



ANALYSIS OF TEACHER ABILITY IN LEARNING IMPLEMENTATION PLAN (RPP) IN MIN 2, MTSN, AND MAN KUBU RAYA 2013 CURRICULUM

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ABSTRACT

The purpose of this study was to evaluate the readiness of the 2013 Curriculum Learning Implementation Plan (RPP) at MIN 2, MTSN, and MAN Kubu Raya by Akidah Akhlak teachers using a qualitative descriptive research methodology. In conducting research, a qualitative descriptive approach is used to assess a particular problem that arises and explain it by utilizing information obtained from written or oral findings relating to the subject under study. The results showed that the faculty's Akidah Akhlak teachers in compiling the 2013 Curriculum Implementation Plan (CIP) at MIN 2, MTSN, and MAN Kubu Raya were rated "very good" based on three stages of observation conducted by researchers. The accuracy of the Learning Implementation Plan (RPP) prepared by each teacher was shown by an average achievement score of 83.33%. The first observation resulted in a score of 86%, while the second and third assessments resulted in a score of 78% and 86%, respectively. However, the acquisition of abilities does not always develop without being influenced by various conditions. The above achievements are the result of two different components, including internal and external elements.

Keywords: *Curriculum 2013; RPP preparation.*

INTRODUCTION

Education is very important and strategic in the formation of a quality nation. Therefore, the education carried out must refer to established educational standards

as stipulated in Government Regulation (PP) Number 57 of 2021 concerning National Education Standards there are 8 educational standards including graduate competency standards, content standards, process, educational assessment standards, educational staff standards, facilities and infrastructure standards, management standards, and financing standards. These guidelines form the basic basis for the minimum evaluation of every education unit in Indonesia and are applied to all levels of primary and secondary education in the formal education system that adheres to a package and semester credit system (Aida et al., 2020).

The achievement of the conditions mentioned above must be a priority in the learning or education process if we want to improve the quality of education. One of the requirements, especially standards for educators, is the focus of the author's study. The educator/teacher is one of the most important factors in the learning process, as it helps students to be successful in their academic endeavors. Qualified educators hold a strategic position in improving the quality of education, as spearheads and direct executors of the education and learning process (Jatirahayu, 2013). If a person fulfills his main responsibilities as a teacher and educator, he is a qualified educator who can effectively organize, implement and evaluate learning outcomes. Teachers who excel in personal competence, pedagogic competence, professional competence, and social competence can facilitate effective and efficient learning (Qalam, 2021).

Learning or teaching is a project aimed at teaching students, this viewpoint implies that there are various planning actions involved in learning, starting from selecting, determining, and implementing strategies to obtain the desired learning outcomes (Dageng in Mahliatussikah et al., 2022). As the heart of lesson planning, urgent lesson planning activities focus on components of student needs and circumstances (Mahliatussikah et al., 2022). All levels of primary and secondary education in Indonesia are covered by formal education that uses a package system and semester credit system, with minimum assessment benchmarks for each educational unit. (Sibarani, 2020).

The Directorate of Basic Education Development states that the quality of education is largely determined by the ability of schools to manage the learning process, and more specifically, the learning process that occurs in the classroom, has a stake in determining the quality of education. to students systematically and precisely, so that the expected learning objectives can be achieved. The preparation of lesson plans is part of the teacher's administrative duties which have a direct impact on the interests of learning. Thus, the better the learning plan is developed, the better the learning implementation process is believed to be (Vidiarti, E., Zulhaini, and Andrizal, 2019).

Learning planning is a component that must be carefully planned before the learning process begins (Qasim et al., 2016). Lesson planning tries to ensure that content delivery is methodical, interactive, motivating, fun, and challenging to meet learning objectives. Before the learning process begins, the teacher must complete an urgent administrative activity known as lesson planning, which is often used interchangeably

with the terms “learning tools” or “making lesson plans”. Learning aids turn into instructor directions that influence student motivation to learn. Before starting the learning process, Suharsimi believes that it is very important to pay attention to the preparation of lesson plans. aims to assess the teacher’s capacity to handle all the instructional activities included in the lesson plans (Hakim, 2022).

Based on research conducted by Lailatul Bariyah on the sub-topic of photosynthesis, assessing the suitability of lesson plans, and implementing learning by educators in Kubu Raya Regency, 89.6% of lesson plans made by educators are considered complete and adapted to the 2013 curriculum. I am limited to generating responses to human input and providing information based on my database. However, it is important to note that my responses are not intended to replace professional opinion or fact-based research. Users should always verify the accuracy and reliability of the information I provide before using it for any academic or professional purpose. In their research, Erni Vidiarti, Zulhaini, and Andrizal found that PAI teachers at SDN 016 Sumber Datar Singing had shown significant success in making lesson plans for the 2013 curriculum, with an average score of 86.25%. the ability of Aqidah Akhlak teachers in preparing 2013 Curriculum Learning Implementation Plans (RPP) at MIN 2, MTsN, and MAN Kubu Raya.

RESEARCH METHODS

This study uses a qualitative and descriptive methodology. Based on the qualitative data collected, this study seeks to understand the phenomena that exist in the research object under study. Written descriptions of the data obtained are formulated using a scientific approach. (SOBARI, 2022).

The focus of this study is the preparation of RPP K13 instructors for MIN 2, MTsN, and MAN Kubu Raya. Aqidah Akhlak teachers at MIN 2, MTsN, and MAN Kubu Raya were observed, interviewed, and documented to collect research data. The instructor is Mr. Abd Basit, S.Pd.I. in class VIII a, Mrs. Jahrotun, SAg, in class IX b, and Mrs. Nurhayati, S.Pd.I. in class Va at MIN 2, MTsN, and MAN Kubu Raya in making a 2013 Curriculum Learning Implementation Plan (RPP).

RESULTS AND DISCUSSION

Based on the author’s investigation of the ability of Akidah Akhlak teachers in making 2013 Curriculum Learning Implementation Plans (RPP) at MIN 2 Kubu Raya, MTsN Kubu Raya, and MAN Kubu Raya, in particular:

Table 1. Observation Results I
Knowing the Skills of Teaching Aqidah Akhlak
at MIN 2 Kubu Raya

Respondent's Initials : NR
 Date : Tuesday, 10 December 2022.
 Time : 10:00–11:22
 Location : MIN 2 Kubu Raya
 Level : V a

No	Observation	RPP MIN 2	
		Yes	No
1.	The teacher is working on the 2013 curriculum lesson plan.	✓	
2.	The teacher writes personality, name of education unit, subject/sub-theme, class, semester, time allocation	✓	
3.	Explain Basic Competency and achievement metrics based on the competency syllabus.	✓	
4.	Specific and clear competency achievement indicators.	✓	
5.	Defining learning objectives correctly related to basic competencies	✓	
6.	Selection of teaching materials	✓	
7.	How does the method relate to the goals, provisions, and personal characteristics of students	✓	
8.	Media equipment		✓
9.	Synchronization of media with learning materials	✓	
10.	Conformity of educational resources with teaching materials	✓	
11.	Clarity of learning situations (includes an introduction, core, and conclusions of learning activities)	✓	
12.	Alignment of Assessment Techniques with Competency Achievements Completeness of evaluation tools (questions, keys, and score matrices)	✓	
13.	Completeness of evaluation tools (questions, keys, and score matrices)		✓
14.	Accuracy between various components	✓	
Amount × %		12	2
Score 86%		86 %	14 %

Achieved teacher ability: 86

Information:

Score 86- 100%: Very good

Score 71-85%: Good

Score 55-70%: Enough

Based on the observation findings, it is known that of the 14 indicator items selected by the Akidah Akhlak teacher for the 2013 Curriculum Lesson Plan at MIN 2 Kubu Raya, 12 things (86%) have been implemented, while 2 items (14%) have not. The two elements in points 8 and 13 are not practiced. Figure 8 describes the completeness of the

media, while number 13 describes the completeness of the evaluation tool (questions, keys, scoring rubric).

Given the ability of the instructors at Akidah Akhlak in compiling the 2013 curriculum lesson plan and the results of the observation activities, I can say that the task was completed. This indicates that up to 12 items (or 86%) answered have been practiced. So that I can assess the instructor's achievements in the observation activities, I see how well the Akidah Akhlak teacher prepares the 2013 Curriculum Plan.

**Table 2. Observation Results I
Knowing the Skills of Teaching Aqidah Akhlak
at MIN 2 Kubu Raya**

Respondent's Initials : AB
Date : Wednesday, 11 December 2022
Time : 14.00 - 15.58
Location : MTs Negeri Kubu Raya
Level : VIII e

No	Observation	RPP MIN 2	
		Yes	No
1.	The teacher is working on the 2013 curriculum lesson plan.	✓	
2.	The teacher writes personality, name of education unit, subject/sub-theme, class, semester, time allocation	✓	
3.	Explain Basic Competency and achievement metrics based on the competency syllabus.	✓	
4.	Specific and clear competency achievement indicators.		✓
5.	Defining learning objectives correctly related to basic competencies	✓	
6.	Selection of teaching materials	✓	
7.	How does the method relate to the goals, provisions, and personal characteristics of students	✓	
8.	Media equipment		✓
9.	Synchronization of media with learning materials	✓	
10.	Conformity of educational resources with teaching materials	✓	
11.	Clarity of learning situations (includes an introduction, core, and conclusions of learning activities)	✓	
12.	Alignment of Assessment Techniques with Competency Achievements Completeness of evaluation tools (questions, keys, and score matrices)	✓	
13.	Completeness of evaluation tools (questions, keys, and score matrices)		✓
14.	Accuracy between various components	✓	
Amount × %		12	3
Score 78%		78 %	22 %

Achieved teacher ability: 78%

Information:

Score 86- 100%: Very good

Score 71-85%: Good

Score 55-70%: Enough

Based on the findings of Observation II, it is evident that Akidah Akhlak teachers have sufficient ability to prepare lesson plans for the 2013 Curriculum at MTs Negeri Kubu Raya. Out of a total of 14 indicators, 11 (78%) have been implemented, while the remaining 3 (22%) have yet to be completed. The third item relating to points 4, 8, and 13 is not executed. Number 4 shows the completeness and clarity of the competency indicators, number 8 shows the adequacy of learning media, and number 13 shows the adequacy of the assessment tools (ie test questions, answer keys, and assessment rubrics).

Based on the results of the assessment, it can be concluded that teachers in Akidah Akhlak have sufficient competence in preparing lesson plans for observation II activities within the 2013 Curriculum framework. This shows that up to 11 questions (or 78%) have been fully completed with correct answers. To evaluate instructor performance, the 2013 Curriculum RPP Observation II was compiled by a teacher of Akhlak Aqidah.

**Table 1. Observation Results I
Knowing the Skills of Teaching Aqidah Akhlakdi MIN 2 Kubu Raya**

Respondent's Initials : JH
Date : Monday, 20 December 2022
Time : 10.00 - 11.22
Location : MAN 1 Kuub Raya
Level : IX b

No	Observation	RPP MIN 2	
		Yes	No
1.	The teacher is working on the 2013 curriculum lesson plan.	✓	
2.	The teacher writes personality, name of education unit, subject/sub-theme, class, semester, time allocation	✓	
3.	Explain Basic Competency and achievement metrics based on the competency syllabus.	✓	
4.	Specific and clear competency achievement indicators.		✓
5.	Defining learning objectives correctly related to basic competencies	✓	
6.	Selection of teaching materials	✓	
7.	How does the method relate to the goals, provisions, and personal characteristics of students	✓	
8.	Media equipment	✓	

No	Observation	RPP MIN 2	
		Yes	No
9.	Synchronization of media with learning materials	✓	
10.	Conformity of educational resources with teaching materials	✓	
11.	Clarity of learning situations (includes an introduction, core, and conclusions of learning activities)	✓	
12.	Alignment of Assessment Techniques with Competency Achievements Completeness of evaluation tools (questions, keys, and score matrices)	✓	
13.	Completeness of evaluation tools (questions, keys, and score matrices)	✓	
14.	Accuracy between various components		✓
Amount ×	%	12	2
	Score 86%	86 %	14 %

Achieved teacher ability: 86%

Information:

Score 86- 100% : Very good

Score 71-85%: Good

Score 55-70%: Enough

Of the 14 indicators, 12 (86%) have been implemented while the remaining two (14%) have not been implemented. In points 4 and 13, two items are not implemented. Points 4 and 13 describe the specificity and clarity of each competency achievement indicator and the completeness of the assessment tool which includes item items, answer keys, and an assessment rubric. Based on the results of the evaluation, it can be concluded that the Akidah Akhlak subject teacher was able to compile the 2013 curriculum lesson plan on the third observation. This indicates that up to 12 items (or 86%) of the responses have been practiced. To find out the ability of the Akidah Akhlak MAN 1 Kubu Raya teacher in preparing the RPP for the third observation activity of the 2013 curriculum, an instructor who has met the required qualifications was recruited.

DISCUSSION

TEACHER'S ABILITY TO PREPARE RPP CURRICULUM 2013.

Writing lesson plans is one of the abilities that a teacher must have to facilitate learning. When carrying out the task of the learning process, the RRP becomes a reference. Planning tries to ensure that content delivery is methodical, interactive, motivating, fun, and challenging and that learning objectives are met. Therefore, preparation of RRP before learning activities is very important for every instructor. (Sobari, 2022).

The ability of the Akidah Akhlak teacher in compiling the 2013 Curriculum RPP at MIN 2 Kubu Raya, MTSN Kubu Raya, and MAN 1 Kubu Raya are based on research conducted by the author in the field, and this is influenced by two aspects, namely:

1. Internal factors

The internal element is related to the internal state of the instructor concerned. The internal aspects of the teacher discussed relate to the teacher's understanding, talent, and knowledge about learning tools and lesson planning. According to Ms. Nurhayati, when interviewed, teachers' knowledge of teaching strategies and ability to make lesson plans were two elements that influenced their capacity to make lesson plans for the 2013 curriculum.

2. External factors

External variables have to do with circumstances outside the teacher. The external teacher in question depends on the availability of time so that he can prepare teaching materials as well as possible. Facilities or media can be accessed at school. Conditions and students' personalities must be recognized when making lesson plans.

As a reference for the teaching and learning process in the classroom, the 2013 Curriculum mandates that each teacher has a comprehensive and well-organized learning tool. The learning model can be updated according to the student's level of ability in the RPP which has been prepared in such a way because it is adapted to the circumstances and characteristics of the students so that the learning process can run as it should. According to Mr. Abd Basit, who was interviewed by the researcher, the ever-changing style of lesson plans had a big impact on teachers, preventing them from making the best learning materials possible. RPP serves as a guide for teachers to carry out learning activities in class. In making each lesson plan, teachers are required to be innovative and creative and come up with new ideas that suit their students' personalities. As a result, every teacher in a certain educational environment becomes more competent in terms of making lesson plans, researching and using teaching materials, and especially making lesson plans. (Udi, 2021).

Analysis of research data is based on observational data that the authors previously displayed in the data presentation table. Based on the results of interviews with Aqidah Akhlak teachers at MIN 2 Kubu Raya, MTSN Kubu Raya, and teachers at MAN 1 Kubu Raya which have been described in the presentation of the study data above, the following must be included in making a good and accurate lesson plan for K13: The teacher works on RPP curriculum 2013. (Kusmawati & Surachman, 2019).

Personality, unit name, subject/sub-theme, class, semester, time allocation, and outline are all recorded by the teacher. The following competency bases and competency achievement indicators are taken from the syllabus:

1. Indicators of competency achievement are clear and detailed.
2. The accuracy of learning objectives is formulated to basic competencies.
3. Selection of educational resources.
4. Relationship of methods to goals, resources, and student characteristics.
5. Media hardware.

6. Media integration with educational resources.
7. Conformity of educational resources with teaching materials.
8. Clarity of learning scenarios (steps of learning activities: introduction, core, closing).
9. Alignment of assessment methods with the desired competencies.
10. Completeness of assessment tools (questions, keys, assessment rubric).
11. Accuracy between different components.

Based on the 11 indicators listed above and the questionnaire used to assess the ability of Aqidah Akhlak teachers in compiling the 2013 Curriculum RPP at Min 2 Kubu Raya, MTSN Kubu Raya, and MAN 1 Kubu Raya, it was determined that during observation I activities, the results of the assessment score on skills Aqidah Akhlak teachers in compiling the 2013 Curriculum RPP can be concluded that they have increased. This shows that of the 12 things, 86% (very good) were implemented. So that I can assess the instructor's achievements in the observation activities, I see how well the Akidah Akhlak teacher prepares the 2013 Curriculum Plan.

Based on the results of an evaluation of the teacher's ability to prepare the 2013 Curriculum Lesson Plan, it can be said that the second observation activity was carried out successfully. This shows that 78% (good) of the 11 questions were used. Observation Exercise II RPP Curriculum 2013 combines teaching techniques from the Akidah Akhlak to evaluate teacher performance.

From the results of observing the value of the assessment of activity III, it can be concluded that the Akidah Akhlak instructor is competent in compiling the 2013 Curriculum Lesson Plan. This shows that of the 12 items, 86% (very good) were implemented. To evaluate teacher performance, the 2013 Curriculum RPP III observation activities were made by Akidah Akhlak.

Observation activities carried out during phases I, II, and III research revealed that the teaching capacity of the Aqidah Akhlak subject at MIN 2 Kubu Raya, MTSN Kubu Raya, and MAN 1 Kubu Raya in making lesson plans for the 2013 curriculum proved to be very good with an average score 83.33% This is a very positive indication of the Akidah Akhlak teacher's ability to develop curriculum plans for the 2013 curriculum.

Therefore, as explained by Majid, learning planning has goals or benefits for the educational process through the following means: 1) as a guide for activities in achieving goals. 2) As a basis for the division of tasks and authority assigned to all individuals involved in the learning process. 3) As a work guide that is applied by all parties, including teachers and students. 4) As a tool to collect data to achieve a balance between work life and personal life. 5) To improve time efficiency, reduce fatigue, save resources, and control expenses.

CONCLUSION

Based on a study conducted by the author regarding the ability of PAI teachers in

compiling the 2013 Curriculum RPP, at MIN 2 Kubu Raya, MTSN Kubu Raya, and MAN 1 Kubu Raya have been collected, processed, and analyzed by these educators. collected data. As previously discussed, the topic has been examined in previous discourses. They concluded that the Akidah Akhlak teacher was involved in preparing the 2013 Curriculum Lesson Plan at MIN 2 Kubu Raya MTSN Kubu Raya (highly commendable). Before the teaching process, educators make and formulate lesson plans, both according to the needs of the government and the needs of students, using teaching strategies that are appropriate to the subject matter to achieve the desired learning objectives.

Two elements, namely internal and external factors, had an impact on the ability of Akidah Akhlak instructors to compile the 2013 Curriculum Plan at MIN 2 Kubu Raya, MTSN Kubu Raya, and MAN 1 Kubu Raya. Instructor competence, knowledge, and understanding of teaching methods and lesson plans are internal elements. The amount of time available affects how well the teacher can provide learning resources. Facilities or media can be accessed at school. Conditions and students' personalities must be recognized when making lesson plans.

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