



Impact of PTMT (Limited Face-to-Face Learning) on 2013 Curriculum Implementation and Teacher Performance in Mojokerto

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Abstract

This study aims to determine the influence of PTMT policy on implementing the revised 2013 curriculum and how this policy's impact affects teacher performance at MI Ma'arif in Mojotengah District. This study uses a quantitative approach and a survey design. Data collection methods used include: the questionnaire method and the documentation method. The research used a total sample of 60 teachers in MI Ma'arif, Mojotengah District, and the data collected was analysed by simple linear regression. The results showed that the PTMT Policy on Curriculum Implementation, the average total score of respondents' answers was 34. The mean of all total scores was 34. The lowest total score was 24, the highest was 45, and the standard deviation was 4.2. While the level of teacher performance is high, the average total score of respondents' answers to the questionnaire is 43. The middle score is 44. The lowest score is 17, the highest is 52, and the standard deviation is 6.3. This study concludes that the PTMT Policy in implementing the 2013 Revised Curriculum has a positive and significant effect on Teacher Performance. This is shown from the test results: if the comparison of t count is greater than t table, then H_0 is rejected.

Keywords: Limited Face-to-face Learning; Implementation of Revised 2013 Curriculum; Teacher's Performance

1. Introduction

After the implementation of BDR (learning from home) through online learning had been running for two months, on May 18, 2020, the Ministry of Education and Culture issued a Circular Letter of the Secretary-General Number 15 of 2020 (SESJEN 2020) related to Guidelines for the Implementation of BDR in the Emergency Period of the Spread of COVID-19. (SESJEN, 2020). The Circular Letter contains three chapters. Each chapter discusses BDR's guidelines, principles, and objectives (learning from home) and the implementation of learning if the education unit resumes operations. (Mulyati, 2021).

Although this guideline is complete, learning in basic education units and universities cannot be equated. Because, in Jean Piaget's opinion, children's cognitive development is still in the concrete pre-operational stage, there must be assistance from parents or guardians of students when carrying out online PJJ and offline PJJ at home. Not to mention, parents must also be able to adapt and master existing learning tools. Indeed, this online and offline PJJ can be followed by secondary to university education levels easily, because children can learn independently at this level. Children at the basic education level need guidance from their parents. (Darmayanti, 2007).

Therefore, after distance learning through online and offline has been running for one year in Indonesia, a government policy has emerged, contained in the Joint Decree of 4 Ministers on March 30, 2021, which states that the acceleration of face-to-face learning is limited. This is possible because since the beginning of 2021, a COVID-19 vaccine has been found and is ready to be disseminated. It is hoped that in July 2021 (Minister of Education and Culture, Minister of Religion, Minister of Health, 1981) all educators will have received the vaccine, so that this limited face-to-face can run smoothly. This limited PTM system can also adapt to the PJJ system by implementing maximum health protocols.

The curriculum is essential for the running of educational activities. Without an educational curriculum, it will not go as desired. Law No. 20 of 2003 concerning the National Education System curriculum is a set of plans and regulations for implementing learning activities. According to Parkay, the curriculum is an educational experience that students get



from a program that is designed to achieve a general purpose and a specific purpose, the program is developed based on the needs of the community (Fathurrohman, 2010).

The 2013 curriculum has been used in the Indonesian Education System since the 2013/2014 school year. The 2013 Curriculum is a continuation and improvement of the Competency-Based Curriculum (KBK) and the Education Unit Level Curriculum (KTSP). The 2013 curriculum has been running from 2013 to 2019, but it has become a problem since COVID-19 hit the whole world, without exception, in Indonesia. The government implemented new policies related to breaking the virus chain and implementing large-scale policies (*social distancing*). Almost all of them have an impact, including the education sector, and the government has changed the learning model in schools or universities since May 16, 2020, until a time to be further announced. This pandemic has forced school teaching and learning, usually done in person, to be turned online. Of course, some parties, including teachers, students, and parents, are not ready for online learning. Especially if you have to apply the complex 2013 curriculum system in online learning (Depdiknas, 2010).

In implementing the 2013 curriculum, each subject includes three competencies: knowledge, attitudes, and skills. This is not easy to do if it is not face-to-face. Another obstacle is the lack of supporting infrastructure for online learning itself. Therefore, the 2013 online education curriculum can not be carried out. Not to mention the obstacles felt by parents of students whose economy is not all at the top; some are in the lower middle class, so they cannot provide online or online learning facilities, such as internet quota. So many obstacles are felt in implementing the 2013 curriculum, which results in less effective and efficient learning.

Teachers are the most decisive component in the education system and must receive central, first, and primary attention. This one figure will always be a strategic spotlight when discussing education issues, because teachers are always related to any component of the education system. Teachers play a significant role in education development, especially those formally organised in schools. (Darmadi, 2012).

According to Jasmani and Syaiful, "Teacher performance is the result of work that can be achieved by a teacher in an educational institution or madrasah by the duties and

responsibilities in achieving educational goals". A teacher's success must meet the criteria set; if the teacher has met these criteria, it means that the teacher can be successful and has good quality. On the other hand, if a teacher has not met the good criteria, then the teacher cannot be said to be successful.

The quality of education and graduates is often seen as dependent on the role of teachers in managing the teaching components used in the teaching and learning process for which they are responsible. To achieve optimal learning outcomes, teachers must have and display maximum performance during the teaching and learning process by adjusting to the development of science and technology. Improving teacher performance will affect the quality of human resource output produced in the education and learning process. (Baidan, 2011).

2. Methods

If you look at the problems revealed in this study, this research is quantitative. This type of field research aims to determine the events that have occurred and trace them back through data to find the causes and effects to be researched. (Arikunto, 2006). This study's logic is causality, with no consequences without cause and no reason without consequences. (Arikunto, 2010). The data collection method used in this study is a closed questionnaire. (Sugiyono, 2010) The data analysis will be carried out using *SPSS 24.0 software for Windows*. The researcher used a statistical analysis technique with a simple regression formula to test the hypothesis in this study. (Peraturan Menteri Agama Nomor 16, 2010).

3. Result and Discussion

3.1 Results

A. PTMT (Limited Face-to-Face Learning) Policy

1. Definition of Policy

A policy is a set of decisions a person or political group makes to choose goals and ways to achieve them.

Meanwhile, education policy is interpreted as a government policy regulating education in the country. (Asf & Mustofa, 2013).

2. Policy Principles

The principles of a policy include:

- a. Policy always contains decisions, where policy decisions are alternatives taken regarding ideals; While the criteria used may be rationality, priority, or constitutional rules
- b. The policy also emphasises actions, both done and not done
- c. Policy is not implemented; it is the statute or program that is implemented
- d. The implementation of a policy program depends on the field, the formulator and the actor, in this connection the policy is the field of education while formulating and the actors are: policymakers (*legislature*, DPR and MPR), government (executive, e.g. President), administrative bodies (e.g. Cabinet Ministers), and non-structural participants (political parties, *interest groups*, and individual figures) (Yasin, 2008).

3. PTMT (Limited Face-to-Face Learning) Policy

The government requires schools to provide limited face-to-face learning options if all teachers and education personnel have been vaccinated. Limited PTM will be carried out in July 2021 in conjunction with the new school year (Yasir et al., 2021). The learning mechanism has been regulated by the issuance of a Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs with Number 04/KB/2020, Number 737 of 2020, Number HK.01.08/Menkes/7093/2020, dated November 20, 2020, Number 420-3987 of 2020 concerning Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Coronavirus Disease 2019 (COVID-19) Pandemic. This Joint Decree gives full authority to local governments for Face-to-Face Learning (PTM) licensing. Four months later, on March 30, 2021, two joint decisions were issued.

First, the Joint Decree of the Minister of Health, the Minister of Education and Culture, the Minister of Religion, and the Minister of Home Affairs of the Republic of Indonesia Number HK.02.01/MENKES/524/2021, Number 4 of 2021 Number 2 of 2021, Number 440/2142/SJ concerning the Implementation of Vaccination for Target Groups of Educators



and Education Personnel in the Context of Overcoming the Coronavirus Disease 2019 (COVID-19) Pandemic (Habe & Ahiruddin, 2017).

Second, the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning during the Coronavirus Disease 2019 (COVID-19) Pandemic (SESJEN, 2020). The Education Unit has prepared infrastructure facilities related to limited PTM and has completed checklist two, which has been set so that limited face-to-face learning in elementary schools can be carried out to reduce the number of COVID-19 infections. The existence of this guide is expected to provide an overview of efforts to implement learning and educational processes in educational units, in particular. In addition, the COVID-19 pandemic is not over yet, and no one knows precisely when this pandemic will end. However, the educational process must still be carried out after almost 1 year of learning, experiencing the dynamism of the implementation context, and requires the education unit to empty the school environment of the noise of the atmosphere of the educational process in general. In this new school year, limited PTM will be implemented, but many things must be prepared. One of them is the physical readiness of the educational unit itself. In addition, what is no less important is the mental, physical, and psychological readiness of school residents to jointly maintain their health so as not to contract COVID-19.

To overcome the impact of *learning loss* and *literacy loss* during the COVID-19 pandemic in Indonesia, it is considered necessary to carry out face-to-face learning (PTM). So that in the *new normal* period after the COVID-19 vaccine, Face-to-Face Learning (PTM) was found, which usually changed to limited NCDs (Adedoyin & Soykan, 2023). This means that face-to-face learning is carried out by implementing Covid-19 prevention protocols by paying attention to the preparations made by schools before starting limited PTM, ensuring that limited PTM takes place safely, clearly determining the number of days and hours of division of study groups when limited PTM is implemented, and how schools combine limited PTM with PJJ (Lian, 2020).

In preparing for limited PTM, the Education unit has the following responsibilities:

- a. Fill out the checklist for the readiness of face-to-face learning for education units through the DAPODIK page. The readiness checklist of educational units includes:
 - 1) availability of sanitation and hygiene facilities, at least have:
 - a) clean and decent toilets;
 - b) CTPS (washing hands with soap) facilities with running water or hand sanitiser; and
 - c) disinfectant;
 - 2) able to access health service facilities, such as health centres, clinics, hospitals, and others;
 - 3) readiness to implement mandatory areas of cloth masks or translucent masks for those who have students with hearing disabilities;
 - 4) have a thermogun (body temperature gauge of the shot);
 - 5) Mapping of Residents of Education Units Who Are Not Allowed to Carry Out Activities in Education Units: Forming a task force for handling COVID-19 in education units, which can involve parents/guardians of students and the surrounding community, with the following composition: Make activity plans and budgets for education units (RKAS) related to funding socialisation activities, capacity building, and procurement of sanitation, hygiene, and health infrastructure facilities for educational units. Inform the education office, the regional office of the provincial Ministry of Religion, and the district/city Ministry of Religion office by their authority if any of the members of the education unit in their work area are confirmed positive for COVID-19.

B. Limited Face-to-Face Learning

1. Definition of Limited Face-to-Face Learning

Distance learning (*distance learning, distance education*) is interpreted as a learning method held separately between teachers and students physically. Michael G. Moore said that *the separation of distance between students and teachers in Distance Learning (PJJ) is not only seen in terms of physical and geographical distance, but must also be seen as a communication and psychological distance caused by the separation between students and teachers (separation between the teacher and student can lead to communication gap, a psychological*

space of potential misunderstanding between the behaviors of instructors and those of the learners). The separation is the transaction distance that occurs in the learning process, so a formula is needed to bridge the transaction limit in learning because the transaction distance results in differences in perception of the concepts conveyed (Sri, 1996).

So, to overcome the impact of learning loss and literacy loss during the COVID-19 pandemic in Indonesia, it is considered necessary to carry out face-to-face learning (PTM). So that in the *new normal* period after the COVID-19 vaccine, Face-to-Face Learning (PTM) was found, which usually changed to limited NCDs. This means that face-to-face learning is carried out by implementing Covid-19 prevention protocols by paying attention to the preparations made by schools before starting limited PTM, ensuring that limited PTM takes place safely, clearly determining the number of days and hours of division of study groups when limited PTM is implemented, and how schools combine limited PTM with PJJ. (Sanjaya, 2006).

2. PTMT's (Limited Face-to-Face Learning) Strategy

a. Definition of Strategy

The term strategy is now widely used in various fields of activity that aim to achieve success or successfully achieve goals. The word strategy comes from the Greek "noun" and "verb". As a noun, *strategos* is a combination of the words "*stratos*" (military) and "*ago*" (lead). As a verb, strategy means plan.

As Mintzberg and Water stated in the book *Learning Strategies*, the more widespread the application of strategies *is realized as patterns in a stream of decisions or actions*. Meanwhile, education defines strategy as a planning method or serious activity designed for a specific educational purpose. This means that a strategy is a plan containing a series of activities to achieve educational goals.

According to the definition of strategy, strategy is a pattern that is planned and implemented deliberately to carry out activities or actions. The strategy includes the purpose of the activity, who is involved in the activity, its content, its process, and the supporting facilities.



b. Components of Strategy

Strategy Components: A strategy has several components. The elements of the plan are:

- a. The goal, especially in education, is both *an instructional effect* (immediate results) and *a nurturant effect* (long-term results).
- b. Students or participants carry out learning activities, including training participants to become professionals.
- c. Learning materials from the science of the field of study have been designed according to the Learning Program (GBPP) outlines and community resources.
- d. Logistics, under the needs of the teaching field, includes time, cost, tools, the ability of teachers or trainers, and some relevant factors to efforts to achieve educational goals.

Strategy Control: To see how effective the implementation of the strategy is, the next stage is to evaluate the strategy that has been implemented:

- a. *Review* internal and external factors that are the basis of an existing strategy.
- b. *Assessing strategy* reform
- c. *Make corrections* (Rusman, 2008)

Evaluating the organization's results from past decisions is necessary to assess an educational institution's efficiency and effectiveness.

3. Various Learning Strategies

There are several learning strategies that Rowntree can use, grouped into *exposition-discovery learning* strategies, group learning strategies, and individual *learning strategies*. In the *exposition strategy*, the subject matter is presented to students in finished form, and students are guided to master the material. Roy Killen calls it a *direct instruction* strategy. In this strategy, the subject matter is presented to students just like that, and students are not required to process it. The student must master it fully. Thus, in the *expository* strategy, the teacher functions as a conveyor of information. It is different from *the discovery* strategy. In this strategy, the students seek and find the subject matter through various activities, so the teacher's task is carried out as a facilitator and guide for the students. Because of the students, this strategy is often also called an indirect learning strategy. Individual learning strategies are carried out by students independently, while group work is carried out in teams. (Mulyasa, 2013).

According to Muhaimin, strategies to cultivate religious values in schools can be carried out through several things, including:

- a. *Power Strategy*, which is a strategy of religious culture in schools by using power or through *people's power*, in this case, the role of the principal, with all his power, is very dominant in making changes (Sabri, 2009).
- b. *Persuasive power is carried out by* forming opinions and views of the community or school residents.
- c. *Normative re-Education: Norms are rules that apply in society through education. Normative thinking is coupled with re-education to instill* and replace the old school community paradigm of thinking with a new one.

The information above explains that the first strategy is implemented with orders and prohibitions. In contrast, the second and third strategies are implemented through habituation, for example, internalisation, partnership, persuasive approaches, or subtly inviting school residents by providing good reasons and prospects that can convince them (Rachman, 2011).

In other words, a teaching strategy is a teacher's strategy that aims to consistently optimise the interaction between students and other components in the teaching system. In addition, learning strategy is an activity that maintains the consistency and cohesiveness of each learning component, which not only occurs at the design stage, but also at the implementation stage, even at the evaluation stage. This is different from making PPSI, Satpel, etc. Whose activities only occur at the design stage (Nur, 2020).

4. Definition of Method

The word "method" comes from the Greek words "meta," which means straight in, and "hodos," which means road. Therefore, this method is a path that must be followed to achieve the goal. The system's workings facilitate the implementation of activities to achieve the goals that have been set. In other words, a method is a thoughtful and orderly way to achieve a specific goal.

The general *definition of 'method'* can be applied to various objects related to thought and reasoning or physical work. So it can be said that methods are one of the most important means to achieve the goals that have been set. Methods are also a means used to achieve the goals that have been set. In teaching and learning activities, methods are necessary for teachers, with varied uses according to the goals to be achieved. Mastering teaching methods is inevitable because a teacher cannot teach well if he does not master the method correctly. Five factors affect teaching methods: goals with different types and functions, students with different levels of maturity, different situations, facilities that vary in quality and quantity, and different personalities and competencies of teachers.

According to Abdul Majid, the position of learning methods in learning strategies plays a significant procedural role. The success of learning strategies depends on how teachers use learning methods, because learning strategies can only be implemented using learning methods. This means that the learning method used is practical translation, a procedural elaboration based on design in the planned learning strategy.

Moh Roqib understands the learning method as a comprehensive plan based on a specific process. It is regularly related to discussing topics and does not contradict itself. (Moh, 2009).

5. Functions of Learning Methods

The function of the learning method is stated in Permendikbud No. 64 of 2013 concerning Content Standards, which states that educators use learning methods to create a learning atmosphere and learning process so that students achieve basic competencies that are adjusted to the characteristics of students and the basic competencies to be achieved. This means that the teacher's ability to understand various methods determines the success of the learning strategy that has been designed. The learning method can be known after the teacher determines what competencies will be achieved and what learning strategies will be chosen. Knowing various methods will make it easier for a teacher to determine the most appropriate method for the student's situation and condition. The use of learning methods is highly dependent on the learning objectives. The conditions that must be considered by teachers in the use of learning methods are as follows:

- a. The method must arouse students' motivation, interest, or passion for learning.
- b. The methods used can stimulate students' desire to learn more.
- c. The method used must provide opportunities for students to realize the results of their work.
- d. The method used must guarantee the development of students' personality activities.
- e. The method used must be able to educate students in self-learning techniques and how to acquire knowledge through personal efforts.
- f. The method used must be able to instill and develop students' values and attitudes in daily life (Astuti et al., 2018).

6. Limited Face-to-Face Learning Model

Learning is carried out online (Distance Learning) and *offline*, so limited face-to-face learning (PTM) must be designed to support and recover learning from some learning losses and *literacy losses* experienced by students during the COVID-19 pandemic. Therefore, it must

create fun learning. One of the learning models that can be applied is *the Project-Based Learning* and Online (PJJ) learning model as follows:

a. Project-based learning

Learning methods that use projects/activities as media. Students explore, assess, interpret, synthesize, and apply information to produce various learning outcomes. (Gary, 2015). *Project-based learning* is a student-centered learning model that allows students to investigate a topic in depth. The advantages of this model are “(1) increasing learners’ motivation to learn encourages their ability to do important work, and they need to be rewarded; (2) improve problem-solving ability; (3) make students more active and successfully solve complex problems; (4) improve collaboration: (5) encourage students to develop and practice communication skills; (6) improving students’ skills in managing resources; (7) provide students with learning and practice experience in organizing projects and allocating time and other resources such as equipment to complete assignments; (8) provide learning experiences that involve learners in a complex manner and are designed to develop according to the real world; (9) involving students to learn to take information and show their knowledge, then implement it with the real world; (10) make the learning atmosphere fun, so that students and educators enjoy the learning process”.

b. Definition of Distance Learning (PJJ)

Distance learning (*distance learning, distance education*) is interpreted as a learning method held separately between teachers and students physically. Michael G. Moore said that *the separation of distance between students and teachers in Distance Learning (PJJ) is not only seen in terms of physical and geographical distance, but must also be seen as a communication and psychological distance caused by the separation between students and teachers (separation between the teacher and student can lead to communication gap, a psychological space of potential misunderstanding between the behaviors of instructors and those of the learners)*. The separation is the transaction distance that occurs in the learning process, so a formula is needed to bridge the transaction limit in learning because the transaction distance results in differences in perception of the concepts conveyed (Muhaimin, 2013).

1) Factors Affecting Distance Learning (PJJ).

Education is a source of national progress that greatly determines the nation's competitiveness, so the education sector must continue to improve its quality. Current facts show that the education gap factor is one of the main factors in enhancing the quality of education. Distance Learning (PJJ), currently being held, is inseparable from this monitoring; the gap that occurs in it is not only caused by inadequate facilities and infrastructure, limited human resources, and a curriculum that is not ready to welcome the future. Among these factors are:

- a) The Distance Learning System (PJJ) has an impact on learning to be less effective, this is due to the lack of facilities that support, especially the economic factors of students' parents in the implementation of Distance Learning (PJJ, *distance learning*). The need for Distance Learning (PJJ) by accessing the internet requires parents of students to think about the need for internet quota or credit by spending a large budget and this is what burdens students' parents, even to the point that there are parents of students who buy new mobile phones to facilitate their children. Distance Learning (PJJ). Government policies with the Distance Learning (PJJ) system in the era of the COVID-19 pandemic are indeed complicated because the economic and social conditions of the community are very varied, so the level of needs varies
- b) The suboptimal effectiveness of Distance Learning (PJJ) is caused by various obstacles in the process of implementing Distance Learning (PJJ), which requires students to learn from home (*home-based learning*)
- c) The birth of the demand for the implementation of quality and meaningful Distance Learning Learning (PJJ) for students without being burdened with the demands of completing all curriculum achievements for increase/graduation, in reality, many students have Difficulties understanding the subject matter, teachers who give too many assignments, non-optimal learning time, and the amount of funds parents have to spend to buy internet quota (*over-budgeting*) give rise to their problems and affect the effectiveness of Distance Learning (PJJ).

d) Various shortcomings in implementing Distance Learning (PJJ) may decrease the quality of learning, affecting the quality of education.

2) Distance Learning Media (PJJ)

In implementing Distance Learning (PJJ), digital literacy skills are needed to achieve learning effectiveness. These abilities are in the form of the ability to use technology and information from these digital devices, among the media used in the Distance Learning (PJJ) system, namely:

a) *E-learning*

The new paradigm related to the Distance Learning (PJJ) process, which no longer describes face-to-face meetings in the classroom, has been widely accepted and influenced in education, especially in the era of the COVID-19 pandemic. However, the concept of social interaction is still maintained. *E-Learning* is an option and a learning resource in facing future challenges while responding to the

COVID-19 pandemic. Through *E-Learning*, the learning process can take place anywhere and no longer needs face-to-face in the classroom. (Mulyasa, 2007).

b) *WhatsApp social media*

WhatsApp is one of the most influential social media platforms and is widely used by people in Indonesia. Students in the digital era have used social media applications such as WhatsApp, even though initially it was only used for social media. Now, WhatsApp provides many more benefits, especially for implementing Distance Learning (PJJ) by continuing to improve digital literacy skills. (Sahidillah & Miftahurrisqi, 2019).

c) *YouTube*

YouTube is considered one of the media with extraordinary potential to improve the quality of Distance Learning (PJJ). YouTube can give students and teachers freedom of expression, allow them to collaborate in the world of education, and allow them to gain valuable experience in improving the capabilities of students and teachers. YouTube is the most familiar video-based site worldwide, where one can watch, upload, and share videos for free. The advantage of YouTube is the availability of various types of videos that can help a video maker be inspired, and the disadvantage of YouTube is that there are still videos that are not appropriate to show (Ririn Puspita Tutiasri et al., 2020).

Characteristics in Distance Learning (PJJ), namely (1) Independent learning, (2) Using various learning resources based on Information and Communication Technology, (3) Interacting with teachers and fellow students using various means of interaction such as SMS, email, chat, audio or video conferences, (4) Conducting online learning, audio or video conferences, and taking exams and obtaining feedback.

C. Implementation of the 2013 Revised Curriculum

1. Definition of Implementation

Implementation is the action or implementation of a plan prepared carefully and in detail. It is usually carried out after the planning has been considered perfect. According to Nurdin Usman, implementation comes down to activities, actions, or the existence of a system mechanism; it is not just an activity but an activity that is planned and aimed at achieving the activity's goals. (Kurniaman & Noviana, 2017).

Implementation is usually carried out after the planning has been finalized. Implementation can also mean implementation, which comes from the English word *Implement* which means to implement.

It can be concluded that implementation is a planned activity, not just an activity, and is carried out seriously based on certain norms to achieve the activity's goals.

2. Revised 2013 Curriculum

A curriculum is an educational plan that provides guidelines and handles that include the type, scope, and order of content and the educational process. In addition, curriculum is a field of study pursued by curriculum experts, which is the source of theoretical concepts for the development of the curriculum of various educational institutions.

The basic principle in the 2013 curriculum is the emphasis on the ability of teachers to apply an authentic, meaningful learning process for students so that students' potential is developed. The 2013 curriculum defines the Graduate Competency Standard (SKL) as a criterion related to the qualification of graduate abilities, including knowledge, attitudes, and skills. The reference for the preparation of the 2013 curriculum refers to article 36 of Law No. 20 of 2003, namely the preparation of the curriculum pays attention to the increase of imtaq,

the potential of commendable morals, and the interests of the world of work, technology, and art, religion, global development, and national unity.

The 2013 curriculum is proposed to be produced by Indonesians with religious tolerance and mental health. Many young generations lately lack character, such as tolerance and empathy for others. The characteristics of the 2013 curriculum development emphasize social and spiritual equality, curiosity, creativity, psychomotor knowledge, and collaboration. (Juni & Priansa, 2017).

The keyword in the 2013 curriculum that was implemented was authentic assessment. Authentic assessment is the process by which students demonstrate a deeper understanding of cultural thoughts, motivations, and actions in order to respond to communities and workplaces that exceed their comfort level. Assess learning skills recognize students' needs for critical thinking, analyzing information, understanding new ideas, communicating, brainstorming, problem-solving and making informed decisions. Daryanto argued that the theme of renewal and improvement in the 2013 curriculum is to create people who think creatively, productively, and innovatively through the development of knowledge, attitudes and skills.

3. Curriculum during covid 19

The education unit has three curriculum options for emergency or special conditions during the current COVID-19 pandemic. The curriculum in the education unit in special conditions allows schools to choose a curriculum that suits students' learning needs. (Kementrerian Pendidikan dan Kebudayaan Direktorat Jenderal PAUD, 2021).

a. Curriculum Selection

Curriculum selection during the Covid-19 Pandemic, based on the Ministry of Education and Culture No. 719/P/2020, education units can choose:

- 1) Using the national curriculum based on Permendikbud No. 37 of 2018.
- 2) Using a special conditions curriculum based on IAARD Decree No. 018/H/KR/2020.

The emergency curriculum (under special conditions) prepared by the Ministry of Education and Culture simplifies the national curriculum. The curriculum reduces basic

competencies for each subject so teachers and students can focus on essential and prerequisite competencies to continue learning at the next level.

3) Using a self-simplified curriculum

Simplifying the curriculum independently gives complete flexibility to adapt it according to the local conditions of the educational unit. It also means that schools have the right to determine what and how much material is taught.

Schools can design their curriculum according to students' characteristics and their regions' needs without the obligation of specific achievement standards for grade promotion and graduation.

For example, schools can map out materials in the curriculum that can be organized at no cost, freeing teachers to innovate in the learning process. (Munawaroh, 2017).

The condition of each educational unit in each region can be very different in terms of infrastructure and human resources.

b. Steps to determine the choice of curriculum, the educational unit can carry out the following steps:

- 1) Each Classroom Teacher and Subject Teacher in the education unit analyzes the Core Competencies and Basic Competencies in the Attachment to the Minister of Education and Culture No. 37 of 2018.
- 2) The analysis is based on the readiness of school infrastructure, human resource capabilities, and students' ability to achieve basic competencies (KD), as stated in the attachment to the Permendikbud.
- 3) Based on the results of the analysis, the education unit can determine the curriculum to be used (Kentnor, 2015).

So the implementation does not stand alone but is influenced by the next object, namely the curriculum. Curriculum implementation involves implementing new ideas, programs, or activities in the hope that others can accept and change their learning and obtain the expected results. Curriculum implementation is the process of implementing new ideas, programs, or

activities in the hope that others can accept and make changes to a learning environment and obtain the expected results.

4. The Role of Teachers in Curriculum Implementation.

Teachers, especially those who use the 2013 curriculum, have a significant role in implementing the curriculum. Professional teachers must be able to translate and explain these values to students through the learning process inside and outside the classroom. Teachers no longer create or compile the curriculum independently but use the already available curriculum, describe it, and implement it through the learning process for students. (Majid, 2013).

The 2013 curriculum emphasizes teachers' efforts to motivate and improve students' skills. In the National Education Regulation (Permendiknas) Number 71 of 2013 concerning Curriculum Structure, it is explained that the 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective, and able to contribute to the life of society, nation, state, and world civilization. The 2013 curriculum also has similarities with the competency-based curriculum, in which the interaction between students and teachers is significant. (Gunawan, 2017).

The curriculum is a guideline for the implementation of education in schools. The curriculum is given to students through teachers who clearly describe its influence on students during the learning process. In addition to being a guideline, the curriculum has six functions for students: adjustment, integration, differentiation, preparation, selection, and diagnostics. These functions are the basis for forming a curriculum system consisting of many interrelated components. (Waseso, 2016). Curriculum components consist of curriculum objectives, content or materials, learning strategies, and evaluation, which are mutually supportive. These components are described as follows:

a. Curriculum Objectives

The purpose of the curriculum is to describe the human qualities expected to be fostered from an educational process. Thus, the proposal guides the desired direction of change for the

curriculum. Clear goals will also provide content selection, learning strategies, media, and evaluation instructions. Even in various models of curriculum development, goals are considered the basis, direction, and benchmark in determining other components. The goals that must be achieved in Education in Indonesia are hierarchical, consisting of national education goals, institutional goals, subject goals, and instructional goals.

b. Content or Materials in the Curriculum

The content or material in the curriculum occupies an important position and helps determine the quality of education. In general, the content or material in the curriculum is scientific knowledge consisting of facts, concepts, principles, and skills that students need to be taught. The amount of scientific knowledge is very large, and it is impossible for all of it to be used as curriculum content. Therefore, it is necessary to hold the right election.

c. Learning Strategies

Learning strategies in the curriculum are related to the strategies, methods, or systems used to deliver content or materials in the curriculum. Two types of learning strategies are essential in the curriculum: teacher-oriented learning strategies (Teacher-Oriented) and student-oriented learning strategies (Student-Oriented). *The* determination of the strategy used depends on the teacher's curriculum delivery to students.

d. Curriculum Evaluation

The evaluation component aims to assess the achievement of curriculum objectives and the overall curriculum implementation process. The results of the curriculum evaluation can be used as feedback to improve the curriculum's implementation. In addition, the evaluation results can be used to determine decision-making policies about the curriculum. A comprehensive picture of the quality of the curriculum can be seen from the program components, the implementation process components, and the results achieved components.

D. Teacher Performance

1. Definition of Teacher Performance

Performance comes from the word *job performance* or *actual performance* (work achievement or actual achievement achieved by a person). So it can be defined that performance is the result of work in terms of quality and quantity achieved by an employee in carrying out their duties, as defined by their responsibilities.

Teachers (educators) are people involved in educational activities who do not ask for anything in return or provide any knowledge. If a teacher or educator is a person who is educated in terms of language, then in a broad sense, an educator can be any person or anyone who tries to influence the development of others (students) so that their potential continues to develop and go towards perfection. Development of.

In Javanese society, teachers are tracked through the acronyms *gu* and *ru*. “Gu” can be interpreted as being able to be listened to, and “ru” can be construed as imitating (used as an example). The same thing was also expressed by al-Ghazali, as quoted by Zainuddin et al., who stated that teachers are “educators in the general sense who are in charge and responsible for education and teaching. So, teachers are all people who try to influence, habituate, train, teach, and provide role models in shaping the personality of students in the fields of worship, physical, spiritual, intellectual, and skills that will be accountable to the parents of students, society, and to Allah SWT.

In Permenag No. 16 of 2010, the definition of a Religious Education teacher is “a professional educator with the main task of educating, teaching, guiding, directing, training, setting an example, assessing and evaluating students”.

Rusman revealed that teacher performance is a form of behavior of a teacher’s activity in the learning process, namely, how a teacher plans learning, carries out learning activities, and assesses learning outcomes. The definition of performance in the context of this research is the teacher’s activity in the learning process, namely, how a teacher plans, implements learning, and evaluates or assesses learning outcomes.

So, teacher performance results from the work that a teacher in an educational institution or madrasah can achieve in fulfilling their duties and responsibilities and achieving academic goals.

2. Factors Affecting Teacher Performance

Performance can be affected by several factors. Factors that affect the performance of individual workers, namely:

- a. Their ability,
- b. Motivation
- c. Support received,
- d. The existence of the work they do,
- e. Their relationship with the organization.

Meanwhile, according to Gibson, three factors affect performance. The three factors are:

- a. Individual factors (ability, skills, family background, work experience, social level, and demographics of a person).
- b. Psychological factors (perception, role, attitude, personality, motivation, and job satisfaction).
- c. Organizational factors (organizational structure, work design (work environment), leadership, *reward system*).

3. Teacher Performance Assessment

The signs of the implementation of teacher professional education and training explain that to assess teacher performance include:

- a. Learning Planning

According to Permendiknas No. 41/2007 concerning Process Standards for Primary and Secondary Education, learning planning activities include: (a) developing a syllabus and learning implementation plan (RPP); (b) clarity of the formulation of learning objectives; (c) selection of teaching materials; (d) the organization of teaching materials; (e) selection of learning resources/media; (f) clarity of learning scenarios; (g) the suitability of the technique with the learning objectives; and (h) the completeness of the assessment instrument.

b. Learning Implementation

Permendiknas No. 41/2007 states regarding the Process Standards for Primary and Secondary Education, the implementation of learning is the implementation of the RPP. The implementation of learning includes introductory, core, and closing activities. In the closing activity: (a) students and teachers ask questions and answers about the material that has been studied during the meeting to find out the achievement of indicators, achievement of competencies and basic competencies; (b) students and teachers make conclusions that have been learned; (c) Submit the lesson plan at the next meeting.

c. Assessment (Evaluation)

Evaluation learning outcomes are learning outcomes that show the ability to make decisions about the value of something based on their considerations or the criteria used. Viewed from the student's point of view, two sources of criteria can be used: criteria developed by students themselves and criteria given by teachers in the form of affective, cognitive, and psychomotor assessments.

3.2 Discussion

1. Data on the Level of Influence of PTMT Policy on the Implementation of the 2013 Revised Curriculum at MI Ma'arif, Mojotengah District

The results of the research on the independent variable (X) The results of the research on the independent variable, namely the PTMT Policy on Curriculum Implementation and the bound variable, namely teacher performance (Y) which was taken through the distribution of questionnaires, with several questions of 12 items (X) and 13 items (Y) using *the Likert scale* which showed that the average total score of respondents' answers to the questionnaire regarding the PTMT Policy on Curriculum Implementation was 34. The middle score of the total score is 34. The lowest total score is 24, the highest is 45, and the standard deviation is 4.2.

Meanwhile, the average teacher performance level of the respondents' total answer score on the questionnaire was 43, and the median score obtained was 44. The lowest score is 17, the highest is 52, and the standard deviation is 6.3.

2. The Effect of Limited PTM Policy and Curriculum Implementation 2013 Revised on Teacher Performance.

With the following hypothesis:

$$H_a \quad \rho \neq 0$$

There is an Effect of Limited PTM Policy and Implementation of the 2013 Revised Curriculum on Teacher Performance

The above hypothesis test uses a partial test (t-test). The t-test shows how much an independent variable individually influences the dependent variable. If t counts > t table, then H_0 is rejected.

The decision-making criterion is that if t calculates > t table, variable X affects variable Y; if t calculates < t table, it means that variable X does not affect variable Y, then H_0 is rejected and H_a is accepted. The results of the t-test in SPSS are at a significance level of 0.05 with $df = n - k - 1$ or $60 - 1 - 1 = 58$ (k is the number of independent variables) obtained t table = 2.320 and t > t value = 3.009, then the t value of the table with a value of $3.009 > 2.320$ so that it can be concluded that variable X (PTMT Policy in the Implementation of the 2013 Revised Curriculum) has a significant effect on variable Y (Teacher Performance). So in this hypothesis, H_0 is rejected and H_a is accepted.

a. Simultaneous Test (Test f)

The statistical test shows whether all the independent variables included in the model have a cohesive effect on the dependent variables. If F counts > F table, H_0 is rejected and H_a is accepted. The following F-test results in SPSS are known to be F value 35.297 with a significance level of $0.004 < 0.05$, then the regression model can be used because there is an influence between variable X and variable Y. The value of f is calculated 35.297 and the f value of the table is 4.00, so it is concluded that f calculates > f table, so that variable X PTMT Policy in the Implementation of the 2013 Revised Curriculum together has a significant effect on Y teacher performance, so that in this hypothesis H_0 is rejected and H_a is accepted.

b. Simple Linear Regression

Simple linear regression analysis determines the relationship between two variables, namely X and Y, where X is the PTMT Policy in the Implementation of the 2013 Revised Curriculum, and Y is the performance of madrasah ibtidaiyah teachers.

The simple regression SPSS calculation results in the constant value of 30.347, and the value of b, the regression coefficient, is 0.395. So, the simple Linear Equation is: $Y = 30.347 + 0.395X$. From the above equation, it can be explained that the constant of 30.347 means that the consistent value of the teacher performance variable is 30.347. The regression coefficient of X of 0.395 states that every time the PTMT policy value is added to the 2013 revised curriculum, the teacher's performance value increases by 0.395; the regression coefficient is positive. So it can be said.

4. Conclusion

Based on the exposure of the research statistical data, accompanied by the results of the discussion, it can be concluded that:

1. Based on the interpretation of the questionnaire data regarding the PTMT Policy on Curriculum Implementation, the average total answer score of the respondents was 34. The middle score of the entire total score is 34. The lowest total score is 24, the highest is 45, and the standard deviation is 4.2. Meanwhile, the average teacher performance level of the respondents' total answer score on the questionnaire was 43, and the median score obtained was 44. The lowest score is 17, the highest is 52, and the standard deviation is 6.3.
2. Based on the results of the test hypothesis, it can be concluded that the test results at the significance level of 0.05 with $df = n - k - 1$ or $60 - 1 - 1 = 58$ (k is the number of independent variables) obtained $t_{table} = 2.320$ and $t > t_{value} = 3.009$, then the t value of the table with a value of $3.009 > 2.320$ so that it can be concluded that variable X (PTMT Policy on the Implementation of the 2013 Revised Curriculum) has a significant effect on variable Y (Teacher Performance). So in this hypothesis, H_0 is rejected and H_a is accepted.

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