The Effect of Curriculum Implementation on The Performance of SDIT Albanna Denpasar Teachers

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ABSTRACT: *Curriculum implementation and teacher performance are important factors in educational success. We are discussing the curriculum as a program of learning under the responsibility of the school. In reality, in SDIT, Albanna Denpasar has variations in educators' ability in the level of curriculum attainment. Curriculum making is made by all school principals and all curriculum department representatives, which is likely to affect teacher performance. The objectives of this research are to determine: 1) The effect of curriculum implementation on teacher performance at SDIT Albanna Denpasar in the 2020 Academic Year 2) The contribution of curriculum implementation contribute to the teacher performance at SDIT Albanna Denpasar in the 2020 Academic Year. This research is quantitative correlational research. Data collection techniques used in this study were to use questionnaires, observation, and documentation. The results showed that: 1) there was a significant effect of curriculum implementation on teachers' performance in SDIT Albanna Denpasar. This's indicated by the curriculum implementation variable having a positive. It's also known that $F_{count} > F_{table}$ was $0.956 < 4.15$, Which means H_0 was accepted, and H_a was rejected, so meaning regression linear. 2) the curriculum implementation variable (X) has a simultaneous contribution of 16,5 % to the teacher performance variable (Y). The remaining 83,5 % is influenced by other factors not examined in this research.*

Implementasi kurikulum dan kinerja guru merupakan salah satu faktor penting dalam keberhasilan pendidikan. Secara garis besar Kurikulum sebagai program pelajaran yang direncanakan. Secara realitas SDIT Albanna Denpasar memiliki variasi kemampuan pendidik dalam tingkat pencapaian kurikulum, pembuatan kurikulum dibuat oleh semua kepala sekolah dan semua waka kurikulum seluruh unit. Yang mana kemungkinan hal ini akan mempengaruhi kinerja guru. Tujuan penelitian ini adalah untuk mengetahui: 1) Pengaruh implementasi kurikulum terhadap kinerja guru di SDIT Albanna Denpasar Tahun Pelajaran 2019-2020. 2) Besar kontribusi implementasi kurikulum mempengaruhi kinerja guru di SDIT Albanna Denpasar Tahun Pelajaran 2019/2020. Jenis penelitian ini kuantitatif korelasional. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah dengan menggunakan kuisioner, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) Terdapat pengaruh signifikan implementasi kurikulum terhadap kinerja guru di SDIT Albanna Denpasar,

diketahui dari $F_{linear} < F_{tabel}$ yaitu $0.956 < 4.15$, sehingga H_0 diterima dan H_a ditolak, yang artinya regresi linier. 2) variabel implementasi kurikulum (X) memiliki kontribusi secara simultan sebesar 16,5% terhadap variabel kinerja guru (Y) selebihnya 83,5% dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini.

Keywords: *Curriculum Implementation, Teacher Performance*

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I. INTRODUCTION

National education is one of the sectors of national development to educate the nation's life. The education system is a social and cultural institution to develop into intelligent, quality human beings to be productive and proactive in following the changes in the era of globalization.

Through education of various values, cultural excellence, community knowledge, and nation, these students adapt, develop, and improve their quality. The abilities possessed by quality students if knowledge, intellectual skills, attitudes and habits, social skills provide the basis for actively developing themselves as individuals, members of society, citizens, and members of the human race.

It can be said more wisely that quality education can produce quality education. Through schooling can also be developed personal abilities, thinking power, and better behaviour. This is by RI Law no. 20 of 2003 concerning the National Education System, which states that: "National education aims to develop the potential development of participants educate people to become human beings who believe in and fear the Almighty God, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens," (UU RI, NO.20, 2003).

From the above understanding, it provides the view that education must be directed to produce quality human beings who can compete and have a noble character. To achieve this goal, many things are interrelated apart from the components that are in the education system itself. One of the essential elements to achieving the goals of national education is the curriculum.

As explained in the following hadith:

عَنْ أَبِي هُرَيْرَةَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : مَنْ تَعَلَّمَ عِلْمًا مِمَّا يُتَعَمَّى بِهِ وَجْهُهُ اللَّهُ عَزَّ وَجَلَّ لَا يَتَعَلَّمُهُ إِلَّا لِيَصِيبَ بِهِ عَرَضًا مِنَ الدُّنْيَا لَمْ يَجِدْ عَرْفَ الْجَنَّةِ يَوْمَ الْقِيَامَةِ يَعْنِي : رِيحُهَا (رواه ابو داود باسناد صحيح)

Meaning: From Abu Hurairah ra. He said Rasulullah Saw. said: "Whoever studies science should aim to seek the pleasure of Allah 'AzzaWaJalla. Then he studied it with the aim only to get worldly position/wealth, so he will not get the smell of heaven on the Day of Resurrection"(Narrated by Abu Dawud) (Sulayman, 2002).

The hadith above explains how important it is to determine learning objectives; in studying science, one should seek Allah's pleasure, not only pursue worldly goals.

There is a learning objective so that in its implementation, it will lead in the right direction. As in the curriculum, there are also clear learning objectives to achieve maximum learning.

The educational process in learning activities will run smoothly, conducive, interactive and so on if it is based on a reasonable and correct curriculum basis. Education can run well when the curriculum is the primary support in the teaching and learning process. The curriculum is a set of subjects and educational programs provided by an educational provider that contains lesson plans given to students during a period of education. In Anita Lie's curriculum theory, "The success of a curriculum is a long process, starting from the crystallization of various ideas and ideal concepts about education, formulating curriculum design, preparation of educators and education personnel, as well as facilities and infrastructure, governance of curriculum implementation including learning and learning assessment and curriculum," (Lie, 2017).

Another factor that plays a role in influencing education is the performance of quality teachers. A teacher must make a substantial contribution to education in the school environment, especially in terms of learning. We certainly want to have qualified teachers with reliable performance. As explained in the QS. At Taubah: 105;

وَقُلْ اَعْمَلُوا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ اِلَ الْعَالَمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ

Meaning: *and Say: "Work you, then Allah and His Messenger and the believers will see your work, and you will be returned to (Allah) who knows what is unseen and what is real, then He will tell you what is happening. you have done,"* (Departemen Agama RI, 2020).

The verse implies that every job must be done as well as possible, including a teacher. The teacher is a mandate, which must be accountable to Allah SWT., to humans (students) for the teaching that has been given. Because Allah always sees the work of His servants (Anwar, 2021). Success in efforts to develop teacher performance is also largely determined by the curriculum's implementation, as stated by Hasan Taufan Rahman.

Teachers have a role in transforming educational input to produce sound output, of course, with good processes such as learning activities under the curriculum and teachers' competence. It is expected that there will be an increase in quality in the teaching and learning process. This means that excellent and superior education will still depend on teacher competence (Djamarah & Zain, 2010).

A teacher must also motivate students so that students have a good enthusiasm for learning and have sincere intentions in studying, as the Hadith narrated by Abi Musa, namely:

عَنْ أَبِي مُوسَى قَالَ كَانَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا بَعَثَ أَحَدًا مِنْ أَصْحَابِهِ فِي بَعْضِ أَمْرِهِ قَالَ بَشِّرُوا وَلَا تُنْفِرُوا وَيَسِّرُوا وَلَا تُعَسِّرُوا (رواه مسلم)

Meaning: From Abi Musa he said, "Rasulullah Saw. When sending one of his friends to do some of his orders, he always says, "Tell you good news and don't cause a feeling of antipathy, be easy. You and don't make it difficult." (Muslim, 2007).

There are eight curriculum standards: content standards, process standards, graduate competency standards, teacher and education staff standards, infrastructure standards, management standards, financing standards, and assessment standards that all educators must implement to improve their teaching and learning process. So every teacher must understand very well the eight means (Ahyat, 2017).

The expected teacher performance is by the standard process, which includes: the learning process, modelling, planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process to implement an effective and efficient learning process (Sobry, 2017).

In teacher performance, there must also be an increase in the quality of educators to get quality student results, as contained in the management standards of Article 53 paragraph 2 point h, namely: participants, and program administrators."

Integrated Islamic Elementary School (SDIT) Albanna Denpasar is a school which is located at Jl. TukadYeh Ho III / 16 Denpasar. The results of interviews with the vice principal in the field of curriculum obtained information that in carrying out the learning process, SDIT Albanna Denpasar, which uses the national curriculum, is added to the typical Albanna school curriculum. The foundation's curriculum team makes the curriculum and units consisting of Foundation Administrators, Curriculum Managers, all Unit School Principals, and all Unit Curriculum Instructors (Ikhwan, 2016).

When conducting the initial research, problems were found, including in the form of variations in the ability of educators in the level of curriculum attainment, the creation of a curriculum, one of which was made by all unit school principals and all unit curriculum staff, which should have been made by each unit (Basyar, 2018).

From the information above, it is interesting for the author to examine the effect of curriculum implementation on teacher performance, both of which are the most important educational institutions' components. The authors' most basic reason to take SDIT Albanna Denpasar as a research locus is that this school is one of the schools with the best implementation of curriculum and teacher performance (Ikhwan, 2014).

Hasan Taufan Rahman, *The Influence of Principal Leadership Behavior and School Climate on Teaching Performance of English Teachers in Private Junior High Schools in Garut Regency*, Thesis (Rahman, 2014).

The formulation of the problem in this study is: Is there an effect of curriculum implementation on teacher performance at SDIT Albanna Denpasar for the 2019/2020 academic year? And How much does the contribution of curriculum implementation affect teacher performance at SDIT Albanna Denpasar for the 2020 academic year?

The writer wants to obtain the aim: The effect of curriculum implementation on teacher performance at SDIT Albanna Denpasar for the 2020 academic year and the contribution of curriculum implementation to affect teacher performance at SDIT Albanna Denpasar for the 2020 academic year.

II. METHOD

The approach used is the correlational approach, namely, "A study to determine the relationship and the level of the relationship between two or more variables without

any attempt to influence these variables so that there is no manipulation of the variables." The correlational approach investigates the extent to which a variable is related to variations in one or more other variables, based on the correlation coefficient. Simultaneously, the type of research used is quantitative research, which is a type of study based on the philosophy of positivism, which is used to examine a particular population or sample. "The sampling technique is generally carried out randomly, and data collection uses research instruments; data analysis is quantitative/statistical to test predetermined hypotheses (Miles & Huberman, 2012).

The population in this study were all teachers at SDIT Albanna Denpasar, amounting to 53 people. This study used a total sample of 53 people. There are two data sources in this study: primary data using questionnaires and secondary data using documentation and observation. The data collection technique in this study uses three ways: 1) The questionnaire is a data collection technique done by giving a set of questions or written statements to the respondent to answer. 2) Documentation, which is a record of past events. Documents can be in the form of writings, pictures, or monumental works of a person.

This study is about the description of the object of research at SDIT Albanna Denpasar, teacher data (curriculum implementation, previous teacher performance), organizational structure, and so on 3) Observation "Observation is a complex process, a process composed of various biological and psychological processes. . The two most critical data sets are observational and memory processes (Setiawan, 2007). "The observation technique was used in this study to determine the location plan, the physical condition of the building, the facilities and infrastructure for activities, as well as the state of educators and education personnel at SDIT Albanna Denpasar (direct teacher performance).

III. RESULT AND DISCUSSION

Result

Instrument Test. The following are the results of the item validity test with the help of SPSS version 20, which are presented in the following two tables:

Tabel 1. Result Validity test of X Variable (Source: Primer Data)

No	Question Items	Amount	Status
1	1,2,3,4,5,6,7,8,9,10,11,	42	Valid
	12,13,14,15,16,17,18,		
	19,20,21,22,23,24,25,26,		
	27,28,29,30,31,32,33,34,		
	35,36,37,38,39,40,41,42		

Tabel 2. Result Validity test of Y Variable (Source: Primer Data)

No	Question Items	Amount	Status
1	1,2,3,4,5,6,7,8,9,10, 11,12,13,14,15,16,17	17	Valid

From the results of the validity test of the above questionnaire items on the curriculum implementation variable and Sugiyono. Research Methods of Quantitative Approaches, Qualitative and R & D, (Sugiono & Wahono, 2016).

The teacher's performance with label value with a sample size of 53 and a significance level of 0.05 indicates a value of 0.2241. so that all items in all items on the questionnaire can be said to be valid. In this study, the reliability test was carried out using the Alpha Cronbach technique assisted by the SPSS Statistics program version 20. The results of the reliability test showed: Table 3. Reliability Test Variable Alpha Cronbach Status Statement X X1 – X42 0,945 Reliable. Y Y1 – Y17 0.826 Reliable.

Based on the table above, it is known that the statement on the curriculum implementation variable (X) obtained reliability of 0.945 and the teacher performance variable (Y) received reliability of 0.826. So it can be concluded that the instrument for the two variables in the reliability category is very high because it has a coefficient of $0.80 < \text{Cronbach Alpha} < 1.00$.

Data Description of Variable X: Based on a questionnaire distributed to 53 respondents, the highest score was 210, and the lowest score was 154, with a standard deviation of 28. The total number of classes was 7 interval classes and 10 class lengths which are presented in the following table:

Table 3. Variable Frequency Distribution: X (Source: Primer Data)

Interval	Frequenc y	Percent	Cum Percent
201-210	6	11.32	11.32
191-200	4	7.55	18.87
181-190	8	15.09	33.96
171-180	13	24.53	58.49
161-170	19	35.85	94.34
151-160	3	5.66	100.00
141-150	0	0	100.00
Total	53	100.00	

The results of the frequency distribution of the X variable data presented in the table above are depicted in the histogram as follows:

Figure 1. Histogram of Frequency Distribution

Curriculum Implementation: The results of the trend distribution of variable data for Curriculum Implementation, which are presented in the table above, are illustrated in the following pie chart:

Figure 2. Pie diagram of Curriculum Implementation

The diagram above shows that it can be concluded that the implementation of the curriculum by SDIT Albanna Denpasar teachers for the 2019/2020 school year is very high. 75% of the teachers implement the curriculum very well, and 25% of the teachers implement it well.

Variable Data Description Y: Based on a questionnaire distributed to 53 respondents, the highest score was 85, and the lowest score was 66, with a standard deviation of 11.33. And it is known that the number of classes is 7 classes, and the length of class 10 is presented in the following table:

Tabel 4. Variable Frequency Distribution: Y (Source: Primer Data)

Teacher Performance			
Interval	Frequency	Percent	Cumulative Percent
76-85	20	37.74	37.74
66-75	33	62.26	100.00
56-65	0	0.00	100.00
46-55	0	0.00	100.00
36-45	0	0.00	100.00
26-35	0	0.00	100.00
16-25	0	0.00	100.00
Total	53	100.00	

The results of the frequency distribution of the Teacher Performance variable data are presented in the table above, which is described in the histogram as follows:

Figure 3. The histogram of the teacher performance distribution frequency

The results of the distribution of the trend distribution of teacher performance variables which are presented in the table above, are illustrated in the following pie chart:

Figure 4. Teacher Performance pie diagram

The table's distribution diagram above can be concluded that SDIT Albanna Denpasar teachers' teacher performance for the 2019/2020 school year is classified as very high. 98% of teacher performance is very high, and 2% of teacher performance is increased.

Test Prerequisite Analysis

Data normality aims to determine whether the distribution is normal or not. To test the normality of the data, the researcher used the Kolmogorov-Smirnov test. The results of the Normality Test are as follows:

Tabel 5. The Result of Normality Test (Source: Primer Data)

			Unstandardized Residual
N			53
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		5.00146340
Most Extreme Differences	Absolute		.138
	Positive		.138
	Negative		-.105
Kolmogorov-Smirnov Z			1.005
Asymp. Sig. (2-tailed)			.264

Discussion

Based on the table above, it can be seen that the significance value for the variable curriculum implementation and teacher performance is 0.264, which means that the two variables are typically distributed which have a value greater than $\alpha = 0.05$. Thus it can be concluded that the distribution of these two variables is normal and can be declared eligible for further analysis.

A linearity test is conducted to determine whether the independent variable (X) and the dependent variable (Y) have a linear relationship. To test it, the F test is used to predict the model. The criterion used to test linearity is if the significant value is $< \alpha$ (0.05), it can be concluded that there is a linear relationship between curriculum implementation and teacher performance. Another way is to compare the value of Fount with the F table. If $F_{count} < F_{table}$, there is a linear correlation.

The criteria used to test for linearity can be determined through the significance value of deviation from linearity assisted by the SPSS program with the following results: Based on the table above, it can be seen that the sig deviation from linearity value between curriculum implementation and teacher performance is 0.956. This means that H_0 , which states the linear regression form, is accepted and H_a , which displays the non-linear regression form, is rejected. It can be concluded that the regression form of curriculum implementation with teacher performance is linear.

To test the presence or absence of heteroscedasticity, the Spearman rank-test was used by correlating the independent variables to the residuals' absolute value (error). The results of the heteroscedasticity test are as follows:

Tabel 6. The Result of Heteroscedasticity Test (Source: Primer Data)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.483	4.142		2.048	.046
	Implementation of Curriculum	-.023	.023	-.138	-.998	.323

From the table above, it can be concluded that after conducting the heteroscedasticity test using SPSS version 20, the curriculum implementation variable shows a significance value of 0.323 and more excellent than 0.05, so it can be said that heteroscedasticity does not occur. Hypothesis testing. The simple regression analysis technique is an approach method for modelling the relationship between one dependent variable and one independent variable. The following are the results of the Simple Regression Analysis test:

Tabel 7. The Results of Simple Regression Analysis (Source: Primer Data)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.655	8.837		5.280	.000
	Implementation Curriculum	.158	.050	.406	3.177	.003

From the table above, it is known that the regression line equation for curriculum implementation and teacher performance is $Y = 46,655 + 0.158X$, which means that if the Curriculum Implementation variable (X) is constant or there is no increase, the teacher performance variable (Y) is 46,655. If the Curriculum Implementation variable (X) increases by 1 point, then the teacher performance variable (Y) has increased by 0.158.

Tabel 8. Arithmetic Test Results (Source: Primer Data)

		Sum of Squares	df	Mean Square	F	Sig.
y * x	Between Groups	1059.939	33	32.119	1.225	.326
	Linearity	257.428	1	257.428	9.817	.005

	Deviation Linearity	from	802.511	32	25.078	.956	.557
Within Groups			498.250	19	26.224		
Total			1558.189	52			

Based on the table above, it is known that the F count of 9,817 is more significant than the F table in the 1 and 33 denominators of 4.14. Or it can be seen that the significance is <0.05 , which is 0.005 less than 0.05. H_0 is rejected, and H_a is accepted, so it is stated that the regression means / significant. Furthermore, the linearity of variable X to variable Y is seen from the value of Deviation from Linearity $F_{count} < F_{table}$, namely $0.956 < 4.15$. Or it can be seen that it is significant > 0.05 , which is 0.557 greater than 0.05. This means that H_0 states linear is accepted.

Tabel 9. Coefficient Correlation (Source: Primer Data)

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	46.655	8.837		5.280	.000
	x	.158	.050	.406	3.177	.003

Based on the table above, it is known that the t count of 3.177 is greater than the t table at a significant level of 5% of 1.675. This means that H_0 is rejected and H_a is accepted, so it is stated that the correlation of variable X with variable Y is significant or significant.

So it can be concluded that there is a positive and significant relationship between curriculum implementation on teacher performance at SDIT Albanna Denpasar for the 2020 school year.

Tabel 10. Hasil Kontribusi Koefisien Determinasi (Source: Primer Data)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.406 ^a	.165	.149	5.05026

Based on the table above, the coefficient of determination (R) is 0.406, and the R square (R^2) is 0.165 or 16.5%. This value indicates that the independent variable, namely the implementation of the curriculum, has a simultaneous contribution of 16.5%, classified as low. The rest, namely 83.5%, is influenced by other factors not examined in this study.

IV. CONCLUSION

The regression line equation and teacher performance equation is $Y = 46,655 + 0.158X$, which means that if the Curriculum Implementation variable (X) is constant or there is no increase, the teacher performance variable (Y) is 46,655. If the Curriculum Implementation variable (X) increases by 1 point, the Performance variable teacher (Y) has increased. Amounting to 0.158. It is known that F linearity $F_{count} < F_{table}$ is $0.956 < 4.15$, so that H_0 is accepted and H_a is rejected, which means linear regression. Furthermore, the linearity of variable X to variable Y is seen from the value of Deviation from Linearity $F_{count} < F_{table}$, namely $0.956 < 4.15$. Or it can be seen that it

is significant > 0.05 , which is 0.557 greater than 0.05. This means that H_0 states linear is accepted. And it is also known that $t_{count} > t_{table}$, which is $3.177 > 1.665$, so H_0 is rejected and H_a is received, meaning that the correlation coefficient is significant. So it can be concluded that the Curriculum Implementation variable (X) has a considerable influence on the teacher performance variable (Y).

The contribution between curriculum implementation (X) and teacher performance (Y) is 16.5 or 16.5%. This is indicated by the coefficient of determination (R) of 0.406 and R square (R^2) of 0.165 or 16.5%. This value indicates that the independent variable, namely the implementation of the curriculum, has a simultaneous contribution of 16.5%. The performance of teachers at SDIT Albanna Denpasar was classified as low, and the rest, namely 83.5%, was influenced by other factors that researchers did not examine.

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