

## Learning Strategies To Adjust The Madrasah Ibtidaiyah Curriculum

Asnafiyab\*<sup>a</sup> Aminudin Hehsan<sup>b</sup>

<sup>a</sup>Tarbiyah and Education Faculty of State Islamic University of Sunan Kalijaga.

<sup>b</sup>Center of Research for Fiqh Science and Technology (CFIRST) Universiti Teknologi Malaysia

\*Corresponding author: [asnafiyab69@yahoo.com](mailto:asnafiyab69@yahoo.com)

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### Abstract

Relevance principle is one of the principles in curriculum development. A curriculum should be relevant to the previous curriculum. Curriculum arrangement in Madrasah Ibtidaiyah Teacher Education program is meant to prepare the student as Madrasah Ibtidaiyah teacher candidate in order that they can do assignments well. Therefore, curriculum in Madrasah Ibtidaiyah Teacher Education program must be relevant to the curriculum used in Madrasah Ibtidaiyah. Learning Strategy is one of the subjects in Madrasah Ibtidaiyah Teacher Education program curriculum. Some learning strategies are given to Madrasah Ibtidaiyah Teacher Education program student. The learning strategy on Civics and Pancasila Education were included in Madrasah Ibtidaiyah Teacher Education program curriculum according to learning strategy found in Madrasah Ibtidaiyah thematic curriculum 2013 book. Contextual learning or significant learning in Madrasah Ibtidaiyah Teacher Education program curriculum translated on 2013 Madrasah Ibtidaiyah curriculum to meaningful learning experience by the subtitles Lets Find, Lets Study, Lets Tell, Lets Join, Lets Sing, Lets Practice, Lets Write, Lets Discuss, Do you know, and Learn at home at the student text book. Learn at home contains information in order that parents and students can learn together. Other strategies that taught in Madrasah Ibtidaiyah Teacher Education program curriculum or used in Madrasah Ibtidaiyah curriculum are the Independent Learning strategy, Snowballing, and Critical Incident.

*Keyword:* Learning Strategy, Madrasah Ibtidaiyah Teacher Education Program Curriculum, Madrasah Ibtidaiyah Curriculum.

## **1.0 INTRODUCTION**

The Madrasah Ibtidaiyah Teacher Education is a study program in Faculty of Tarbiyah and Teacher Training UIN Sunan Kalijaga Yogyakarta that was established in 2007. The aim of this program is to produce qualified Madrasah Ibtidaiyah/Elementary School teacher who can integrate basic knowledge and Islamic (Borang Akreditasi PGMI 2011, 2015).

Class of 2007/2008 are the first class of Madrasah Ibtidaiyah Teacher Education program. It means that in 2015, Madrasah Ibtidaiyah Teacher Education program in UIN Sunan Kalijaga is just 8 years old. During 8 years, the curriculum used in Madrasah Ibtidaiyah Teacher Education program had changed. The first curriculum is Competence Based Curriculum and the currently used curriculum is university curriculum. This curriculum is a substitution for Competence Based Curriculum 2007. This university curriculum is valid until 2013/2014 lecture.

One of the new subject on the current curriculum in Madrasah Ibtidaiyah Teacher Education program is "Learning Strategy" that contains 6 Credit Semester System which should be taken by the third semester student. According to curriculum 2015 that already used in Madrasah Ibtidaiyah Teacher Education program since 2013/2014, Learning Strategy's Course Unit contains some learning strategy applied on Civics and Pancasila Education subject in Madrasah Ibtidaiyah. According to the valid curriculum, student in class of 2013/2014 should be on the fifth semester and will be graduate in the academic year 2016/2017. On the other side, curriculum that currently used in 2013/2014 Elementary School/Madrasah Ibtidaiyah is the 2013 curriculum. Government policy in 2013 curriculum has been implemented gradually.

Unlike the previous curriculum, the Ministry of Education of the Republic of Indonesia has stated a regulation about text book and teacher guide book for Elementary School and Senior High School which is decent to be used by student on learning process. Text book for student is entitled along with the themes that has been stated on curriculum 2013 for Madrasah Ibtidaiyah/Elementary School. As stated by the Ministry of Education and Culture: (Kemendikbud RI, 2013: iii) "as the usual text book referred to competence based curriculum, this book contains activities based on the syllabus". Therefore, a research in Madrasah Ibtidaiyah Teacher Education program curriculum, particularly in Learning Strategy of Civic and Pancasila Education subject is needed as an effort to prepare the student of Madrasah Ibtidaiyah Teacher Education program who will be Madrasah Ibtidaiyah teacher to deal with curriculum validation in all over Madrasah Ibtidaiyah in Indonesia on 2018 (interview with MI teacher Mrs. Hidayah).

## **2.0 DISCUSSION**

### **2.1 Definition and Curriculum Component**

Curriculum comes from the Greek word "curere". Curere as a noun become "curriculum" that have a meaning "race place". Distance should be passed by a runner, racer, horse racer (Hendyat Soetopo and Wasty Sumanto, 2002: 49). So, at the beginning, the term curriculum is used in sport, and then used on education field. Experts stated that curriculum is an amount of subject should be taken to get certificate of qualification or degree in university (Nasution, 2002: 7)

Along with society development, besides being school or college member, student or college student is also a society members. They needs out-class experiences asides the in-class experiences. Based on these things, some experts gave a wider interpretation about curriculum..

J. Galen Saylor and William W. Alexander, for example, explained that curriculum is every school effort to influence students to learn whether in class or outside their class (Nasution, 2002:10). According to W.B. Ragan, curriculum contains all student's experiences at school. School curriculum can be seen as a part of student's life at school that is especially regulated for certain purpose (Ibid, page 12-13). Curriculum as a school activity expects to alter student's attitude according to philosophy and education goals, likewise Harold B. Alpert's opinion (Herry Subondo, 1984 : 5). From those opinions, it can be concluded that curriculum is all effort or every school activity whether inside the class or outside the class as school responsibility to attain the education purposes.

## **2.2 Curriculum Development**

Hendyat Soetopo and Wasty Sumanto, as quoted by Wiji Hidayati (2012:1) state that curriculum development is an activity to produce instrument or new method which evaluation and improvement is done continually during the developing process. When the instrument and the method already seen perfect or ready to be used continually, then the development activity is finished. According to Winarno Surahmad (1977:15), development is a process of arrangement, implementation, evaluation, and improvement. So, related to curriculum, curriculum development is an activity in curriculum arrangement, curriculum implementation, curriculum evaluation, and curriculum improvement.

There are 6 foundations in curriculum development (Wiji Hidayati: 2012: 41) i.e religion, philosophy, psychology, social-culture, knowledge development and technology, and organisational. Besides, some principles should be implemented on curriculum development. According to Nana Syaodih Sukmadinata (2010:150-153), those principles are general principle and particular principle. There are some principles in curriculum development, i.e relevance principle, flexibility, continuity, and efficiency. The particular principle of curriculum development are related to the purpose or aim of the arrangement, content, learning experiences, and evaluation (Nana Syaodih Sukmadinata, 2010: 152-153).

## **2.3 Curriculum in Madrasah Ibtidaiyah Teacher Education Program, Faculty of Tarbiyah and Teachers' Training UIN Sunan Kalijaga**

Madrasah Ibtidaiyah Teacher Education education program is arranged to produce qualified Elementary School/MI teacher, counselor, professional educator, researcher that can integrate basic education knowledge and Islamic knowledge based on the integration-interconnection principle, and also produce learning media arranger who have entrepreneurship mental for MI/Elementary School education (PGMI Curriculum Development, 2013). The competence should be owned includes pedagogic competence, social competences, personality competence, and professional competence. Learning Strategy is one of the subjects should be taken by Madrasah Ibtidaiyah Teacher Education students to support the goal to be MI/Elementary School teacher, especially to build pedagogic competence.

The learning process of Learning Strategy subject is held by referring the syllabus. The syllabus contains standard of competence and basic competences that should be mastered by the student, the materials, and learning process plans.

a. The Standard of Competence in Learning Strategy subject.

Standard of competence that must be done by the student is to explore the core and the meaning of learning strategy, be able to analyze, and able to relate the subjects in Elementary School/MI which related to learning strategy, to analyze characteristic and teaching material type and learning source on learning, to identify some kinds of learning strategy, able to choose and apply learning strategies, and develops some learning strategy to be a more concrete instruction on learning activities.

b. Basic Competence in Learning Strategy subject.

Basic competences that is expected to be reached by the Madrasah Ibtidaiyah Teacher Education student through this subject are to understand and explore the strategy on basic concept of effective learning, be able to relate subject content in Elementary School/MI to certain learning strategy in order to reach optimal result, to analyze the implementation of learning theories, be able to choose learning model which accorded to subject matter in Elementary School/MI, to apply strategy for an effective learning process, to apply model, approach, strategy method, and technique on learning. Basic competence for Civics and Pancasila Education subject (PPKn) in Madrasah Ibtidaiyah Teacher Education program i.e:

1. Student can understand the concept of independent learning and categorize content in Civic and Pancasila Education which can be taught with Independent Learning strategy.

2. Student can understand the concept of Contextual Teaching and Learning and categorize Civics and Pancasila Education content that can be taught with Contextual Teaching and Learning model.

3. Student can understand the concept of Snow Ball model as a part of Active Learning and able to implement it on Civics and Pancasila Education learning in MI.

4. Student can understand the concept of Critical Incident Technique and categorize content in Civics and Pancasila Education which can be taught with Critical Incident Technique strategy.

Along with basic competence above, learning strategy which related to subject in MI are the Independent Learning, Contextual Teaching and Learning, Snow Ball and Critical Incident Technique.

## **2.4 Elementary School/MI 2003 Curriculum**

Based on the Law article 1 verse (19) Number 20 year 2003 curriculum is a set of planning and regulation about the purpose, content, and learning material, also the way that used as the implementation guidance of learning activity to get a certain education purpose. 2013 Curriculum Development is a continuation step of Competence Based Curriculum development that has been initiated in 2004 and KTSP 2006 includes competency in attitude, knowledge and skills integrately. 2013 curriculum aim is to prepare Indonesian to have life skills as personal and religious citizen, to be productive, creative, innovative, and affectionate, also be able to contribute in social life, to the nation, to the state, and and to the world civilization.

2013 Curriculum develops learning experiences which gives a wide chance for student to master competence which is needed at now and future life. To do learning process, the Minister of Education and Culture of Republic of Indonesia has stated a regulation about text book and

teacher guidance book for Elementary School and Senior High School which is decent to be used by student on learning process.

Unlike the text book that arranged before 2013 curriculum, the introductory book of 2013 curriculum stated that the book contains activity based on the learning plans. That book gives a direction to what kind of activity should be done by the student and their peer, and also the teacher activity. The student book contains some activities to be practiced by the students, either independently or group. It's not a book which the material were read, filled, or memorized. Students are invited to search other learning source or reference around them. Teacher can enrich the activity with a relevant and appropriate other activity form based on social environment and nature.

The writing structure book is made to facilitate student with meaningful learning experience. A meaningful learning experiences include an activity to build knowledge, searching, asking, learning society (that built by cooperation in the learning process), modeling (student demonstrate or discuss their thought), reflection (student's response in learning) and evaluation (evaluation describes student learning development) (AhmadYani, 2009 : 58-59). A meaningful learning experiences on the student books has been translated to 'Lets Find', 'Lets Study', 'Lets Tell', 'Lets Join', 'Lets Sing', 'Lets Practice', 'Lets Write', 'Lets Discuss', 'Do you know' and 'Learn at home'. Learn at home contains information in order that parents and students can learn together .

Learning process in the 2013 Elementary School/MI Curriculum is held by using thematic learning approach. Each theme gives different shape on each text books. Text book for the student is entitled along with those themes. The book titles for the 4th grade in Elementary School/MI are The Beauty of Togetherness, Save Energy, Caring about Others, Professions, Appreciate the Patriots, The Beauty of My Country, My Dreams, and My Residence Area. This book is arranged and analyzed by some people under coordination with the Minister of Education and Culture and used on the first stage of 2013 Curriculum implementation. Text book is a "living document" which can always be fixed and renewed according to the dynamic necessity and the change of the era. (The Minister of Culture and Education, 2013: ii).

## **2.5 Learning Strategy in Civics and Pancasila Education on Madrasah Ibtidaiyah**

### **Teacher Education Program Curriculum and MI Curriculum on 2013**

Learning Strategy is a pattern that contains a set of activity which can be used as a guideline to reach the competence, while method is the way to apply strategy. So basically, methods come from particular startegy (Wina, page 99). Approach is a common term, while strategy is an explanation for applied approachment. Roy Killen stated that there are two learning approaches: the first is teacher-oriented approach and student-oriented approach (Ibid, page 100). Some strategies choosen in Madrasah Ibtidaiyah Teacher Education curriculum in Civics and Pancasila Education learning which also found in Learning Strategy subject and MI curriculum 2013 thematic book is as follows:

#### **a. Contextual Teaching and Learning**

Learning Strategy as a subject on Madrasah Ibtidaiyah Teacher Education curriculum has given knowledge about some strategy and implementation of the strategy on learning process according to the subject in MI, including Civics and Pancasila Education subject. Madrasah Ibtidaiyah Teacher Education curriculum has stated that knowledge and contextual learning

practice is known as Contextual Teaching and Learning (CTL). Ahmad Yani (2009:58-59) stated that CTL gives a meaningful learning experiences that involve activity to build knowledge, searching, asking, learning society (that built by cooperation in the learning process), modeling (student demonstrate or discuss their thought), reflection (student’s response in learning), and evaluation (evaluation describes student learning development).

CTL is a learning approach which has own characteristic. It’s focused on student involvement in learning process to search the materials and integrate it to the real situation so that students are motivated to apply the lesson in their life.

CTL learning approach that is learnt through Learning Strategy subject also implemented on MI 2013 curriculum thematic book. A meaningful learning experiences (CTL) on student book is translated through subtitle Lets Find, Lets Tell, Lets Join, Lets Sing, Lets Practice, Lets Write, Lets Discuss, Do You Know, and Learn at Home. Learn at home’. Learn at home contains information in order that parents and students can learn together. One example of CTL implementation on thematic learning process in the 4th grade is the theme Appreciate the Patriots related to Civics and Pancasila Education subject, as follows :

**Table 1:** CTL implementation

Indicator	Student book	
1. Categorizing the attitudes in daily life which suitable to the principles in Pancasila.	77-78	CTL, Discussion, Concept Map.
2. Presenting the attitudes in daily life which suitable to the one of principles in Pancasila.		

The book used by the student present the ‘Lets Discuss’ subtitle. Student asked to discuss a picture shown in the book, e.g a picture of a children that save their money into a box, people working together, and two children picture who are apologizing each other and asked to tell whether the activities shown is a patriotic attitude or not. Students are invited to discuss the attitude that shown at the picture and and explains their reason. The result of the discussion then continued with questions related to the principle in Pancasila. Besides analyzing a picture, students are also assigned to tell their friends about the good habit that they has been done and explain the accordance with the principle in Pacasila.

Students are also expected to find the good attitudes shown through a story about worker in the thematic book. After that, student also expected to be able to mention things that can be imitated from the story. Student also expected to be creative by assigned to draw a person and tell the heroism attitude of their drawing. Other activity that should be done by the students is to reflecting what they have been learnt and discuss it to their parents. Student are expected to

be able to tell the material or subject they have been got from school to their parents and the parents are expected to give a feedback to them. So, there will be a cooperation between school and the parents.

The example of learning activity above shows students as a learning subject, it means that student play an active role in the learning process to find and search the subject matter by themselves. Student learn through group activity like work in group, discussion, and take and give to each other. While in conventional learning student are learning more individually by receiving knowledge, taking note, and memorize the materials. Learning is directly related to real life. This is reflected from the activity which the student have to tell to their friends about good habit that has been done by them. Likewise, these things shows that ability is based on experiences. Giving reason on responding or behave to certain things give experience to students in order that they can build they behaviour based on the real life. Because sometimes student do something when they feel that it is useful for them and not do thing because it's useless. Cooperation with parents shows that learning process can be done everywhere either inside the class or outside the class.

- b. Mind Map is one of the Active Learning form. Concept map is an independent learning practice. Mind map is a creative way for student to individually produce ideas, taking a note of a lesson, or planing on a research. Mind map could facilitate student to clearly and creatively identify what they learnt and what they planned in an easier way.

One example in the strategy of mind map implementation was found on thematic book entitled “My Dreams” with an indicator that students should be able to write the definition of each principles in Pancasila using mind map.



Picture1 Mind Map Pancasila

c. Snowballing

This strategy is named Snowballing because while the learning process, student are given a direction to discuss a problem to each other, started from a small group and gradually to a bigger group. At the end, the results of the discussion will show how much student agreed with a certain answer. This strategy is the continuity of the strategy “the Power of Two”. The power of two is used to motivate students to have instinct to the benefit of learning together. (ICCE Team, 2004: 28-29). As a development from the power of two, snowballing is started from small group, then 2 people group developed into 4 people group, developed into 8 people, 16 people and continually.

The syntax of snowballing strategy is as follows:

- 1) Tell a problem.
- 2) Ask each students to argue or give opinion.
- 3) After all student gives their answer, ask them to do a pair work, exchange the answer to each other, and discuss it.
- 4) Ask the pairs group to discuss with another pair group continually until formed 2 big group in one class.
- 5) After formed 2 big group, ask to two group to presentate the discussion result.

The thematic text book in the theme “Caring about Others” has implemented snowballing strategy. It can be understood through the teacher book on page 128; student discuss in pairs about way to take care of animal properly in order to sold it in market. Teachers watch them while they work in pair and discussing their opinion bravely either right or wrong. The different opinion can be discussed later.

Student text book on page 100 shows that students should discuss in pairs. Then, the result must be told to other pair in order to develop their knowledge. Further information is written as follows: “Animals that being sold in market should be healthy. How to take care of animals? Discuss in pairs. Tell your partner about the discussion result in order to develop your knowledge”

d. Critical Incident (Important Experience).

Critical Incident (or Important Experiences) is one of active learning strategies. Active Learning is a learning model that invite students to participate in all learning process, not only involve them mentally but also physically. By using these way, student usually would enjoy the learning situation more so that learning result can be optimal.

Critical Incident (Important Experiences) is a strategy where student must remind and discuss an interesting experience in the past then the teacher explain the subject materials by connecting it to the experiences possessed by student. The purpose of this strategy is to involve student so that they can be more active by involving the student’s experience.

The syntax of Critical Incident strategy (Important Experience) is as follows:

- 1) Teacher tells the learning topic.
- 2) Teacher asks student to remind their experiences that is related to the topic.



- 3) Teacher gives a five minutes for student to think about their experience.
- 4) Teacher asks student to tell their experience.
- 5) Teacher explains the topic material by connecting to experience that has been stated by student.

The implementation of this strategy can be seen on theme “Caring about Others” in teacher text book page 24. The indicator is that student can present an example a responsible act toward animal or plant. However, this strategy must be completed with the snowballing strategy. To reach the indicator, student have to look at a picture in their text book and make a question from it. Then student make question in pairs. They discuss the question and the answer related to their personal experiences. Discussion is developed further by asking student to give other examples which closed to their life.

### **3.0 CONCLUSION**

One of the principles in curriculum development is the relevance principle. A curriculum should be relevant to the previous curriculum. Curriculum arrangement in Madrasah Ibtidaiyah Teacher Education is meant to prepare the student as MI teacher candidate in order that they can do assignments well. Therefore, curriculum in Madrasah Ibtidaiyah Teacher Education program must be relevant to MI curriculum.

Learning Strategy is one of the subjects in Madrasah Ibtidaiyah Teacher Education program curriculum. Some learning strategies are given to Madrasah Ibtidaiyah Teacher Education student. The learning strategy on Civics and Pancasila Education were included in Madrasah Ibtidaiyah Teacher Education curriculum according to learning strategy found in MI thematic curriculum 2013 book.

Contextual learning or significant learning in Madrasah Ibtidaiyah Teacher Education curriculum translated on 2013 MI curriculum to meaningful learning experience by the subtitles Lets Find, Lets Study, Lets Tell, Lets Join, Lets Sing, Lets Practice, Lets Write, Lets Discuss, Do you know, and Learn at home at the student text book. Learn at home contains information in order that parents and students can learn together. Other strategies that taught in Madrasah Ibtidaiyah Teacher Education curriculum or used in MI curriculum are the Independent Learning strategy, Snowballing, and Critical Incident.

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