The Teachers Unpreparedness in Carrying Out Islamic Education Learning using the Revised 2013 Curriculum in Elementary School

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Abstract: This research aimed to show the unpreparedness of Islamic Education (PAI) teachers in planning, implementing, and assessing the learning based on The Revised 2013 Curriculum at the elementary school. This type of research was descriptive qualitative. Data collection was conducted with purposive and snowball. The data source of the study consisted of school principals, Islamic Education (PAI) teachers, and students in three primary schools, namely SDN 08 , SDN 12, and SDN 04 in Lembah Melintang District, West Pasaman Regency, West Sumatra Province, Indonesia. Data collection techniques were done through observation, interviews, and documentation. Then the data analysis procedure was carried out in three levels, namely data reduction, data presentation, and conclusion drawing. This research also found two notable things: first, generally teachers were not ready to teach Islamic Education in the aspects of planning, implementing, and evaluating student learning outcomes. Second, the unpreparedness of the teacher to teach Islamic Education is caused by internal factors, namely the teacher itself and externally, the lack of the supporting facilities of the school where the teacher carries out his work. More fundamentally, the readiness to implement Islamic Education learning in accordance with the The revised 2013 curriculum that is caused by internal factors. PAI teachers are not well supported by external factors.

Key Words: curriculum revised, Islamic Education, learning media, learning approaches, learning assessment

1. Introduction

In Indonesia the changes of the education curriculum have been conducted eleven times, starting from 1947, it was then called the 1947 learning plan curriculum up to the revised 2013 curriculum in 2016 and 2017 (Faisal & Martin, 2019; Halimatussa'diyah, 2019), (Usman & AR, 2019), (Wahyuni, 2016), (Wathoni, 2018). However, changes in the curriculum are often not followed by the teacher's readiness to implement the new curriculum l in their work-schools (Effery, 2017), (Gunawan, 2017), (Kartini, 2019), (Rumahlatu et al., 2016). Unpreparedness is also included in the revised 2013 curriculum. Mansour and Wegerif reveals that every change in curriculum will make problems throughout the process (Mansour & Wegerif, 2014).

The revised 2013curriculum in Indonesia tends to be on three aspects, namely investigating teacher perceptions of the revised 2013 curriculum (Sohibun & Eripuddin, 2017), implementing the revised 2013 curriculum for general subjects (Aeini, 2019), (Gunawan, 2017), (AW Hidayat, 2018), (Nugraha & Yulianto, 2020), And lastly the development and implementation on the revised 2013 Islamic Education curriculum in schools (AW Hidayat, 2018), (Hakim et al., 2020), (M. Ritonga et al., 2020). From the three tendencies, there has been no research that specifically looks at the unpreparedness of Islamic Educationteachers to implement the revised 2013 curriculum (A. W. Ritonga et al., 2020). In the level of issues, this research is in accordance with the third aspect but has two points of differences, namely, the emphasis that focusing on the implementation of the Revised 2013 Curriculum by taking research settings in three public elementary schools. While previous research took two research variables (development and implementation) by taking one school as a research setting.

This Research aimed to determine the weakness in this research that the author will show the teacher unpreparedness in three aspects of Islamic Education (PAI) in the revised 2013 curriculum such

as   aspects of planning, implementation, and assessment of the student learning outcomes in three Public elementary Schools in the District Lembah Melintang, Pasaman Barat Regency, West Sumatra Province, Indonesia. This research is based on the argument that the unpreparedness of teachers in implementing curriculum changes is related to internal and external factors. The first factor includes teachers' poor understanding of the governance and learning concepts in the new curriculum (Suherman, 2017), (Suriswo & Aulis, 2017), (Wachidi et al., 2020), (Wijanarko et al., 2019). The second factor is caused by the minimum supporting facilities (Gunawan, 2017), (Park & Sung, 2013), (Purwanti et al., 2019), (Suherman, 2017), (Yulianti, 2015).

2. Methods

This research was located in three elementary schools, namely The public SDN 04, SDN 08, and SDN   12 in Lembah Melintang District, West Pasaman Regency, West Sumatra Province, Indonesia. Research in these three places started in February 2019 to February 2020. In accordance with the issues selected in this study, then the research was qualitative-descriptive to understand the social phenomena of the participant's perspective (Daymon & Holloway, 2007).

The relevance of using qualitative-descriptive methods in this study is based on the fact that is based on the philosophy of post-positivism that allows researchers to see the condition of natural objects. Then, sampling the data source is done by purposive and snowball. The data obtained were analyzed with an inductive-qualitative approach where the results of the qualitative research emphasized in more meaning than generalization (Kawulich, 2005), (Kerlinger, 2000).

In its operation, researchers visited the research sites in SDN04, 08, and 12. Consecutively while prioritizing the nearest school. The method was chosen solely for the effectiveness and mobility. The researcher observed the activities conducted at each research site and the   interviews selected informants such as Islamic Education teachers, principals, students. The two data sources above are strengthened by the documents learning analysis results such as the Learning Program Plan (RPP). Then the research data were analyzed with three stages there are: data presentation, data presentation, and conclusion.

3. Result

The explanation   below are presented sequentially starting from planning, implementing, and evaluating   the learning outcomes of the revised version of the 2013 Islamic Education (PAI) curriculum by comparing the data obtained from the three research schools.

3.1. Islamic Education (PAI) course Plan

The learning plan is outlined by the teacher or called RPP or Lesson Plan. Usually this document is used as a reference by Islamic Education (PAI) teachers in Public Elementary School (SDN) 08, 12, and 04 during the learning process. However, the learning plan is largely not their independent business. Their main problem related to how to plan a lesson accordingly to the revised version of the Islamic Education (PAI) 2013 curriculum is due to technological stuttering, age, and lack of training.

The Islamic Education Teachersof Public school (SDN) 08 so far already has a competition in planning their lesson. Islamic education teachers of SDN 08 have had the competence in implementing the lesson. This ability is supported by the training taken in the school where they work and the Teacher Working Group (KKG) in their area as stated by Indrawarman, head of SDN 08 :

> Islamic Education Teachers of SDN 08 are competent in planning the revised PAI learning process curriculum 2013 version. This competency is obtained from training that is often followed, both organized by schools and the PAI Teacher Working Group (KKG) at Lembah Melintang District (Indrawarman, personal interview, 2020).

Meanwhile, the condition of Islamic Education teachers in SDN 12 were considered not yet competent in planning the learning process. As revealed by Yarmi, the head of Public Elementary School (SDN) 12. She stated that "The Islamic Education (PAI) teacher at Public Elementary School (SDN) 12 so far has not been competent in planning the learning process of the revised version of the Islamic Education PAI 2013 curriculum (Yarmi, personal interview, 2020). This is influenced by two reasons, namely the age factor and the weak mastery of technology. First, Islamic Education teachers are approaching retirement (on average in the age range of 58 years). Second, the management of learning planning is seen as more complicated than the previous curriculum. For the needs of making lesson planning documents require the help of other younger colleagues.

The condition of Islamic Education teachers from SDN 04 had the same performance as SDN12 that they have not yet mastered in designing lesson plans in accordance with the revised 2013 curriculum. This following is the statement of Yesmarita, head of SDN 08, who stated that :

"The development of Islamic Education lesson plans following the revised 2013 curriculum at SDN 04 had not been mastered well by the teachers "(Yesmarita, personal interview, 2020). This fact was later confirmed by Dumasari, Teacher of Islamic Education of SDN 08, who revealed that:

"I haven't been able to master on how to plan the revised 2013 curriculum lesson process due to the large amount that will be made in the planning of the lesson process, plus there are problems with my lack of ability to use Information and Technology (IT) and the lack of other supporting facilities — the internet " (Dumasari, personal interview, 2020).

3.2. Implementation of Islamic Education Lesson

The lesson implementation in SDN 08 was dominated by lecture methods and time allocation management that is not in accordance with the lesson plan (RPP) version of the 2013 curriculum. Besides learning media, there are also learning resources that rely solely on textbooks without being supported by other sources (Observation, 2020).

Indrawarman, head of SDN 08, said that until this research was carried out the learning activities has proceeded accordingly with the revised 2013 curriculum, although it was not perfect. As he stated,

Islamic Education teachers have learnt the lessons, corresponding to the revised 2013 curriculum although there are still shortages in the process. The shortage is caused by inadequate facilities and infrastructure, such as the internet network that they had not have and the limited amount of information, because of that, the Islamic Education (PAI) teachers must take turns to use the information with other subject teachers. Because of these limitations, it is also difficult for teachers to design instructional media properly (Indrawarman, personal interview, 2020).

However, in addition to the limitations of these facilities, the ability of Islamic Education (PAI) teachers to adjust to time allocation, and the teaching approaches suggested by the revised 2013 curriculum are also not yet optimal. As conveyed by Hamonangan Siregar, Islamic Education teacher at SDN 08, states that , "the limited allocation of lessons time makes the teaching activities carried not run optimally" (H. Siregar, personal interview, 2020). Then, Jeri, teacher at SDN 08, added,

I've only used the method of demonstration and lecture in teaching, for other methods such as directing students to conduct observations or independent research following the latest curriculum that I have never done because my lack of understanding. However, once in a while I have also directed them to hold discussions in Islamic Education lesson at Public Elementary School (SDN) 12 with minimal use of learning media, one of which is due to lack of ability the Islamic Education (PAI) teachers in mastering IT (Jeri, personal interview, 2020)

In addition, the arrangement of available of face-to-face learning following the revised 2013 curriculum also has not been able to convert the material taught by Islamic Education (PAI) teachers at Public Elementary School (SDN) 12. This was revealed by Yarmi, the head of Public Elementary School (SDN) 12, that,

The implementation of Islamic Education lessons by the related teachers were considered not good enough, even so, the flow of learning activities was almost in accordance with the design of the lesson plan. The implementation is not good enough because the mastery of teachers in the IT field is very lacking to the point where the design of the learning media needed as well as its implementation is unable to attract the interest of students. These weaknesses are also exacerbated by the excessive teaching burden - that is, Islamic Education (PAI) teachers must teach in groups (classes) that are above their mandatory teaching hours per week, while Islamic Education teachers at Public Elementary School (SDN) 12 only consists of two Islamic Education teachers. From this last condition, Islamic Education teachers have not been managed effectively able for one face-to-face learning material (Yarmi, personal interview, 2020).

Besides the use of learning media and the lack of time managing skills, in terms of learning approaches, Islamic Education teachers are quite satisfied when teaching with a more diverse approach. As revealed by Siti Aisayah Azzahra, Utiya Muthmainnah and Qori'ah Aura Fajar, students of SDN 12mentions

During the learning process of Islamic Education we felt it was quite fun. It's fun because the teacher gives a good explanation of the material, by changing the teaching approach, sometimes by lecturing, demonstration, and group discussion, the latter being the most often used by the teacher. In addition, we are also invited to conduct an observation or research for the Qur'an contest outside the classroom (S. A. Azzahra et al., Personal interview, 2020).

Then, the Islamic Education teacher at SDN 04, the implementation of learning is not in accordance with the lesson plan because the lesson plan was not prepared at all by the teacher. The problem was caused by the weakness of the Islamic Education (PAI) teacher's literature of IT. These weaknesses affect the ability to design lessons that is more attractive to students. Islamic Education (PAI) teachers only maximize learning using the lecture approach. As stated by Yesmarita, the head ofSDN 04, as follows,

> I consider the Islamic Education teachers at SDN 04have not yet mastered at executing the lesson according to the revised 2013 curriculum. It can be assessed from the selection of teaching models that are not appropriate to the ability to present material using instructional media that interests students (Yesmarita, personal interview, 2020).

In line with this fact, Dumasari, Teacher of Islamic Education at SDN 04 states that he hasn't been able to carry out the lessons following the revised 2013 curriculum. He stated that "My weakness is that I have not been able to make lesson plans let alone have to deal with the use of a laptop or computer. Finally, the teaching preparation is in accordance with the previous experience manual "(Dumasari, personal interview, 2020).

3.3. Assessment of Islamic Education (PAI) lessons outcomes

Islamic Education teachers have not been able to master the procedures for evaluating student learning outcomes according to the revised 2013 curriculum. That ability is a form of their unpreparedness where it's drawn from the analysis of the learning plan document which shows that the assessment practice is still done manually. That is, Islamic Education teachers that have not yet tried to follow the flow of student learning outcomes assessment as determined in accordance with the latest curriculum.

The deeper facts, as revealed by Indrawarman, the head of Public Elementary School (SDN) 08 that,

> Assessment of student learning outcomes following the revised 2013 curriculum cannot yet be mastered by teachers especially attitude assessment. They find it difficult to collect assessment items such as daily scores and exam scores which they think are too much (Indrawarman, personal interview, 2020).

The main unreadiness of Islamic Education (PAI) teachers to adapt to the revised 2013 curriculum assessment procedure is as stated by Jeri and Hamonangan Siregar, Islamic Education (PAI) teacher at Public Elementary School (SDN) 08, that,

> "My difficulty in following assessment procedures following of revised 2013 curriculum lies in the level of complexity of the assessment aspects that must be taken then must also be adjusted to Basic Competence (KD), thus one aspect such as the assessment of knowledge feels difficult for me "(Jeri, personal communication, 2020). Meanwhile, Hamonangan added, "the assessment is not only oral and written tests but also a practical assessment" (H. Siregar, personal interview, 2020).

Then Yarmi, the head of SDN 12, showed the same thing where she stated that "the Islamic Education teacher in the school that I lead is still not good enough" (Yarmi, personal interview, 2020). This fact is in line with what happened at Public Elementary School (SDN) 08 school above, where Islamic Education teachers are still conducting manual assessments.

Strengthening the data above, the assessment documents made by Najma and Basyaruddin, Islamic Education (PAI) teacher at Public Elementary School (SDN) 12, have not included the students' attitude assessment. They are still ignorant in this case, the condition is seen from their patience in recording and managing aspects of students' knowledge and skills. In other words, they do not yet understand how assessment techniques are done properly and correctly according to the standards of the latest learning assessment curriculum. As stated by Najma and Basyaruddin that, "we as Islamic Education (PAI) teachers feel the complexity of assessing attitudes, knowledge, and skills which also must be adjusted based on how many tables and evaluation marks" (Najma & Basyaruddin, personal interview, 2020).

Furthermore, Yesmarita, head of Public Elementary School (SDN) 04, explained, "Islamic Education (PAI) teachers in their schools are not ready to use the teaching assessment procedures following the revised 2013 curriculum" (Yesmarita, personal interview, 2020). Indicators that show this fact are based on an analysis of the assessment documents which are made using manual assessments. From the documents made, the Islamic Education (PAI) teacher has not placed assessment rubrics according to their designation. The number of assessment items, the contents of the tables, and assessment forms is a scourge for Islamic Education (PAI) teachers.

Dumasari stated that "assessments can be complicated, the attitudes, knowledge, and skills aspects in which the number of tables and blanks in the assessment are so numerous that it makes it difficult for me to enter the assessment" (Dumasari, personal interview, 2020). In line with that, as conveyed by Hafif Hidayat, Reza Aditia, and Agniya Rizki, students of SDN 04 reveal that "Ibu Dumasari is usually judged us only by our writing, namely in the form of multiple-choices and essay assessments" (H. Hidayat et al., Personal interview, 2020).

For more details about the data described above can be seen below**tabel 1.3** berikut:

Table 1. Unprepared aspect of Islamic Education Teacher

No.	Activities Study Area	School Name		
		Public School 08	Public School 12	Public School 04
1	Lesson Planning	The teacher has been able to plan anIslamic Education lesson. That ability is supported by the intensity of the training that followed	The Teacher Isn't ready to plan their Islamic Education lesson accordingly Because of 1. Age factor, 2. Lack of knowledge in technology literature factor	The Teacher Isn't ready to plan their Islamic Education (PAI) lesson accordingly, The reasons are 1,Lack of intensity training, 2. Lack of facilityand 3. Lack of technology literature
2	Lesson Implementation	Islamic Education teachers are still not optimally carrying out lesson in terms of; 1. preparation of instructional media, 2. management of teaching time, 3. diverse teaching approaches	Islamic Education teachers are still not optimally carrying out learning in terms of; 1. designing learning media 2. the ability to manage learning time that has not been effective-	theIslamic Education teachers are not competent enoughto teach from these 3 aspect that is designing teaching media, Time management, and presents the material following the revised 2013 curriculum teaching approaches
3	Lesson Assesment	Islamic Education (PAI) teachers are not quite ready to conduct lesson assessments. That's because the rubric and assessment items are quite a lotconsidering the three aspects of assessment, namely oral, written, and practical tests	Islamic Education (PAI) teachers are not ready to conduct lesson assessments. And it is caused by the complexity of the existing assessment flow where it includes aspects that are assessing both the fields of knowledge, attitudes, and practices that must be filled in accordance with the tables and blank values available.	Islamic Education (PAI) teachers are not ready to conduct learning assessments. That is caused by the complexity of the grading flow where the teacher does not fill grades according to the rubrics and blanks that should've be.

4. Discussion

According to Mansour and Wegerif's statement that every change in the curriculum has an impact throughout the process (Mansour & Wegerif, 2014). These impacts, as revealed by Suherman, Suriswo, Aulis, and Gunawan in the context of the revision of the 2013 curriculum, can be seen from the unpreparedness of Islamic Education teachers to carry out their lessons in accordance with the latest curriculum. It was influenced by two factors, namely internal and external (Gunawan, 2017), (Suherman, 2017), (Suriswo & Aulis, 2017).

4.1. Internal Factors

As shown in the previous session, the Islamic Education teacher's unpreparedness was more related to the inability of the Islamic Education teacher to understand the procedures and learning concepts following the changes that occurred in the latest curriculum. As shown in Public Elementary School (SDN) 08, 12, and 04, in general, the ability of Islamic Education teachers were still low where the three aspects of teaching-planning, implementing, and evaluating lesson - are not in line with the revised 2013 curriculum. There is one aspect of exclusion in Public Elementary School (SDN) 08 where in the first aspect, Islamic Education (PAI) teachers show good result but in the other two aspects are the opposite.

Particularly in Public Elementary School (SDN) 12, the age factor seems to be the main root of encouraging teachers to not be prepared to carry out Islamic Education lessons both in planning, implementing, and evaluating the lesson. This is evidenced by the learning tool that is not a self-made product - designed by the teacher concerned-but prepared by another teacher. In the implementation aspect, it has not shown readiness in designing and managing time in accordance with the face-to-face learning unit. Likewise in the assessment, the teacher has not been able to show his readiness to follow the flow of assessment and install it in the assessment tables and rubrics..

Regarding the Public Elementary School (SDN) 12 case that is lack of ability the Islamic Education (PAI) teachers to adapt can be read from psychological theories where someone who is on the verge of retirement-retirement - his personal ambition starts to weaken (Bal, 2017), (Knoll, 2011), (Osborne, 2012), (Wang et al., 2014). In fact, preparing, presenting, designing the media, using relevant teaching approaches and conducting assessments is actually a continual activity for the teachers every day-in their work (Cennamo et al., 2013), (Resources in Education, 2001) but the age factor that continues to grow then pushes the level of teacher adaptation to decline following changes.

4.2. External Factor

Factors supporting facilities such as electronic devices and the intensity of socialization and training are part of determining the readiness of Islamic Education teachers to carry out PAI lessons in accordance with the revised 2013 curriculum. As shown in previous data, the literacy of technology such as computers or laptops and the ongoing 2013 curriculum revision of training into two dimensions that can not be separated.

It can be seen in Public Elementary School (SDN) 12 and 04 that the main problem with Islamic Education teachers lies in the lack of training in these two dimensions so that the two aspects of advanced teaching with Islamic Education (PAI) teachers are not linearly ready. WhilePublic Elementary School (SDN) 08, in the first aspect occupies a level of readiness but then in the next two aspects is the opposite. That is, further socialization and training becomes very important, as is the importance of literacy training in technology to improve the teacher's skills (Chmiel, 2008), (Halim & Ali, nd), (Hakim et al., 2020), (Mane & Miravet, 2016), (United States Department of Labor, 1998), .

That the main emphasis that makes Islamic Educationteachers unprepared seems to be the intensity of socialization and training towards the revised 2013 curriculum. This is indicated by the teacher's low ability to administer Islamic Education (PAI) learning and concepts in accordance with the latest curriculum. Then followed by a literacy in technology, skills in this field are inevitable because in fact, the revised 2013 curriculum has "forced" teachers to design lesson plans to create and fill in student learning assessments that are the product of ability to this field (Meiers, 2007), (Milrad, 1999), (Rogala & Lindström, 2005).

5. Conclusion

The external factors those are the lack of intensity in training on the revised 2013 curriculum and the lack of literacy in technology have led to a weak internal ability of Islamic Education teachers in understanding the management and learning concepts of the revised 2013 curriculum. It seems that the age factor as found in Public Elementary School (SDN) 12 can be overcome by optimizing these external factors. The data shows that Islamic Education (PAI) teachers are not ready to carry out their lessons in accordance with the revised 2013 curriculum because their internal factors are not well supported by external factors.

No optimal support for external factors on internal factors is evident in the Islamic Education teacher's unpreparedness in following three aspects of Islamic Education lesson such as planning, implementing, and evaluating student learning outcomes. Exceptions to the aspects of planning lessons in Public Elementary School (SDN) 08 - two other aspects both the implementation and assessing the lessons of Islamic Education teachers are not ready. Generally, Islamic Educational teachers have difficulty in designing learning media, managing teaching time in face-to-face learning, presenting the

lesson process with a variety of relevant teaching approaches, and carrying out assessments of students learning outcomes with the Revised 2013 Curriculum assessing both in the three-flow assessment, namely knowledge, attitudes, and practices as well as techniques to fill values in rubrics and blank marks.

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