



**International Journal of Education, Social Studies,
And Management (IJESSM)**

e-ISSN : 2775-4154

Volume 5, Issue 2, June 2025

The International Journal of Education, Social Studies, and Management (IJESSM) is published 3 times a year (**February, Juny, November**).

Focus : Education, Social, Economy, Management, and Culture.

LINK : <http://lppipublishing.com/index.php/ijessm>

**Elements of Change in the 2013 Curriculum and Its Impact on the
Development of The Islamic Education Curriculum at the YPI
Islamic Madrasah Tsanaiyah in the Batang Kuis District**

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ABSTRACT

This study examines the elements of change in the 2013 Curriculum and its impact on the development of the Islamic Education curriculum at Madrasah Tsanawiyah YPI in Batang Kuis District. The 2013 Curriculum introduced a significant shift in the Indonesian education system by emphasizing a balanced development of knowledge, skills, and character rooted in spiritual and social values. This research employed a qualitative descriptive approach to provide an in-depth understanding of these changes. Data were collected through document analysis of official curriculum guidelines, books, scientific articles, and previous studies, as well as in-depth interviews with teachers and administrators at the madrasah. The findings show that changes in graduation standards, content, processes, and assessments have encouraged the implementation of contextual and value-based learning approaches, such as integrating religious practices, scientific learning methods, and comprehensive assessment strategies. However, several challenges remain, including limited teacher understanding of the curriculum framework, insufficient resources, heavy administrative workloads, and difficulties in assessing affective competencies objectively. These obstacles affect the effectiveness of curriculum implementation at the madrasah level. The study highlights the importance of ongoing professional development for teachers, improved infrastructure, and collaborative involvement of educators, parents, and policymakers to ensure that the goals of the 2013 Curriculum are fully realized. The findings provide valuable insights for enhancing Islamic Education curriculum development in response to current educational demands.

ARTICLE INFO

Article history:

Received

01 July 2025

Revised

15 July 2025

Accepted

25 August 2025

Keywords

Corresponding

Author : 

Elements of Change, Curriculum, Islamic Education

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INTRODUCTION

Indonesia has come a long way in curriculum development, marked by various major changes since 1947 to the present. Each of these changes is part of an ongoing effort to improve the quality of education to keep it relevant to the times (Hidayat, 2018). One important moment occurred in 2013, when the

Ministry of National Education launched the 2013 Curriculum (Kurtilas), which focused on developing knowledge, skills, and strengthening religious values and character. Kurtilas was then revised in 2018 in response to challenges in the learning process, including the phenomenon of learning loss, which was exacerbated by the Covid-19 pandemic in late 2019 (Huda, Ali Anhar Syi'bul, 2024).

The pandemic has forced schools in various countries, including Indonesia, to suspend face-to-face teaching and learning activities, which has directly changed the education system. To overcome this situation, the Indonesian government has developed a new curriculum called the Merdeka Belajar Curriculum, which is designed to be simpler, more flexible, easier to implement, and decentralized, with the aim of optimizing learning in conditions of uncertainty (Ariga, 2023).

A number of studies related to the impact of the pandemic on the education sector show that many students experience obstacles in understanding the material in depth (Maskur, 2023). Additionally, evaluations of the implementation of the 2013 Curriculum indicate that the mastery learning approach has not been fully understood by most teachers, who prioritize completing the curriculum over student understanding. In response to this, the Merdeka Belajar Curriculum was designed not only to address learning loss but also to provide a more adaptive and responsive educational model in line with global developments (Iqbal, 2023).

RESEARCH METHOD

Research Design

This study uses a qualitative method with a descriptive approach. This approach was chosen to gain an in-depth understanding of the elements of change in the 2013 Curriculum and its impact on the development of the Islamic Education curriculum at Madrasah Tsanawiyah YPI, Batang Kuis District. Qualitative research focuses on the contextual exploration of phenomena, allowing researchers to explore the meaning behind curriculum development policies and practices through an in-depth analysis of the data obtained.

The research data was sourced from official education policy documents, books, scientific articles, and relevant previous research results. Data collection was carried out through documentation studies, namely searching and reviewing various literature and documents related to the 2013 Curriculum and Islamic religious education. The collected data was then analyzed using content analysis techniques, which aimed to identify main themes, interpret

information, and draw conclusions in line with the research focus. Through this method, the study is expected to provide a comprehensive picture of how changes to the 2013 Curriculum have influenced the development of the Islamic Religious Education curriculum in the madrasah.

Data Sources and Data Collection Methods

The data sources in this study consist of primary and secondary data. Primary data was obtained through official documents related to the implementation of the 2013 Curriculum at Madrasah Tsanawiyah YPI in Batang Kuis District, including government regulations, curriculum guidelines, and internal madrasah documents related to the development of the Islamic Education curriculum. Meanwhile, secondary data includes books, scientific articles, previous research reports, and academic publications relevant to the research theme.

Data collection methods were conducted through documentation studies and in-depth interviews. Documentation studies were carried out by searching, reading, and analyzing various written sources related to the 2013 Curriculum and the development of the Islamic Education curriculum. In-depth interviews were conducted with relevant parties at the YPI Madrasah Tsanawiyah in Batang Kuis District, such as teachers and madrasah administrators, to obtain contextual information regarding the impact of curriculum changes on curriculum development practices in the field. The collected data was then analyzed qualitatively using content analysis techniques to identify patterns, themes, and meanings relevant to the research focus.

RESULTS AND DISCUSSION

Changes in Graduation Standards and Their Impact on the Development of Islamic Education Curriculum at YPI Batang Kuis Madrasah

PAI teachers at Madrasah YPI Batang Kuis have observed that the 2013 Curriculum brings about a significant shift in the direction of education. The focus is no longer solely on the mastery of cognitive knowledge, but rather on character building and the internalization of spiritual and social values into the personalities of students. This curriculum emphasizes the development of graduates who are not only academically intelligent but also possess integrity, empathy, and noble moral character.

In practice, Madrasah YPI Batang Kuis has implemented these standards by integrating religious activities such as memorizing surahs and reading the Qur'an together before lessons begin (morning tadarus), congregational prayers as part of character building, worship practices, and other religious activities such as short-term Islamic boarding schools and Islamic holiday celebrations.

These activities have proven to help foster a religious atmosphere within the madrasah environment.

However, based on teachers' reflections, there are significant challenges in aligning ideal goals with existing realities. Some students exhibit spiritual and social attitudes that are still artificial, not yet touching on the deeper meaning. Teachers state that although activities are well-planned, their effects on behavior do not always persist outside the madrasah environment, as the influence of peer groups and the digital environment is rapidly evolving. Thus, the impact of changes in graduation standards is indeed felt at the level of program design and implementation, but their success depends on the continuity of guidance, as well as the active involvement of teachers, parents, and the students' living environment.

The same situation can be observed in other madrasahs in Deli Serdang Regency, where the changes to the SKL have not been fully understood by all teachers, especially those who have not attended special training or who are burdened with additional tasks.

Changes in Content Standards and Their Impact on Islamic Education Materials at YPI Batang Kuis Madrasah

One of the most noticeable impacts of the 2013 Curriculum is on the content standards. Islamic Religious Education material is no longer presented as mere memorization, but is designed to be more applicable, relevant, and contextual. PAI teachers at Madrasah YPI Batang Kuis stated that they are now required to deliver material using an approach that connects Islamic values with the daily lives of students.

For example, discussions about honesty are not only explained based on the Qur'an and hadith, but also related to the use of social media, behavior during exams, and responsibilities as students and children of parents in the digital age. This creates a space for deeper discussion and reflection in the classroom.

However, most teachers also complain about the lack of additional learning resources beyond the required textbooks. Teacher creativity greatly determines the quality of learning. Unfortunately, administrative burdens and a lack of content training mean that some teachers rely solely on textbooks without having the time to enrich their lessons with other contextual resources.

Similar conditions were found in other madrasahs in Deli Serdang Regency. In some madrasahs, teachers who have internet access and actively participate in learning communities find it easier to innovate in developing teaching materials. Conversely, madrasahs with limited digital facilities face challenges in developing relevant teaching materials. Therefore, although the

curriculum direction clearly allows for enrichment and contextualization of materials, the quality of its implementation depends heavily on facility support, teacher initiative, and madrasah leadership.

Changes in Process Standards and Their Impact on PAI Learning at Madrasah YPI Batang Kuis

The process standards in the 2013 Curriculum outline the scientific approach as the foundation of learning. At Madrasah YPI Batang Kuis, PAI teachers have sought to adopt this model through methods that encourage active student participation. Learning activities involving direct observation, data collection, discussion, case studies, and reflection are used more frequently than conventional lecture methods.

One concrete application of this approach at the madrasah is when students are asked to analyze social issues from the perspective of Islamic values. For example, students are encouraged to analyze phenomena such as bullying or hoaxes from the perspective of Islamic teachings, teenage promiscuity from the perspective of Islamic teachings, the phenomenon of children today neglecting their religious duties, and then share their views in class discussion forums. Teachers assess that this approach has been quite successful in fostering a more comprehensive understanding and reflective attitude among some students.

However, teachers also revealed that the scientific approach is not always easy to apply consistently. Time constraints, student heterogeneity, and limited learning resources such as LCD projectors or Wi-Fi internet access are real obstacles. Teachers must be adept at simplifying scientific concepts so that they can be applied realistically in classrooms with large numbers of students and limited time.

This phenomenon is not only happening at Madrasah YPI Batang Kuis, but is also being felt in many madrasahs in Deli Serdang Regency. Many teachers welcome the scientific approach, but still need real support in terms of training, facilities, and lesson hour policies. In reality, teachers often have to choose flexible strategies so that learning objectives can still be achieved even though the ideal approach has not been fully implemented.

Changes in Assessment Standards and Their Impact on Learning Assessment at Madrasah YPI Batang Kuis

One of the most complex challenges in implementing the 2013 Curriculum is the change in the assessment system. Teachers are not only required to assess cognitive aspects but also affective and psychomotor aspects. At Madrasah YPI Batang Kuis, PAI teachers reported that they now use various tools such as observations, student journals, attitude assessment sheets, assignments,

memorization, daily behavior and moral conduct at school, as well as presentations on religious practices as measures to assess students' overall development.

Although this system is considered fairer and more comprehensive, teachers face difficulties in developing appropriate assessment instruments, especially when it comes to assessing attitudes objectively. For example, assessing honesty or responsibility often requires long-term observation and is not always easy to document. In addition, time constraints and administrative burdens make the evaluation process very tedious.

Many teachers at this madrasah expressed their hope that the future assessment system could be supported by an integrated digital platform so that student progress data could be more easily recorded and analyzed. In several other madrasahs in Deli Serdang, digital systems have begun to be used on a limited basis, but not yet uniformly.

Overall, the implementation of these new assessment standards has opened teachers' eyes to the fact that assessment should be more humane and reflect students' actual progress, rather than just numerical scores. However, for this system to work well, ongoing training and a proportional division of tasks are needed so that teachers can focus on teaching and evaluating students optimally.

CONCLUSION

The implementation of the 2013 Curriculum at Madrasah Tsanawiyah YPI in Batang Kuis District has brought significant changes to the development of the Islamic Education curriculum. This curriculum not only emphasizes cognitive achievement but also strengthens spiritual and social values, character building, and the application of Islamic teachings in daily life. Changes in graduation standards, content, learning processes, and assessment methods have promoted more contextual, student-centered, and value-oriented educational practices. However, this study also highlights several challenges, including limitations in teachers' competencies in implementing the curriculum, inadequate learning resources, administrative burdens, and difficulties in conducting comprehensive assessments, particularly in the affective domain. These obstacles highlight the need for ongoing professional development, adequate facilities, and stronger collaboration between teachers, parents, and policymakers.

Overall, this study emphasizes that successful curriculum implementation requires not only policy adjustments but also consistent support at the practical

level to ensure that the objectives of Islamic education are effectively achieved in shaping students' knowledge, skills, and character.

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