties in adapting to new teaching methods."	Acceptance by Students and Parents	Parent
"We encourage teachers to use more innovative teaching methods and provide training on teaching strategies that align with the curriculum. We also provide additional support through training and the necessary teaching materials to help teachers adapt."	Adaptation of Teaching Methods	School Management
"We adapted our teaching methods by integrating technology and a project-based approach to make learning more interactive and relevant to the new curriculum. The main challenge was the need for more resources and time to develop new teaching methods. We overcame this by working together in groups and sharing resources."	Adaptation of Teaching Methods	Educator
"We collect feedback through regular evaluations and discussion sessions with educators and parents to ensure that the curriculum is continuously improved."	Continuous Feedback and Improvement	School Management
"We analyze the feedback received and implement changes in teaching methods and curriculum materials according to identified needs."	Continuous Feedback and Improvement	Educator

Observation data shows that the successful implementation of the 2013 curriculum at MTS Burhanul Abrar is demonstrated through the consistent implementation of the curriculum and the adaptation of effective teaching methods. Consistency in implementing the curriculum is reflected in the uniformity of teaching materials and the use of teaching methods that comply with standards (Juwita et al., 2024). Evaluation of learning outcomes shows improvements in students' academic results, with better test scores and assessments in some subjects. Positive acceptance from students and parents towards the new curriculum also supports the effectiveness of implementation, which can be seen from increased learning motivation and active support from parents.

Table 2, as above, contains five forms of Effectiveness of the 2013 Curriculum Implementation. Thus, the data explains the following findings; Consistent Implementation of the Curriculum. From these findings, it is clear that implementing the 2013 Curriculum at MTS Burhanul Abrar shows good consistency. This is assessed by the uniformity of teaching materials and teaching methods applied in all classes in accordance with curriculum guidelines

(Darmansah et al., 2024). Observations show that teachers follow curriculum standards precisely, using consistent teaching materials and methods across subjects. This consistent application contributes to a more structured and targeted learning experience for students, ensuring that all aspects of the curriculum are applied evenly.

Evaluation of Learning Outcomes. The findings show that evaluating student learning outcomes after implementing the 2013 Curriculum at MTS Burhanul Abrar gave positive results. Improvements in test scores and academic assessments indicate that the new curriculum effectively improves students' understanding and skills. Analysis of learning outcomes also shows that students show significant progress in various subjects, reflecting successful curriculum adaptation in improving academic performance and knowledge of the material by students (Nurhasanah and Sa'adah 2021). **Acceptance by Students and Parents.** Observation findings reveal that acceptance of the 2013 Curriculum among students and parents at MTS Burhanul Abrar is quite positive. Students show tremendous enthusiasm for learning, while parents actively support and are involved in the curriculum process. This acceptance is reflected in higher participation in school activities and increased support for new curriculum initiatives (Sodikin et al., 2024). Feedback from students and parents shows that they feel more engaged and satisfied with the curriculum changes.

Adaptation of Teaching Methods. The findings show that MTS Burhanul Abrar effectively adapted teaching methods for the 2013 Curriculum. Educators implement a variety of innovative techniques, such as project-based learning and technology, that increase student engagement (Nasution, 2021). Observations show that adapting methods to the new curriculum helps students understand the material better and supports a more dynamic learning process. These adaptations contribute to achieving better academic outcomes and more relevant learning experiences for students. **Continuous Feedback and Improvement.** The findings show that the feedback system and constant improvement in implementing the 2013 Curriculum at MTS Burhanul Abrar are functioning well. Data from surveys and feedback indicate an active response to suggestions and criticism from educators and parents (Putri, 2024). This process allows for continuous adjustment of curriculum and teaching methods, ensuring that curriculum implementation is always relevant and practical. Improvements based on this feedback support the achievement of curriculum goals and improve the overall quality of education.

Research findings reveal that implementing the 2013 Curriculum at MTS Burhanul Abrar has had a significant positive impact. First, consistent curriculum application ensures that teaching materials and methods are applied uniformly across classes, supporting a structured learning experience. Second, evaluation of learning outcomes shows an increase in student academic performance, indicating the effectiveness of the curriculum in improving understanding and skills (Putri & Herlina, 2024; Sanjani, 2024). Third, positive reception from students and parents shows increased involvement and support for the new curriculum. Fourth, adapting innovative teaching methods enriches the learning experience and increases student engagement. Finally, feedback and continuous improvement ensure that the curriculum and teaching methods are constantly updated and relevant. Implementing the 2013 Curriculum supports educational goals by optimizing schools' teaching and learning processes (Juntak et al., 2023).

CONCLUSION

Implementing the 2013 Curriculum at MTS Burhanul Abrar faces various challenges that affect the quality of teaching and learning processes. The unpreparedness of teachers and teaching staff is a significant problem, mainly caused by insufficient in-depth training and a lack of necessary materials and tools. In addition, limited facilities and resources further exacerbate this condition, hampering the effectiveness of the learning process. Differences between curriculum interpretation and implementation at government and school levels add to the complexity of the challenge. Inconsistencies in curriculum implementation and differences in understanding between teachers cause variations in students' learning experiences.

High administrative demands, such as creating reports and assessments, divert focus from main teaching activities and increase teacher workload. This problem is exacerbated by administrative systems that are often difficult to use and inadequate training. Overall, this analysis shows the need for improvements in training, provision of facilities, and administrative support to ensure more effective and efficient implementation of the 2013 Curriculum. Increasing communication between the government and schools and improving the administration system are also essential to overcome existing challenges and improve the quality of education.

ACKNOWLEDGMENT

We would like to express our deepest gratitude to all those who have contributed to this study on the implementation of the 2013 Curriculum at MTS Burhanul Abrar. Our sincere thanks go to the teachers and administrative staff for their invaluable insights and dedication despite the challenges faced. We also acknowledge the support of the school management and local education authorities, whose cooperation has been instrumental in gathering the necessary data. Special thanks are due to those who have provided training and resources, even when these were limited.

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