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**THE APPLICATION PROGRAM OF THE PREPARATION OF THE SYLLABUS AND  
 LEARNING IMPLEMENTATION PLAN (RPP) 2013 CURRICULUM  
 ON TEACHERS MADRASAH IBTIDAIYAH**

**Agus Miftakus Surur<sup>1</sup>, Pandi Rais<sup>2</sup>, Habib<sup>3</sup>**

Sekolah Tinggi Agama Islam Negeri (STAIN) Kediri, Indonesia  
 surur.math@gmail.com

**Abstract.** Application of 2013 (K13) curriculum in the educational world Indonesia was able to "require" teachers to improve performance in carrying out activities of teaching and learning. The study will be carried out contained in the syllabus and detailed in the plan of implementation of the learning (RPP). The syllabus and the RPP should be drawn up in such a way so that it is based on the guidelines so that learning will get results as planned. The preparation of the syllabus and the RPP became very important because it led to a proper learning. The right plan will produce a quality learning. So that teachers can craft a syllabus and RPP easily need Congressional program to compose it. The program is able to help the teacher in drawing up the syllabus and RPP in accordance with needs. The program is easy to implement because the process is entering a time in accordance with the categories, but capable of producing the syllabus and RPP altogether.

**Keywords:** program; syllabus; RPP

## **A. INTRODUCTION**

Curriculum 2013 (K13) already applied in Indonesia. It is also the opinion of the appropriate spokesperson The Ministry of Education and Culture (Kemendikbud) Ibn Hamad (Minister of education Anies Baswedan) saying that the use of curriculum 2013 applied nationally in the year 2019/2020. It is extended from the previous statements of the Minister of education will implement concurrent 2013 curriculum in 2015/2016 (detik.com, 2014).

The application not only at schools, but private schools also are required to implement the curriculum of 2013. Let alone on school accreditation conditioned A, especially in Madrasah Ibtidaiyah Subdistrict Kandangan should implement Curriculum 2013. But other private schools (not yet accredited A) gradually starting from the lower classes, namely grade 1 dan grade 4, the medium and high level starts from grade 7 and grade 10. The next school year continues the middle class that is the grade 2 and grade 5, if in the middle-class and upper middle class that is grade 8 and grade 11. So which implement Curriculum 2013 is class 1, 2, 4, 5, 7, 8, 10 and 11. The next year, namely upper class, namely class 3 and class 6, if in the middle class and high class top that is grade 9 and grade 12. So that the overall level of our nine-year education Curriculum applying 2013 overall in the third year. This is in accordance with the opinion of the Minister of education, Anies Baswedan who had put a stop to the implementation of the curriculum in 2013 and start again in 2016, resulting in 2019/2020 expected to have already implemented a curriculum of 2013.

2013 curriculum at primary schools or Madrasah Ibtidaiyah is a curriculum in practice the lesson that increase the ability of teachers to use appropriate learning methods. Right here adapted to the material being discussed. 2013 already using thematic curriculum, this means subjects that originally was made up of Mathematics (MM), Indonesian Language (BI), civic education (PKn), natural sciences (IPA), physical education Sports (PJOK), arts and culture and

The Arts (SBK) and Social Sciences (IPS) be themed lessons, namely temas 1, theme 2 and theme 3, theme 4. In learning themes in it there is a sub theme where the core Mathematical learning material (MM), Indonesian Language (BI), civic education (PKn), Natural Sciences (IPA), physical education (PJOK) Sports, arts and culture and the Arts (SBK) and Social Sciences (IPS) are already included in the theme.

Thematic learning (Sukini, 2012) put more emphasis on student involvement in the learning process is actively in the process of learning so that students can get hands-on experience and are trained to be able to find yourself a wide range of knowledge that he had learned, through direct experience students will understand concepts that they learn and connect it with another concept that has he saw. Of these goals can be concluded that to achieve these goals is very necessary ability of teachers in managing learning in class.

The ability of a teacher (Iswari, 2010) which are carrying out teaching and learning methods, active, creative, innovative and fun. With learning in the classroom that actively make a living classroom activities and student activities can create a innovative stronger because the students do the learning activities on the initiative of the students themselves, and the effects of learning becomes fun. Learning as interesting as possible so that students can be active and enthusiastic in learning, learning becomes more lively and students honed his thinking (because of the join the thinking in solving problems).

Learning according to Knirk and Gustafson (Lefudin, 2017) is a systematic process through stages of the design, implementation and evaluation. Is this learning does not happen instantaneously, but rather gone through stages of learning design. The process of learning activities in the form of the interaction of teaching and learning in an atmosphere of educative interactions, i.e. the interactions that are aware of the goals, which means that the interactions that have been defined for a particular goal at least is the achievement of the objectives instructional or learning objectives have been formulated in a unit of study.

Thematic learning Curriculum 2013 would allow a teacher not to always learn in class. Learning can be done outside of the classroom, most notably at the small mosque/mosque, a garden, field, or other community. Even done like vacations to sights can also, as an example of material history, can be done by visiting the temples or the nearest historical heritage in its territory. The study done by the teacher in the match with the material presented. The learning aims so that learning becomes thematic integrated learning that uses the theme to associate multiple subjects so as to provide meaningful experiences to students (Sukini, 2012). Besides thematic learning (Jiwa, 2013) enshrined the view that curriculum must be related to real-life experience of children, as a set curriculum plan and arrangements about the purpose, content, materials, and process of learning should in accordance with the real life experiences of the child.

Classes that implement Curriculum 2013 with the thematic material is expected able to be absorbed by the students. Learning implemented (Jiwa, 2013) are integrated with hooking the good aspects of intra as well as inter subjects subjects with the development of learning materials based on a particular theme. Learning into making a series of thematic unity. With suppositions, if curriculum before 2013 Curriculum such as MM, BI, IPA, IPS, PKn, PJOK and SBK stands on its own, then in the curriculum into one unity in 2013 a theme. This can lead to more students focus his mind because the material presented in sequence. Thematic learning Curriculum applied in 2013 was agreed upon. The effects, the study should also contain elements of thematic. The task of the teacher is looking for the next Chief of learning appropriate to implement thematic learning. Learning strategies so that the material to be discussed the results would correspond to the desired target by the teacher. The target can be achieved, the teacher is planning a study by maturely and pouring such a plan in the syllabus and learning implementation plan (RPP).

Syllabus (Zubaidi, 2015) is a detailed description about the charge and the philosophy of the curriculum are still more common in order to be translated into the form of the activities in the classroom so that the specified destination can be reached easily. This indicates that the

syllabus is the elaboration of which has been defined in the curricula, particularly with respect to the subject matter which must be given to the students. The syllabus is a small part of the overall school program, while the curriculum constitutes the entire program and school activities that include that would be studied, how students learn it, evaluation system, and various other facilities.

While Learning implementation plan (RPP) is a draft study describing procedures and learning management to achieve one or more of the basic competencies set out in the standard content and elaborated in the unit syllabus will be applied to teachers in the learning in the classroom (Mulyasa, 2010). RPP (Aprianti, 2014) serves to streamline the learning process as planned.

Based on the explanation of the syllabus and the RPP can be drawn relationship linkages. The relationships shown by equally is elaboration. Elucidation means to have a share in the success. The curriculum integrates with the syllabus and syllabus integrates with the RPP. So that the RPP is a subset of the Syllabus and the syllabus is a subset of the curriculum. The set is a group of objects or object is which has the same characteristics. If the curriculum is very important, then the RPP is also critical of its existence.

2013 Curriculum books already prepared by the Government is prepared to apply the school curriculum of 2013. Curriculum book 2013 distinguished into two, namely book teacher and student books. In the book there are already teachers guide in teaching students, such as:

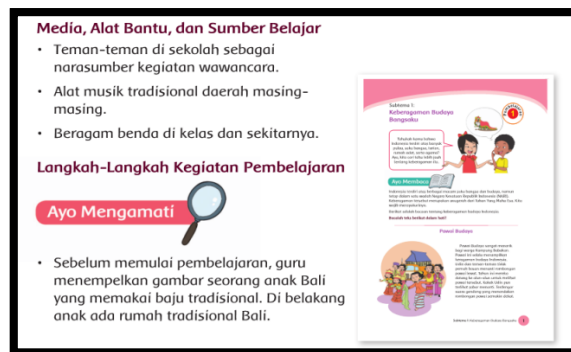


Figure A.1. Excerpts of the book SD/MI Teacher Grade IV thing 4

The images are already described on the media, tools, learning resources and learning activity measures. Teacher living carry out only. However, the teacher must make when reporting RPP and syllabus based on learning that is already displayed in the book.

The preparation of the syllabus and the RPP is a standalone task to do teacher. Curriculum development of a product in the form of the elaboration of more advanced Syllabus of SK (competency standards) and KD (Basic Competencies) that are to be achieved, and the subject matter as well as a description of the material that needs to be studied in order to reach learners SK and KD (Zubaidi, 2015). The components of the RPP as there are four core competencies (KI). Learning that is designed to meet the fourth KI. The existence of KI is expected formation of an educated human resources and character (Winaya, 2015).

However, the provision of syllabi and RPP so easy once obtained from the web site. The file is downloaded, resides in edit based on needs. It is the teacher's ability that makes it difficult to develop. This is apparent from the observations of the researchers that the RPP document and implementation between everyday life still not in sync. Besides making the syllabus and the RPP by teachers in Madrasah Ibtidaiyah still experiencing difficulties. This is demonstrated by adjusting between SK, KD, indicators, learning, resources, evaluation and so on related to the syllabus and the RPP. Moreover, the creation of very stressed because of the madrasa is also madrasah accreditation for file preparation. This can be the cause of less development of the competence of the teacher. Teachers are only concerned with the material

read by all without regard for proper learning strategy. More concerned with the syllabus and RPP are important so and can meet the completeness of the file only.

The above issues make researchers interested in making the program with the help of the excel program that would later apply the excel application that will make the syllabus and RPP simultaneously in one entry. Excel is already widely used in completing the tasks of the school.

It is clear that Microsoft Excel is often used. Existing facilities in Microsoft Excel can be used to suit your needs. Of course, this depends on the event and the mastery of the wearer. The characteristics of spreadsheet in Microsoft Excel can be utilized in analyzing experimental data of physics. Data physics experiments can be easily organized in the form of columns and then analyzed by using the facilities available in Microsoft Excel. The facilities can be used, among other things the use of mathematical and trigonometric functions, the function of the statistics, and the depiction of the graph (Sumardi, 2002).

Research of a kind that is (Sumardi, 2002) in his research entitled the use of Microsoft Excel in the analysis of experimental Data to the study of physics. Such research resulted that Microsoft Excel is an application program that can be used in analyzing the experimental data. The application program is relatively easy to use and is supported with adequate internal functions in a calculation and graphic depictions. It is very effective in analyzing experimental data effectively and efficiently.

While the results of his research (Alkafi, 2014) is the influence of RPP, learning methods, Infrastructure on performance of teacher certification. There is the influence of RPP on performance on Teacher Certification. There is the influence of Learning Method on performance at Teachers. There is the influence of the Infrastructure on performance on Teacher Certification. There is the influence of RPP, methods of learning, and Infrastructure.

On this research can be said to be a composite of two studies which had already been presented to the reader. The first research on the use of excel in learning, while the second is on its syllabus and the RPP. So in this research is the use of Microsoft Excel applications in the preparation of the syllabus and the RPP.

## **B. RESEARCH METHODS**

1. Approach and this type of research. The research was more emphasis on the process of preparing the syllabus and RPP using Ms Excel. Data analysis in this study uses the inductive way, so that the research methods in this research is qualitative research methods (Surur, 2014). Inductive said since the preparation of the syllabus and the RPP, starting from one theme lesson that later can be used in General.
2. Research Location
3. Location of Madrasah Ibtidaiyah research housed at the Miftahul Ulum Karangtengah Kandangan. The show is packed in the form of training undertaken by all teachers in these institutions.
4. Data sources. The specified data source is all teachers who participated in the event, especially the head of the madrasa. Then added with activities in the activities that took place. The activities that took place starting from the preparation of tools and materials, as well as the projector as a media guide for participants. The application program being used is Microsoft Excel preparation of the syllabus and the RPP. The program is organized by the chess Basukiswanto from SDN 004 Melak Ulu. Microsoft Excel is also equipped with facilities for presenting a chart or graph that is relatively easy to do (Sumardi, 2002). The program is already equipped with a sheet: application, input, the syllabus and the RPP. Sheet input there is the title of the application and use of the Ordinance. The use of that data is needed staying put in the input sheet will be getting the results in the form of the syllabus and the RPP. Sheet input in it there is a place to enter the components of the syllabus and the RPP, as the identity of the subjects, the standard of competence, the competence base, indicators, learning

activities, the problem with the answer. Sheet syllabus and the sheet will be filled directly RPP when the input sheet already filled with complete (whole), and living a process of printing.

5. Data analysis. Data analysis was done by making the connection between the activities of training with comments from head of the madrasa teachers, after following the event. Data is reduced by taking the required data in the study. Then the data are classified based on the process of the preparation of the syllabus and the RPP.

### C. RESEARCH RESULTS

Research at the start by providing the materials and tools on teachers who participated in the event. The material in question is the syllabus MI/SD integrated thematic from the Ministry of education and culture 2016, student's book, teacher's book, s and RPP applications. Excel making syllabus and RPP. Speaker provides an overview about applications, such as data is matched with themes and sub themes each book file, the teachers and students is limited so book in question want to simultaneously practice kalua can take books used in the classroom, after filling the data later will result in the syllabus while RPP. This is important as motivation on teachers so enthusiastic in following the event.

Computers and laptops are already in position on and open the Excel program already. Then immediately continues towards sheet input. The participants see first what will be inserted by way of shifting to the right screen. Charging starts with filling the identity of subjects up to the key question.

The identity of the school inclusion is as following table.

SEKOLAH	:	KEPALA SEKOLAH	:	GURU	:	TEMPAT	:
MAPEL	:	NIP	:	NIP	:	TGL	:
KLS/SMT	:						
PERTEMUAN	:						

After charging identity continues with the next field field, i.e. as follows.

SK	:	MATERI	:
KD	:	METODE PEMBELAJARAN	:
INDIKATOR	:	SUMBER BELAJAR	:
ALOKASI WAKTU	:	PENILAIAN	:
KARAKTER YANG DIHARAPKAN	:	SOAL	:
TUJUAN PEMBELAJARAN	:	KUNCI JAWABAN	:

After charging is completed on a whole sheet input, can be seen in a sheet of syllabus and RPP later already composed and stay out of print.

### D. RESEARCH OBSTACLES AND SOLUTIONS

There is a section on the application cannot be modified, such as SK and KD. The use of such labels is not used anymore in the latest revision of the 2013 Curriculum. So the filling remains in SK and KD on the syllabus and results RPP before printed will be revised first.

The filling of the application took place some constraints. The initial barriers that look is the schoolgirl's computer specs haven't been high so the use of the application to be slow. So some teachers who originally used the school computer, then just watched from a section noting the sambal projector is running. And to see his immediate practice joined the teachers who use a laptop.



The columns contained in a limited number of applications, for example in the indicator. In that column only provides 6 cell only, so only can accommodate as many as 6 indicator indicator. If the indicator is more than 6, then there is a cell that put 2 or more of the indicators in a single cell.

INDIKATOR					

Figure D.1 The columns in the input sheet

In addition to the on indicator, there are also limited in the column, including learning objectives, the expected characters, learning activities and reserved.

## E. DISCUSSION

In education are emphasized by the Government, to oblige citizens to follow the nine-year compulsory education program. Nine-year compulsory education, started elementary school, middle school and high school. Within the scope of the Ministry of religious MI starting compulsory education, MTS and MA. So the education curriculum is very aware of.

The form of Government attention in the world of education is very noticeable with the alternate curriculum. Almost every turn of the Ministry of education there will be the latest curriculum. Calculated from time to time in Indonesia already 11 times experience turn of the curriculum. Start the first i.e. 1947 curriculum, called the Rentjana lesson 1947, and the last one is curriculum 2013. This shows the Government is very attentive to the education.

The curriculum is planned 2013 mature-mature so that it can be realized in the world of education. The Government has already published the textbook distinguished book teachers and students, lessons books originally in a group (each subject), replaced with interrelated themes. Syllabus and curriculum RPP 2013 much at all on the internet, live adapted to conditions in the field. Even it that easy to be a teacher.

What about the practice? The training was already held by the Government to process the application of curriculum of 2013. The report cards also live application filling. Syllabus and RPP also already exists. Then why education is still also like this?

There is a wise saying says "teach you plan, plan what you teach." It is a very lacking in educational practices. Teachers still rely on its intellectual knowledge in teaching than planned in advance. The teacher entered the classroom but that will be done later on what is also not planned. Teachers are already planning the learning that will be done, but not write what is planned. The teacher just glued on a book that was made into a guideline to teach rather than pay attention to the conditions of the students. Assume that the same students so that learning ability wasn't created variations. Grant of reserved or Deuteronomy by providing reserved in self-taught regardless of the indicator that will be achieved. The surrender of the syllabus and the RPP is not collected at the beginning of learning but at the end of learning.

It can be thought of as an educator. If learning to want to change, and indeed learning is sure to change, then the teacher should write learning plans that will be done. One of them is by using the application p. Excel. The teacher will think of appropriate learning in each material. Learning will not be monotonous because the material is taught also inevitably change. Matter of Deuteronomy or exam in accordance with indicators to be achieved by the teacher. If the teacher write learning plans appropriately then certain students will actually

learn because it reached the specified indicator. And can eventually submit a syllabus and RPP in early learning.

## F. CONCLUSIONS AND ADVICE

### 1. Conclusions

The preparation of the syllabus and the RPP for teachers is very important. It can be used as a preliminary prayer (intention) when going to start learning. Plans are made with cooked will make learning produces something that is desired. So that the preparation of the syllabus and RPP arranged systematically, can use the application.

The preparation of the syllabus and the RPP as a preliminary step to plan activities before learning. The preparation is done before the study starts so can choose the right in accordance with the learning material. Learning can be adjusted with the material so that students really experience the learning process.

After using those applications, teachers stay apply something already applied. So that learning is no longer a burden when the teacher will start the learning. All the materials are readily available, of learning objectives, learning activities, a matter up to the answer keys.

The use of the application can increase the creativity of teachers in teaching in the classroom. Creativity will appear with the necessity of teachers plan learning adapted to the material. If the teachers are creative, then science will increasingly grow. Dal may be transmitted to his disciples.

### 2. Advice

The use of these applications there are still deficiencies that can be enhanced/customized to your needs. Or it could also be used, but in the end the edit should be printed before the (fixed) in advance.

The application has yet to implement the latest 2013 curriculum, so that improvements can be made in terms of program/application. Fixes tailored to the format specified by the Government.

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