Implementation Of The 2013 Curriculum In Al-Mustaqim Lawang Malang

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Abstract:

The ability to read the Qur'an of students is the realization of faith in the book of Allah (Al-Qur'an). The command to read the Qur'an has been ordered since the first revelation of Surah Al-Alaq verses 1-5 which has a message for Muslims to read. This study aims to describe, analyze, and interpret the 2013 curriculum implementation planning, the 2013 curriculum implementation process and the 2013 curriculum implementation evaluation system in the Al-Qur'an Hadith lessons at the Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang. This study uses a qualitative approach and method. descriptive. This study aims to discuss and analyze as well as provide interpretations of the 2013 curriculum implementation planning. The 2013 curriculum implementation process and the 2013 curriculum implementation evaluation system in Al-Qur'an Hadith lessons at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang. Research Using Qualitative Approach With Descriptive Approach. The results showed that: Planning the implementation of the 2013 curriculum in Al-Qur'an Hadith lessons was carried out through the formulation of objectives, cognitive analysis and mapping processes, targets, syllabus, material development, learning strategies and lesson plans, 2013 curriculum implementation process in Al-Qur'an Hadith lessons. The Hadith goes through the introduction stage, the core stage and the closing stage. The evaluation system for implementing the 2013 curriculum in Al-Qur'an Hadith lessons uses authentic assessment which includes knowledge competency assessment, attitude competency assessment and skills competency assessment at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang.

Keywords: 2013 Curriculum Implementation, Al-Qur'an Hadith Lesson.

Abstrak:


INTRODUCTION
The 2013 curriculum is a series of educational components that seek to provide improvements to the previously existing curriculum, namely the competency-based curriculum (KBK) and the education unit level curriculum (KTSP). Actualization of the 2013 curriculum in learning is directed at the formation of the competence and character of students. In implementing the 2013 curriculum, the formation of student competencies and character is applied to all subject areas. Thus educators are required to be active in creating and developing various activities in accordance with the plans that have been programmed to form competencies and character.

Educators must make decisions on the basis of appropriate evaluations when students have not been able to form basic competencies, whether the learning process is terminated, the method is changed, or reviews past previous learning. In addition, educators need to understand the principles of learning, the selection and use of learning methods, skills in assessing learning outcomes and the selection and use of learning strategies or approaches. These competencies are integral professional staff for educators if they can be mastered well through intensive practical experience.

The important capital for students to be successful in studying is having character, faith and piety. Realization of a student to have character, faith and piety is achieved through learning aqidah morals, jurisprudence and Al-Qur’an Hadith which is a family of learning fields of Islamic Religious Education. So in addition to general intellectuals, religious knowledge is also needed to fortify the moral development of students.

One of the subjects in the field of Islamic Religious Education which is said to be difficult for some students to understand at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang is the subject of Al-Qur’an Hadith. This is because it relates to memorizing one of the letters in the Qur’an which must be in accordance with the makharijul letters and the science of tajwid. Seeing the teaching materials of Al-Qur’an Hadith from seventh, eighth and ninth grades is very much different. For the seventh grade only taught about basic recitation. While the eighth grade began to be taught some middle-level tajwid reading laws. Then the ninth grade is taught entirely about the law of recitation of tajwid including the law of reading gharib.
The legal material for reading gharib in the subjects of the Qur'an Hadith is closely related to reading and writing the Qur'an. Where gharib is as the main key of understanding recitation and procedures for reading the holy verses of the Qur'an correctly. But the weakness of the legal material for reading gharib is only in the ninth grade. While the seventh and eighth grades do not have this material. Even so, it does not mean that the seventh and eighth grades do not understand the gharib. Educators in this case insert gharib in the seventh grade and eighth grade Al-Qur'an Hadith subjects because it is adjusted to the ability level of students by adding basic competencies/KD and indicators to the learning implementation plan/RPP from syllabus adjustments.

Reading and writing the Qur'an is one of the activities outside of school hours from the One Roof Madrasah Tsanawiyah Al-Mustaqim Lawang Malang which is held from Tuesday to Thursday after the dhuha prayer. Reading and writing the Qur'an is grouped into two classes, namely the Iqra' class and the Al-Qur'an class. For iqra' classes, starting from iqra' one to iqra' six. In the Iqra class, the emphasis is on makharijul letters and the introduction of the science of tajwid. While in the Qur'an explore the science of tajwid and makharijul letters. Because al aswat/gharib has not been taught thoroughly in reading and writing the Qur'an, it is necessary to take action and solutions to students by teaching gharib through Al-Qur'an Hadith subjects.

Based on the explanation above, it is necessary to carry out implementation planning, to know the process, to apply the curriculum evaluation system in the appropriate Al-Quran learning. With the curriculum 13 will provide solutions to existing problems, so that the implementation planning, process and implementation of the evaluation is carried out properly.

**RESEARCH METHOD**

This study uses a qualitative approach. Research with a qualitative approach is defined as a series of studies to gain new understanding with greater complexity, detail, and level of completeness on a research topic (Anggito and Setiawan, 2018). The research then took a descriptive method that made the research able to describe and curate research questions around the research topic. In research, one variable can be used or accompanied by a correlation or comparison between variables (Arifin, 2014). The descriptive method was chosen to compile a systematic, factual, and accurate picture, picture or painting about the facts, characteristics, and relationships between the phenomena being investigated (Tarjo, 2019).

The research instrument used observation studies, interview studies, and documentation studies. After getting the data, the researcher will analyze to answer the formulation of the problem. The research data is obtained by determining the research sample as a source of information for waka curriculum, school principals and Al-Qur'an Hadith teachers. which is in Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang, This research is located at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang which is located on Jl. Ketindan No. 215 Lawang Malang.
FINDINGS AND DISCUSSION
Planning for 2013 Curriculum Implementation in the Al-Qur'an Hadith lesson

Planning for implementing the 2013 curriculum in Al-Qur'an Hadith lessons is based on the learning objectives of Al-Qur'an Hadith according to the Ministry of Religion of the Republic of Indonesia Number 20 of 2008 which is to provide basic skills for students in reading, writing, familiarizing and actively reading the Qur'an Hadith, providing understanding, understanding, appreciation of the contents of the verses of the Qur'an Hadith through example and habituation, coaching and guidance of students' attitudes with reference to the contents of the verses of Al-Qur'an. Qur'an (Kemenag, 2008: 20). Based on the planning regulations, it is adjusted to the material for learning gharib and reading and writing the Qur'an by going through several processes which can be described as follows:

a. Formulation of the vision, mission and learning objectives

Vision, mission are the objectives to be obtained from the learning process. The mission must be well structured in order to get the desired vision. With a vision, mission that adapts the characteristics of students and the state of the school environment, it will be able to increase learning success (Asih Mardati 2022).

b. Vision

Vision is insight or foresight to be used as hope, ideas, motivation and strength with school residents about school expectations in the future (Maya 2017).

Between lessons Al-Qur'an Hadith legal material reading gharib with reading and writing the Qur'an is closely related to the vision of Islamic education. While the vision of Islamic education itself is in line with the vision of national education. Where the vision of national education is the embodiment of Indonesian people who are pious and as Indonesian citizens who are diverse and productive (Ahmad Suryadi, 2020: 94).

c. Mission

Mission is a statement regarding things that will be used as guidelines for the preparation of educational unit programs and developing activities of participating educational units by emphasizing the quality of student services and the quality of graduates desired by the education unit in order to realize the vision of the education unit (Anindita Dyah Sekarputi et al, 2019: 182).

Al-Qur'an lessons Hadith legal material reading gharib and reading the Qur'an is closely related to the vision of Islamic education. The mission of Islamic education is as a manifestation of the vision mentioned above, that mission through Islamic values in shaping Indonesian people who have aspirations as pious and productive human beings. Based on this, it is in line with today's religion and intellect (Rozak 2018).

Changes and developments in the curriculum always occur because the curriculum is functioned as a means of achieving educational goals whose development is always adjusted to the needs of the community for education and the times. Regarding the juridical, carrying out the mission by national education, namely by building perfect human beings, an education system is needed that has material about holistic and is supported in managing and implementing
properly and correctly (Rozak 2018).

d. Objectives

Goals are the achievement of clear, measurable, doable, correct and timely quality of achievement in an effort to realize the school’s vision and mission (AMELIA 2021).

The purpose of the formulation for curriculum planning is the expectations to be achieved from the planned curriculum. According to Bakry (2010) quoted by Teguh Harianto, curriculum policy is the embodiment of the vision and mission of education with the nuances of human essence based on human and political philosophy in the context of the political, social, economic and cultural conditions of the community (Bakry, 2020).

In addition, the purpose of education in Al-Qur'an Hadith, especially legal material for reading gharib and reading and writing the Qur'an must be harmonized with the objectives of religious education as stated in Government Regulation of the Republic of Indonesia Number 32 of 2013 Article 77 J paragraph 1 that for the formation of participants educated as human beings who believe and fear God Almighty and have noble character or include virtuous character (Zaim 2019).

In general, the learning objectives as a description of the knowledge, abilities, skills and attitudes that must be possessed by students from learning outcomes are expressed by observing and measuring behavior (HERINIMUS KRISBANTO 2014).

The objectives of learning Al-Qur'an Hadith are explained by Nur Ainiyah as follows: 1) Guiding students into the realm of knowledge and understanding introduction. 2) Supporting other lessons in the Islamic Religious Education group, especially lessons on morals and shari'ah. 3 As a foundation for fostering the personality of students into the personal realm according to religious norms (Ainiyah 2013).

**Formulation of 2013 Curriculum**

To implement a curriculum, it is necessary to formulate a curriculum that is directed and in accordance with educational needs. Based on the opinion of Donal F. Gay in Asnah Said, that there are several curriculum formulations that need to be known, namely: a) The curriculum covers all lesson materials sensibly. b) The curriculum includes all plans for learning experiences as carriers of changes in student behavior. is a social group plan to make the learning experience of students in the education unit, d) the curriculum includes all the experiences of students that are carried out and felt under tutoring (Kusumawati 2018).

In the 2013 curriculum, the curriculum is structured starting from the determination of graduate competency standards based on the preparation of students, national education goals and needs. After determining the competence, then determining the curriculum which consists of the basic part of the curriculum and the structure of the curriculum (Mubarak 2016).

Based on the results of the study, the researchers analyzed that in the formulation of the 2013 curriculum, it was contained in the Graduate Competency Standards which emphasized the improvement and balancing of
soft skills and hard skills which included aspects of attitudes, skills, and knowledge. The 2013 curriculum is perfected in such a way as to realize quality education in Indonesia. To formulate the 2013 curriculum, it is compiled based on learning theory. The learning theory put forward by Farid Hasyim which became the basis for learning the 2013 curriculum as follows: a) Constructivism Learning Theory, b) Piaget's Cognitivism Progress Theory. c. Information Processing Theory. c. David Auseble's Learning Theory of Meaning, d) Theory of Findings by Jarome Bruner and Vygotsky's Social Learning Toeri.

a. Cognitive Analysis

To develop a learning material needed at the class level at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang, especially related to gharib material, it is necessary to carry out cognitive analysis as a description of mastery of Al-Qur'an Hadith learning material.

As said by Widodo Winarso that cognitive analysis is the ability to describe or complete a teaching material in several parts or elements and the relationship between these parts. Analysis is a universal learning goal that only students can understand, master and apply. (Winarso 2014)

Based on the understanding of cognitive analysis according to Widodo Winarso above, Leny Marinda (Marinda 2020) said that cognitive classification is divided into two categories, namely: Fluid Intelligence is a type of cognitive analysis ability that is relatively not influenced by previous learning experiences. And Crystallized Intelligence is a skill or thinking ability that is influenced previously by learning experiences.

Cognitive analysis is carried out based on the teaching materials of Al-Qur'an Hadith at each grade level at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang related to mastery of tajwid and gharib material. The definition of teaching materials was conveyed by Widodo and Jasmadi in the book Lestari that teaching materials are a set of learning that contains materials, methods, limitations and evaluation alternatives that are planned systematically and attractively as a framework for achieving the desired goals (Magdalena et al. 2020).

To analyze the cognitive understanding of tajwid and gharib in learning Al-Qur'an Hadith at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang, educators first describe the Basic Competencies of KI-3 for each class for two semesters. Because each grade level has different basic competencies from KI-3. Ruslan Wahyudin said that the basic competencies of KI-3 are the basis for developing learning materials (Mustofa 2016).

b. Cognitive Analysis Results

Reviewing the cognitive analysis process, it can be seen that there are significant differences in the basic competencies of KI-3 for each class in the Al-Qur'an Hadith lessons related to recitation and gharib material. So in this case requires a clear cognitive mapping as the basis for the development needs of learning materials. Herry Purnomo argued that cognitive mapping is the ability to describe or complete a teaching material in several parts or elements and the relationship between these parts. (Purnomo et al. 2019; Wahidah et al. 2020)

Yulistiana also stated a similar opinion that cognitive maps are all
structured collections of knowledge that students have regarding themselves and their environment. Cognitive maps can also be said as personal and environmental related information that is very important for the survival of life and the influence of student behavior. Therefore, to change the behavior of students, including behavior towards the environment, it also affects environmental perceptions (Yuliastiana Yulistiana, Kadar, and Istiadi 2017).

Cognitive mapping was also proposed by Sulistyo Basuki as a mapping that contains a personal knowledge presentation strategy whose development is a framework for thinking systems and dynamic study systems (Yuliastiana Yulistiana, Kadar, and Istiadi 2017).

In addition to definitions, cognitive mapping has a function conveyed by Elbadiansya Masyni, namely its function to help students learn about concepts and schemas. Cognitive mapping can also be used to foster the active learning process of students. To be able to design activities that actively involve all and challenge students intellectually, educators who have high creativity and professionalism are needed (Amalia 2017).

C. The Target

Development of Al-Qur’an Hadith subject matter in the 2013 curriculum is carried out for grade levels that need an understanding of gharib. In the sense that not all grade levels are implemented the learning. So it requires precise and clear targets. As Hamdani said that the goal is the development of scientific ideas that are carried out after students interact with the environment, events and information from their surroundings (Hamdani, 2011: 23). A similar opinion was said by Sakti Alamsyah that the target is a picture of what is desired from students, namely so that they can do something in accordance with the learning sequence. That way, educators can know that students have learned something in class. Educators need to consider personal differences in the classroom during teaching (Raharja, Suherman, and Alamsyah 2020).

The target of education is human. Education is intended to assist students in developing their potential. The nature of human nature consists of self-awareness, strong self-confidence, conscience, morality, responsibility, sense of independence, willingness to carry out responsibilities and awareness of the right to appreciate happiness. These dimensions consist of individual, social, decency and diversity dimensions (Wisnujati et al. 2021). For more details, it is based on the Regulation of the Minister of Education and Culture Number 54 of 2013 that the targets in the 2013 curriculum include the development of aspects of knowledge, attitudes and skills that are elaborated for each education unit (Permendikbud, 2013: 54).

d. Syllabus

As a further reference related to the development of learning Al-Qur’an Hadith legal material for reading gharib, such as in terms of preparing lesson plans, managing learning activities and developing an evaluation system, it requires a syllabus. According to Nugrahini (Rusmiyati 2019) said the syllabus is a learning device in certain subject groups which include competency standards, basic competencies, learning materials, learning activities, indicators of competency achievement for evaluation, evaluation, time allocation, and
The syllabus has several important components in it. As Sa'dun said that the components of the syllabus consist of subject identity, competency standards, basic competencies, subject matter, learning activities, indicators of competency achievement, Bloom's Taxonomy and operational verbs. (Lionar and Mulyana 2019) To develop a syllabus with several components in it, it is based on graduate competency standards and content standards for primary and secondary education units according to the variety of learning each academic year. In the 2013 curriculum, educators don't have to bother with compiling a syllabus, because it has been prepared by the center. The center has prepared a syllabus because each educator has different abilities in compiling a syllabus. However, to just know how the steps for developing the syllabus are, Trianto's opinion can be described as: a) Assessment of Competency Standards and Basic Competencies, b) Assessment of SK and KD subjects as stated in the Content Standards, c) Identifying Main Materials, d) Identifying Learning Activities so that learning activities are designed to provide learning experiences that involve mental and physical processes in order to achieve KD which include a) Formulation of Competency Achievement Indicators, b) Indicators are markers of KD achievement.

e. Develop Material.

The efforts of educators in improving the quality of reading the Qur'an of students are carried out by developing gharib material in Al-Qur'an Hadith lessons according to the 2013 curriculum. what students must do in order to achieve instructional goals (Lestari, 2013: 2). Another opinion from Banaty in Gatot also says that the development of teaching materials is a systematic process in the process of identifying, developing and evaluating content and learning strategies that lead as goals effective and more efficient learning (Gatot, 2008). Reviewing further related to teaching materials listed in the Ministry of National Education that teaching materials as a set of materials that are arranged systematically that allows students to learn and adapted to the existing curriculum (Depdiknas, 2006: 6). Educators in preparing teaching materials need to choose from several forms of teaching materials that are adapted to the abilities of students and the state of the madrasa. The forms of teaching materials according to Abdul Majid are categorized into four of them as follows: a) Printed materials such as handouts, books, modules, sheets, b) student work, brochures and pictures. c) Audio teaching materials include cassettes, radio, LPs. and compact disks, d) Audio-visual teaching materials, including video disks and films. d) Interactive teaching materials, including interactive compact disks (Abdul Majid, 2013: 174)

Improving the quality of understanding the knowledge of Al-Qur'an Hadith, one of which is related to gharib, it is necessary based on the material through the development process. In developing material, especially legal material for reading gharib, educators need to pay attention to the learning principles listed in the Ministry of National Education are: a) Understanding the difficult by starting from the easy, from the real to understanding the difficult, b) Repeating can strengthen understanding, c) Positive feedback can provide
reinforcement for students' understanding, d) High motivation is one of the determinants of successful learning, e) Goals achieved are like climbing stairs, one ladder after another which eventually reaches a certain height, f) Knowing the results achieved can encourage students to achieve goals.

Based on the results of the study, researchers analyzed that in order to develop legal material for reading gharib in the lessons of Al-Qur'an Hadith for class VII and class VIII, educators added learning objectives, KD and indicators of competency achievement in lesson plans.

f. Learning Strategies

Every educator has high creativity in teaching. One of them is by choosing effective learning strategies that are adapted to the current curriculum. Effective learning strategies make it easy to achieve the desired goals. As said that the learning strategy is a full approach to a learning system in the form of general references and activity frameworks for achieving general learning objectives. (Mochamad Riyanto 2022) In general, the opinion of Etin Solihatin has similarities with the opinion of Smaldino et al that learning strategy is the selection of procedures to assist students in achieving goals or internalizing teaching materials (Smaldino, Lowther and Russel, 2014: 23).

Determination of learning strategies Al-Qur'an Hadith legal material for reading gharib is planned by educators by taking into account several components in it. As explained by Nata as follows: a) Determining the Desired Changes, b) Determining Approaches, c) Determining Methods, and Determining Success Norms

According to E. Mulyasa (2017: 127) quoted by Shilfia Alfitry learning strategies require adjustments to the 2013 curriculum. There are three suggested learning strategies for the 2013 curriculum, namely discovery learning models, project based learning models, and problem based learning models which are intended as efficient and fun models that require active participation of students in planning, implementation and assessment (Jaenuri 2017).

The discovery learning was chosen as a learning plan for the Al-Qur'an Hadith legal material for reading gharib whose procedures consist of problem statements, problem identification, data collection, data processing, verification and conclusion drawing (Zam-zami MA 2018).

The RPP

As an effort to succeed in planning the 2013 curriculum of Al-Qur'an Hadith learning, the development of legal material for reading gharib needs to be included in learning tools in the form of lesson plans prepared by educators. Every educator is required to have a lesson plan as a guide for teaching students whose preparation is based on the syllabus. Syarafudin said that the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP was developed from the syllabus for directing student learning activities in seeking to achieve basic competencies (Aguss et al. 2021).

According to Abdul Majid, there are several principles in developing or compiling lesson plans, which include identifying the individual characteristics of students, motivation for active participation of students, developing a reading and writing culture, providing feedback and following up on lesson plans both
strengthening, enriching, and remedial, linking between Core Competencies, Basic Competencies, learning materials, learning activities, Competency Achievement Indicators, evaluations and learning resources ("Rinsip Pengembangan Rpp Berbasis Karakter Dalam Mata Pelajaran Pendidikan Agama Islam" 2021).

Based on several important aspects carried out to plan the implementation of the 2013 curriculum in Al-Qur'an Hadith lessons on the legal material of gharib reading, the researcher interprets that the mission and objectives of the learning are mutually sustainable with extracurricular BTQ Co-curricular Activities in terms of improving the quality of reading the Qur'an. well, improve learning achievement and extracurricular BTQ co-curricular activities as well as references for educators to approach gharib science in extra-curricular BTQ co-curricular activities.

**Implementation Process of Curriculum 2013 in Al-Qur'an Hadith Lessons**

Educators have an important role in the implementation of learning. The plans that have been prepared by an educator can be actualized in the implementation of learning, especially learning the Qur'an Hadith legal material for reading gharib. As stated by Sudjana that the implementation of learning is a process that has been arranged in such a way as possible according to certain steps so that the implementation achieves maximum results (Sudjana, 2010: 136).

In addition, based on the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process, it is explained that the implementation of learning is part of the implementation of the RPP which consists of three stages as follows:

a. **Introduction Stage**

As Sarkadi suggests that the preliminary stage is the main stage of the learning implementation process. There are several activities carried out by educators, namely preparing students both physically and psychologically so that students follow the learning process well. In addition, the teacher asks questions that connect the previous material with the material to be studied. Other activities include an explanation of the basic competencies and learning objectives to be achieved and an explanation of the material as well as the delivery of a description of activities according to the syllabus (Sarkadi, 2021: 138). In general, Sarkadi's opinion has similarities with Abdul Gafur's opinion that introduction is the main activity in learning by generating motivation and focused on the attention of students to actively participate in the learning process (Abdul Gafur, 2012: 174).

Mulyasa argues that the beginning of the activities in the successful implementation of the 2013 curriculum is with intense coaching and initial tests. Intense coaching is carried out by creating a conducive learning atmosphere to shape the competence of students. Thus the creation of a coherent relationship between educators and students and students with students. While the initial test is carried out to prepare students in the learning process, to know the progress of students, to know the initial cognitive of students, and to know the point where the initial learning process begins “Rinsip Pengembangan Rpp Berbasis
Based on the results of the study, the researchers analyzed that the preliminary stage in the implementation of the Al-Qur'an Hadith lesson on gharib at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang was carried out in several steps, namely preparing students physically and psychologically, giving motivation, apperception, explaining goals learning and conveying the concept of learning materials.

b. Core Stage

As a learning activity that plays an important role in the achievement of learning objectives and the formation of students' abilities as well as the description of the learning strategies used, this can be done through the core stage. Abdul Gafur said that the core activity is the learning process as the achievement of basic competencies. Learning activities are carried out interactively, innovatively, fun, challenging, motivating students to participate actively and providing enough space for initiative, creativity and independence according to talents, interests and physical and psychological development (Abdul Gafur, 2012: 174).

The core activities are carried out using methods that adapt to the characteristics of students and subjects consisting of observation, questioning, information gathering, association and communication. For learning related to KD which has procedures for doing something, educators provide facilities so that students observe from the educator's demonstration. Then imitated by students and educators checking and providing feedback (Rusman, 2017: 21).

Several aspects need to be understood by educators in carrying out the core stage. As Nana Sudjana explained that the core stages of learning consist of aspects of delivering information, discussing standard material in the formation of competence and character of students, as well as discussions related to standard material. In learning, educators contribute to the formation of competence and character of students as well as developing and modifying learning activities (Nana Sudjana, 1989: 67).

c. Closing Stage

To measure the extent to which learning objectives and indicators have been achieved and evaluate the learning process and results, it can be done through final activities. Abdul Majid defines the final activity as an activity carried out by educators to close the lesson with the intention of providing a full picture without what students have learned and its relationship with previous experience, knowing the level of success of students and educators in
implementing the learning process. The strategy carried out by educators in the closing stage of the lesson is to review and evaluate activities at the end of learning (Abdul Majid, 2009: 130).

Based on the results of the study, the researchers analyzed that the implementation of the 2013 curriculum learning at the One Roof Madrasah Al Mustaqim Lawang Malang at the closing stage was carried out by educators not just saying closing greetings, hamdalah or prayers. However, educators have special skills to reflect and evaluate the results of learning activities. It is proven from the results of the supervision of one teacher who uses a reflection approach by means of students making impressions, messages and benefits from participating in learning.

In the closing activity, the teacher and students both individually and in groups reflect to evaluate: (1) the entire series of learning activities and the results obtained to further jointly find direct and indirect benefits from the learning outcomes that have taken place (2) provide feedback on the learning process and results (3) carry out follow-up activities in the form of giving assignments, both individual assignments and group assignments and (4) inform learning activity plans and carry out activity plans for the next meeting (Rusman, 2017: 72).

Based on several stages of the 2013 curriculum implementation process in Al-Qur'an Hadith lessons on gharib, the researcher interprets that from the preliminary stage to the closing stage as an effort to achieve learning objectives and produce an achievement or success in reading the Qur'an correctly. whose realization can be seen from BTQ's co-curricular activities.

**Evaluation System for 2013 Curriculum Implementation in Al-Qur'an Hadith lessons**

All activities in learning aim to improve the quality of education better. Including after the learning activities are completed, every educator is required to conduct an assessment or evaluation. It is intended to determine the level of achievement of learning objectives. As M. Fadhllah said that in learning, evaluation plays an important role as a standard of learning success, especially in the 2013 curriculum. Evaluation of the 2013 curriculum has significant differences with the previous curriculum, namely from the scope, procedures, forms of instruments to reporting (M. Fadhillah, 2014: 201).

Another opinion from Trianto said that the evaluation of curriculum implementation was carried out for assessments to be carried out and the influence of curriculum implementation at the regional, national and education unit levels (Trianto, 2017: 393). Curriculum evaluation is related to learning evaluation, namely as a process of determining services, the purpose of learning activities through assessment or measurement activities. Ajat Rukajat also added that the learning evaluation consisted of compiling consideration of services, program objectives, results and learning processes (Ajat Rukajat, 2018: 2).

Referring to the opinion of Stake who added that curriculum evaluation needs to pay attention to individual differences between students by providing space for attention to contingencies between background situations, class activities and scholastic activities. Evaluation activities as a search for linkages that allow an increase in the level of education. The task of one of the evaluators
is the identification of results that depend on the initial conditions and the learning process or called *contingency analysis* (Stake, 1967: 13). Comprehensive evaluation as a liaison for the learning process in the final framework of knowing the results of the ability of students to master the knowledge acquired during the learning process. In evaluating learning in the field of education, principles are needed as a command in evaluation activities. So that the evaluation can be accurate and useful for students, M. Ilyas Ismail et al added several principles that need to be considered in the evaluation as follows: 1) Valid, 2) Student-centered. 3) Follow-up, 4) Universal, 5) Meaningful. 6) Fair and Objective

Evaluation must be considered with fairness and objectivity of students, regardless of gender, ethnic background, culture and various things that contribute to learning. Because if there is injustice, then the assessment makes the motivation of students decrease. 7) Open. 8) Sincere, 9) Practical and Recorded and Accurate

The implementation of the assessment of learning outcomes is in line with the development of the curriculum used. This is the reason for the assessment as one component that is directly related to the curriculum. In the context of the 2013 curriculum, the assessment system used is authentic assessment. As Ridwan Abdullah Sani said that authentic assessment is a type of assessment of students to be directed in demonstrating the skills and competencies needed to overcome problems and situations in the real world (Frima Yudha and Sani 2019).

Abdul Majid also added that the evaluation of the 2013 curriculum learning process can be done using authentic assessment. Authentic assessment is a process of collecting, reporting, and using information about the learning process and results and is guided by the principles of assessment, follow-up implementation, authentic, relevant and stable evidence as a general responsibility. Authentic assessment in the 2013 curriculum is very relevant to the scientific approach, because authentic assessment is a description of the level of student learning outcomes both observation, reasoning, testing, network building, and others (Abdul Majid, 2009: 129)

Based on the results of the study, the researchers analyzed that the evaluation in learning Al-Qur'an Hadith legal material for reading gharib at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang uses authentic assessment according to the 2013 curriculum which includes several assessments as follows:

a. Knowledge Competency Assessment

To determine the level of students' ability in mastering facts, concepts, principles and laws as well as realization in everyday life, educators conduct knowledge competency assessments. As Kunandar said that the assessment of knowledge competence is an assessment carried out by educators to measure the level of student mastery of knowledge which consists of aspects of remembering, understanding, applying, analyzing, synthesizing and evaluating (Kunandar, 2013: 159).

Regarding the form of assessment, Andi Prestowo added that the assessment of knowledge competence can be assessed using written test techniques, oral tests and assignments. Written test instruments can be in the

a.
form of multiple choice questions, entries, short answers, true-false, matching and descriptions. The assessment instrument is equipped with an oral test instrument scoring guide in the form of a list of questions. Assignment instruments are in the form of homework / homework or projects that are carried out individually or in groups according to the characteristics of the task (Andi Prestowo, 2017: 147)

Based on the results of the study, the researchers analyzed that to determine the achievement of students' knowledge it is necessary to evaluate both in the form of written tests, oral tests and assignments. However, the form of the test must be adjusted to the needs of the material. For the selection of the written test form, it is effectively applied in the Al-Qur'an Hadith lesson on gharib material at the One Roof Madrasah Tsanawiyah Al-Mustaqim Lawang Malang with students determining the pronunciation of reading the Qur'an which is gharib both isyamam, naqal, qasr and tashil.

b. Attitude Competency Assessment

In addition to educators assessing students' mastery of knowledge in learning, educators also need to assess students' attitudes from the learning process. Because the attitude or behavior as the main goal to form character. Budiarjo said that the attitude competency assessment was an assessment carried out by the teacher to measure the level of attainment of the attitude competence of students which included aspects of accepting, responding, appreciating, managing and having character (Budiarjo, 2019: 42).

Broadly speaking, Budiarjo's opinion has similarities with Kunandar's opinion that assessment Attitude, namely the educator conducts an assessment to measure the level of achievement of the attitude competence of students which consists of aspects of receiving, responding, appreciating, managing and having character. In the context of the 2013 curriculum, attitude competence has two divisions, namely spiritual attitude competence and social attitude competence. The attitude competence is included in competence 1 (KI-1) as spiritual attitude competence and competence 2 (KI-2) as social attitude competence (Burbano 2015). In the 2013 curriculum process assessment process, there are many social attitude assessment items that will be assessed by educators. The attitude assessment adjusts to the material. Because each material has a different value attitude.

Based on the results of the study, the researchers analyzed that in learning the Qur'an Hadith legal material for reading gharib, educators have been assessing students' attitudes through observation by observing students' etiquette when praying and reading the Qur'an. Attitude assessment is also carried out outside of learning through reading and writing the Qur'an because it is closely related to the adab of praying and reading the Qur'an.

c. Skills Competency Assessment

To find out the extent to which students have achieved SKL, KI, KD in the realm of skills, educators conduct a skills competency assessment which includes performance assessment, practice assessment, project assessment and portfolio assessment. Kunandar stated that the assessment of skills competence is an assessment that educators do to measure the level of achievement of students'
skill competencies which consist of aspects of imitation, engineering, precision, articulation and naturalization (Kunandar, 2013: 159).

Widayanto added that the skill competency assessment was used to measure the ability of students to apply knowledge to certain tasks according to indicators of competency suitability (Widayanto, 2018: 151). The skills of students can be seen from the ability of students to apply knowledge to carry out certain tasks in accordance with indicators of competency achievement (KD from KI 4).

Based on the results of the study, the researchers analyzed that at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang, competency assessment of learning skills of Al-Qur'an Hadith material gharib was carried out in the form of practice with students reading verses of the Qur'an according to gharib rules. This practice is in line with reading and writing the Qur'an to improve the ability to read the Qur'an, so the assessment is effective.

Based on several aspects of authentic assessment in the 2013 curriculum implementation evaluation system in Al-Qur'an Hadith lessons on gharib reading legal material, the researcher interprets that the assessment of knowledge, attitudes and skills is also carried out in extracurricular BTQ co-curricular activities with strategies that have similarities and differences. First, in the assessment of extracurricular knowledge of BTQ co-curricular activities, students were asked about the law of reading verses to read. Second, on the assessment of the extracurricular attitudes of BTQ co-curricular activities, it can be seen from the manners of students in reading the Qur'an. Third, on the assessment of BTQ extracurricular skills, it can be seen from the way students read the Qur'an properly and correctly.

CONCLUSION
Implementation of 2013 curriculum in Al-Qur'an Hadith lessons on gharib law material towards the One Roof Madrasah Tsanawiyah Al-Mustaqim Lawang Malang that: a) Planning for the implementation of the 2013 curriculum in Al-Qur'an Hadith lessons on gharib reading law materials for BTQ co-curricular activities at the One Roof Madrasah Tsanawiyah Al-Mustaqim Lawang Malang is carried out with the mission and goals set. mutual continuity between learning Al-Qur'an Hadith and extracurricular BTQ co-curricular activities in terms of improving the quality of reading the Qur'an well, improving learning achievement and extra-curricular BTQ co-curricular activities as well as educator references in approaching gharib science in extra-curricular BTQ co-curricular activities. b) The process of implementing the 2013 curriculum in Al-Qur'an Hadith lessons on legal material reading gharib towards BTQ co-curricular activities at Madrasah Tsanawiyah One Roof Al-Mustaqim Lawang Malang is carried out from the preliminary stage to the closing stage as an effort to achieve learning objectives and produce an achievement or to success in reading the Qur'an correctly, the realization of which can be seen from the BTQ co-curricular activities. 3) Evaluation of the 2013 curriculum implementation in Al-Qur'an Hadith lessons, legal material for reading gharib against BTQ co-curricular
activities at Madrasah Tsanawiyah One Roof Al-Qur’an Mustaqim Lawang Malang uses an authentic assessment which includes an assessment of knowledge, attitudes and skills, which is also carried out in extracurricular BTQ co-curricular activities with strategies that have similarities and differences. First, in the assessment of extracurricular knowledge of BTQ co-curricular activities, students are asked about the law of reading verses read. Second, on the assessment of the extracurricular attitudes of BTQ co-curricular activities, it can be seen from the manners of students in reading the Qur’an. Third, on the assessment of extra-curricular skills of BTQ co-curricular activities, it can be seen from the way students read the Qur’an properly and correctly.

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