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INTRODUCTION FROM THE EDITORIAL BOARDS

Analisa Journal of Social Science and Religion is successfully launched for the volume 1 number 2, July - December, 2016. This is the second volume published in English, since it is started in 2016. Many people have involved in this publication including advisory editorial, International editorial boards, editors, language advisors and assistant to editors. These people made this work run well in the midst of various challenges. The Analisa Journal has been accredited by the Indonesian Institute of Science since 2012 as an academic journal, and this year (2016) the Analisa Journal received a new extension accreditation for the next five years.

The articles published in this volume address the phenomenon of social and religious life, culture, and Islam either in Indonesia or in the global world denoted by an article that pictures Islamic religiosity in Austria. The issue of radicalism still becomes the focus of study, which is considerably actual and interesting for Indonesian scholars. Various cases of violence in Indonesia and other countries depict that the act of terrorism is a common enemy for humans. In Indonesia, since the fall of President Soeharto's leadership, radicalism has increased significantly; this can be seen from a series of bombing happened in various locations in the country and some violent-conflicts in the name of religion in some part of Indonesia.

In this edition, there are at least three articles inter-related on the same topic. An article written by Asfa Widiyanto researched the counter attack of radicalism in Indonesia and Austria. He mentioned and discussed in detail that Indonesia and Austria in this issue experience a same situation that entails commonalities among civil society and state law jointly supporting the eradication of radical movements. Then, Taufiqur Rahman wrote extensively on the discourse of Jihad in Indonesia. He found that Jihadist movement in the Indonesian context was originally demonstrated to fight the colonization that recently turns to be the act of terrorism in the name of religion. Meanwhile, Yusa 'Farchan in his article explained that Islamic thought in Indonesia has evolved over time. According to him, the Liberal Islam Network (LIN) in Indonesia has at least five main definitions. Regarding the topic, he revealed how LIN stands on gender equality, contextualizes religious doctrines, and promotes pluralism in Indonesia.

The presence of pluralism in Indonesia cannot be denied since the facts show that Indonesia has been recognizing six religions that are followed by most Indonesian citizens. The religious diversity, on the one hand reflects harmonization in the religious lives of Indonesian people. However, on the other hand, the diversity of language, ethnicity, culture, and religion can be a great threat if not managed systematically by the government. For instance, there are various religious schools of Islam, each of which is successfully able to establish harmony with others. The article collaboratively composed by Retnowati and Yedi Efriadi describes the religious life of Shia group that can harmoniously live with other communities in Salatiga. Their findings might constitute a social capital to build harmony among religious believers in Indonesia.

The diversity of ethnicity and religious beliefs in Indonesia in its broader practice allows the interreligious/interfaith marriage. The article transcribed by Muhammad Ansori and Yasser Amri elucidates, at great length, about religious conversions in Aceh. They assert that a religious conversion enables a religiosity of individuals. Despite being diverse in religious beliefs, Indonesia also possesses a variety of traditions that symbolizes harmony in

building a society. Mahmudah Nur through her study gives detail on the value of religion in the rituals of Pasambahan in Minangkabau.

Religious texts written by local scholars such as Musdah Dahrizal contain a lot of issues on character education for humans. The content of the texts imparts the importance of education and harmony in society. Similarly, the article penned by Abu Muslim exposes the Masamper art in North Sulawesi. The author pictures in more detail on how the people of North Sulawesi build harmony through a traditional yet also pseudo religious art. Furthermore, Abu Muslim explains that Masamper tradition, besides being functioned as a means of propaganda, has become one of the tools to cement harmony and build the character of the local community.

In nowadays context, the character education is built by the Indonesian Government, through implementing the concept of 2013 curriculum-based education. The concept is applied in elementary to secondary education. An article written by Nur Laili Noviani basically outlines the process of 2013 curriculum learning in SMA Negeri 1 Salatiga which particularly focused on the implementation of Islamic education.

We hope you all enjoy a nice reading!

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Analisa Journal of Social Science and Religion would like to thank you to all international editorial boards for their support and their willingness to review articles for this volume. Analisa also expresses many thanks to language advisor and parties involved in the process of this publication. Furthermore, Analisa would also like to thank you to all authors who have submitted their articles to Analisa, so that this volume is successfully published. Special thanks go out to Prof. Koeswinarno, the director of the Office of Religious Research and Development Ministry of Religious Affairs, who has provided encouragement and paid attention to the team management of the journal so that the journal can be published right on schedule

The Analisa Journal do hope that we would continue our cooperation for the next editions.

Semarang, December 2016

Editor in Chief

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ABSTRACT

As one of the main subjects in senior high school education, Islamic studies play an important role, even though it is not included in the final exam for third-grade students. Similar to the other teachers, the Islamic studies teacher also has challenges on implementing Islamic education based on the 2013 curriculum. Employing descriptive qualitative method, this research focused on describing what challenges that Islamic studies teachers faced during the implementation of the 2013 curriculum. Data was collected from interview and observation. Data reduction was used as data being analyzed. This research was completed in 2015 and it took place in SMAN 1 Salatiga where the 2013 curriculum has been implemented since 2013/2014 and the implementation was one of the pilot projects of the school. This research finds out that individual differences and the complexity of evaluation standard are the main challenges for the teachers. Individual differences do not only apply to students but also teachers. The complexity of evaluation standard is also significant to challenge the teachers on implementing Islamic education based on a whole 2013 curriculum.

Keywords: *the 2013 curriculum, Islamic studies, the teacher's challenge*

INTRODUCTION

Research Background

Education has always become one of important topics and issues in Indonesia. It is stated in the Preamble of 1945 Indonesian Constitution (*Pembukaan UUD 1945*) that one of the national goals is to enrich the life of the nation. One of the supporting factors in educational life is the curriculum. The Indonesian government has already formulated possible curriculum that will improve the education quality in Indonesia. These curriculums are expected to be able to cope with a lot of educational problems in Indonesia. The last curriculum that has been introduced and implemented in Indonesian schools is the 2013 Curriculum.

The 2013 curriculum is a modification of the previous curriculum (the 2006 curriculum). This curriculum was prepared

to accommodate the national goal of education as mentioned in UU RI No. 2/2003 about The System of National Education. This constitution states that national education is used to enrich ability and character of the nation. According to Musliar Kasim, Deputy Minister of Education and Culture, as cited in Kennedy (2014), at the moment, many students do not have (noble) character, tolerance, and empathy for others (Kennedy, 2014). So, the Indonesian government expects that this new curriculum can build student's character, tolerance, and empathy, so they can enrich the nation life. It is important to understand that education is not only about knowledge, but also skill and attitude.

The 2013 curriculum officially was launched in 2013 and at that time, the Ministry of Education and Culture expected that it will be applicable in all school by 2015.

But, during the changing of the president and the ministry, this decision was evaluated. In 2014, the new minister officially made three decisions and one of them specified that the school that has already implemented the 2013 curriculum for 3 semesters can continue as a pilot project school. According to Anies Baswedan, the former ministry of Education, the curriculum is just a tool in education program, but the real actor is the teacher and the school principal (Supriyanto, 2014).

There are a lot of subjects that have to adopt the 2013 curriculum. Religious studies are one of them. There was instruction from General Director of Islamic Studies No. SE/DJ.1/PP.00/143/2015 on January 5th, 2015 that mentioned about implementation of Islamic Studies based on the 2013 curriculum implementation in School. It is stated that the Ministry of Religious Affairs requested the implementation of Islamic studies based on the 2013 curriculum in every public school, not only madrasah (Islamic schools), regardless the schools have previously implemented the 2013 curriculum or not. But the evaluation standard may refer to the curriculum that currently being used by each school.

Number of researches on evaluation showed that there are still a lot of problem with the implementation of the 2013 curriculum. Book availability, human resources (especially the teacher's skill and ability), and the complexity of evaluation standard become the most frequently reported by the school or teachers regarding this issue (Akuntono, 2014). But there are not many researches who seek for the answer of what is real problem or challenge the Islamic studies teacher faced during the implementation of the 2013 curriculum.

The Islamic studies teachers have a responsibility to enrich moral, intellectual, and spiritual aspect of the students. They have the vision to build the nation's characters. So, it is important for the Islamic studies teachers to implement the 2013

curriculum and make it on the track with that vision. It means that—as also argued by Wikan (2015a)—it is also important for us to find out what is the real challenge the Islamic studies teacher experienced during the implementation of the 2013 curriculum.

Amin Haedari, the General Director of Islamic Studies, Ministry of Religious Affairs, stated that the Islamic studies teachers should not only think about the complexity of evaluation. The most important thing to prepare is the process, its substance in the 2013 curriculum (Rudi, 2015). So, it is important to know how the complexity of evaluation becomes one of the problems that the Islamic studies teachers deal with, especially senior high school teachers, when preparing their students to face the “real world”, outside the school.

Haedari also said that the basic problem of the Islamic studies in school is because it does not attractive, monotone, and lack of creativity. Creativity makes something simple become more valuable and rich. So, the Islamic studies teachers must emphasize on their creativity when they deliver a lesson to their students. It is necessary for the student to give more attention to a subject in the class. He believed that more attention to the teacher and the learning process can give a better result for the students (Wikan, 2015b).

With all of those instructions from the Indonesian government, it is crucial for the Islamic studies teachers to find the best formulation from the 2013 curriculum to be implemented in a class. This formulation has to be adaptable to any student's condition and personality differences. In this regards, to find better or maybe the best formulation, it is also relevant to understand what the challenge that those teachers faced is. When they already identify that challenge, it is hoped that every sources of the learning process (including the teacher, the principal, and other facilities in school) can support each other to make a successful learning process.

Arends (2008: 7) stated that there are challenges for the teacher on implementing teaching in the 21st century. Arends classified seven challenges for the teacher in that era, which is: teaching in a multicultural society, teaching for meaning construction, teaching for active learning, teaching and accountability, teaching and choice, teaching with a new view of ability, and finally is teaching and technology. We are not going to discuss all those seven challenges, but only several challenges that related to the implementation of the 2013 curriculum.

Thus, last challenge that explained above, teaching and technology have become the real challenges for teachers. Massive changes that happen in this world can be seen through the Internet (technology). That's why in one of the fourteen principles of the 2013 curriculum says that the technology, information, and communication utility are used to increase the affectivity and efficiency of the learning process. The ability in operating technology is a must for the teacher. Nowadays, the student becomes more and more familiarized with the Internet and other technological development. So, the teacher must utilize technology as one of the sources in finding any subject-related information or knowledge just like what their students do.

In this research, we assumed that the technological development becomes one of the challenges that the Islamic studies teacher faced when implementing the 2013 curriculum. Perelman (Arends, 2008: 17) in 1992 wrote a book about new or latest technology that will end the old generation type of school. The computer, information network, and multimedia will give everyone an access to learn or study new thing, something that in the 1990's era does not exist yet. But, this technological development is not an easy matter to deal with. Not every teacher or student has the same ability in operating computer. So, it also becomes homework on implementing the 2013 curriculum.

In this year, the revision version of the 2013 curriculum was published exactly on June 29th, 2016. There are some matters that are being revised. According to Anies Baswedan as quoted from Anbarini (2016), prior to the revision, there were a lot of problems that occurred along with the implementation of the 2013 curriculum, such as the unconformity between the core competency and the basic competency with the syllabus, a subject guidance, the text book, and also the complexity of learning and evaluation process. The most problematic one which is often complained by the teacher is the last one, especially the complexity of evaluation. The teachers require more time to run the evaluation. So, the government revised the rules to make them simpler and easier when applying by the teachers.

Tjipto Sumadi (Chief of Curriculum and Book Center, The Ministry of Education and Culture) said that the revision version of the 2013 curriculum will make the teachers' task easier to complete, especially for the student's evaluation. The revision only requires two subject teachers to evaluate spiritual and social attitude directly, namely the Islamic studies teacher and the Pancasila and civic education teacher (Widiyanto, 2016). However, I argue that the other subject teachers also have a responsibility to develop the positive character of all students.

This research still uses the 2013 curriculum before revision as one of the theoretical frameworks. The reason is because the teacher that becomes the informant used the 2013 curriculum before revision as their guidance on teaching. The teachers have implemented the 2013 curriculum before revision in their daily learning process. In fact, they did not aware about the latest evaluation guidance as it was not published yet at that time. So, this justifies the use of the 2013 curriculum before revised as my theoretical framework.

This research primarily inquires "what is the challenge for the Islamic studies senior

high school teacher in implementing the 2013 curriculum". It was already stated that every subject teacher including the Islamic studies teacher has their own challenge in implementing the 2013 curriculum. The 2013 curriculum is not only about knowledge, but also skill and attitude. So, it is not easy for every teacher to implement the 2013 curriculum in real practice. Based on that research question, this research aims at describing the challenge that the Islamic studies senior high school teachers faced in implementing the 2013 curriculum.

CONCEPTUAL FRAMEWORK

2013 Curriculum for Senior High School

There are number of essential concepts regarding the 2013 curriculum. The curriculum structure is an organization of core competency, basic competency, learning materials, subjects, and learning loads. Every teacher must refer to what basic competency and a core competency that they will achieve in every learning process. So they need to make a plan for the learning process that we call it *Rencana Pelaksanaan Pembelajaran* (RPP or the lesson plan). Preparing for RPP is compulsory as it contains an important and relevant manner about what the teacher plans during the lesson class (Permendikbud Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah, No. 59/2014).

Core and basic competencies consist of spiritual attitude, social attitude, knowledge, and skill competency. Within the lesson plan, the teacher prepares what theme they are going to teach to the students. They also prepare every single thing that includes in the lesson plan structure. During the early semester, the teacher has to tell to all of the students about their subjects during one semester, what their aims, what they will achieve at the end of the semester, what competency they need to learn and to occupy (Permendikbud Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah, 59/2014).

There are two important elements in process standard of the 2013 curriculum; they are the teacher and the student. The teacher play dominant role in the planning and evaluating. However, in the learning process, the students take the main parts. The teacher only accommodates them to learn more knowledge, skill, and attitude not only from one source but also from any different sources. In last few years, the book and the teacher were the only learning sources. But nowadays, students can find any problem in real life as their learning material. They can find it on the Internet, newspaper, book, daily life activities, or any other sources (Permendikbud Standar Proses Pendidikan Dasar dan Menengah, No. 65/2013).

There are 14 learning principles according to The Content Standard and Graduate Competence Standard. In that principle, we can find that there is an acknowledgment of individual differences. Learning process does not only take place in the school, but also at home and among the society. Learning process acknowledge that everyone is a teacher, everyone is a student, and every place is a school. It is also stated that the teacher and the student need to improve information and computer skill, thus it can be useful as efficient and effective learning process (Permendikbud Standar Proses Pendidikan Dasar dan Menengah, No. 65/2013).

When we talk about evaluation in the 2013 curriculum, we have to refer to Permendikbud No. 66/2013 about The Educational Evaluation Standard. Evaluation or assessment based on six principles, those are objectivity, integrity, economically, transparency, accountability, and educative. There are a lot of evaluation instruments and techniques that can be used in evaluating three major competencies. The attitude competency instrument is different with the skill and knowledge competency instrument. Every teacher must hold this principle when they apply the instrument inside the RPP. So,

if the teacher said that the 2013 curriculum evaluation is complex may be because of there are a lot of variation techniques they need to hold (Permendikbud Standar Penilaian Pendidikan, No. 66/2013).

Another important issue from the 2013 curriculum is the scientific approach. Through this approach, the student is familiarized with five basic learning activities, such as observing, questioning, experimenting, associating, and communicating. In every lesson hours, the teacher needs to explore those five elements to come out from every student. In reality, it is not easy to make every student to deal with that. Sometimes, two lesson hours spent only to mainly answer the student's questions, but the real basic competency that the teacher has to aim cannot be achieved.

Individual Differences

Every person has a different personality. In psychology, individual differences are the very important aspect that we have to know, to understand other people. Even the twin children have a different character. It also applies to the student and the teacher. Every student is different. Every teacher is also different. Arikunto (as cited in Djamarah, 2002: 48-49) mentioned that student personality includes six aspects those are physical, religion, intellectual, social, ethics, and aesthetics. Each student has different capacity on those six aspects. Some students have good capacity in social aspect but maybe not well enough in intellectual aspect, and so on.

The student absorption level is also different to each other. This can be an indicator that every student has different learning mastery. So, it means that there is a variety of learning capability. To minimize this undesirable situation or condition, every teacher needs to know their students very well so they can use the best method for presenting the lesson. So, there will be no

stereotyping to the children, such as "You are clever or vice versa" (Djamarah, 2002: 49).

Hamalik (2004: 86-87) stated that development rate is individualistic. Every person has their own rates. Every student reaches their personality maturity on their own. It is different from one to another. We cannot make it similar or same to everyone. This also, in fact, has an important effect on the way they receive any lesson. The effective way of teaching is based on the student's readiness and maturity.

Learning activity is not always run smoothly (Ahmadi and Supriyono, 2004: 77). Every student and every teacher is different. These differences sometimes cause some problems, not only for the teacher but also the student. There are some differences and similarities in every student that need attention from their teacher, such as intelligence, capability, achievement, talent, habit, attitude, knowledge, interest, experience, need, personality, ambition/goal, and of course physical characteristic (Ahmadi and Supriyono, 2004: 115). By knowing this condition, the teachers can teach their students at their best.

Teacher's Role

The teacher is one of the important elements in curriculum development. Printr as quoted by Sanjaya (2010: 28) stated that in the curriculum development, teachers have four important roles, namely implementer, adapter, developer, and researcher. As an implementer, the teacher needs to apply or to implement the curriculum that exists and being used in that school. In this role, teachers only do what policy makers decided. The teacher is just a technical resource that responsible on implementing any regulation that supports the curriculum. Teaching is seen only as daily routine, not a professional work.

The second role of the teacher in developing curriculum is an adapter. As an adapter, the teacher has a wider role than merely being an implementer. The teacher

has their own authority to make the given curriculum suitable with their school condition and local need.

The third role is as a developer. The teacher has a right to design curriculum. It doesn't mean that they have their own curriculum, but based on the given curriculum, they can make variation what theme they are going to teach in every class, what assessment strategy they will use to measure student's achievement. So, the curriculum develops in accordance with the school condition (Sanjaya, 2010: 29).

The final role of the teacher in developing curriculum is as a researcher. It is a part of the teacher's role as a professional, and it has a connection with the teacher's performance. The teacher can evaluate the curriculum material, the program effectivity, the learning model and strategy, and they can also collect data regarding student's achievement. Therefore, with higher motivation from the teacher to do their professional work, it can make their work performance better (Sanjaya, 2010: 29-30).

The teacher is the key factor in the learning process (Hamalik, 2004: 27-28). The teacher's personality also becomes one interest in educational research. The teacher is the one that led the class, the most frequent person that interact with students in class than other personnel in school. The teacher is someone that has authority in the academic and non-academic area. So, it is important that teacher has a big role in social interaction. According to Snyder as quoted by Hamalik (2004: 29), the teacher's mental health condition also has an effect on pupil's adjustment. We can find out whether the class is smoothly-running or not by measure the personal adjustment of the teacher.

The teacher does not only play a role as a teacher, but also as a counselor. In overall learning process in school, the teacher is the key factor as an educator. The teacher is responsible for student's final result through learning interaction. It means that the

teacher has to hold every principle of learning. As a counselor, the teacher must do a lot of things. They have to collect student's profile, monitor their daily behavior, give more attention to a student with special need, and etc. With all those roles, it is important for every school or any related institution to enrich teacher's quality and resources (Hamalik, 2004: 32-34).

According to Ahmadi and Supriyono (2004: 115-116), the teacher has five functions or we can say its role. The first role is as a designer of instruction. They also hold some role as a manager of instruction, an evaluator of students learning, a motivator, and a counselor. This role is evolving during the science and technology development. By this evolving, so the teacher has greater responsibility nowadays, especially when we connect it up with the learning process in the 2013 curriculum.

LITERATURE REVIEW

There has been much research on implementation of the 2013 curriculum. It is not only about the teacher's readiness, but also its evaluation. The research about the teacher's readiness has been conducted by Qomariyah (2014), Wati (2015), and Maria, et.all. (2014). While the research about evaluation in implementing the 2013 curriculum has been held by Mayasari (2014), Riptiani, et all. (2015), and Aiman (2015).

The 2013 curriculum has been published and conducted in 2013. But the preparation has been held before 2013. But, this preparation seems not well enough because from some of the researches, it is found that the teacher readiness in implementing the 2013 curriculum is in low level. Qomariyah (2014: 34) and Wati (2015) stated that the teacher's readiness is at those levels. While Maria, et all. (2014) stated that there is no curiosity, hard work, or creative and innovative attitude from students and teachers towards the implementation of the 2013 curriculum. The teacher's and student's readiness should be improved because there

is found that their readiness is not good enough.

The readiness that should be improved is about training or workshop about the 2013 curriculum, complimentary facilities and infrastructure, the handbook for teachers and students (Maria, et al., 2014). The training or workshop for the teacher can also become one of challenges for the teacher in implementing the 2013 curriculum. Qomariyah (2014) wrote that the reason why the readiness is quite low is because there were a lot of teachers that still used a former curriculum (the 2006 curriculum). At that time, not all of the teacher attended or followed training or socialization about the 2013 curriculum. So the existing teacher had to teach students with a curriculum that they already accustomed. It means this research has the same result with Maria, et al. research even though they have different informants.

Qomariyah (2014) second result is the obstacle factor of the 2013 curriculum implementation in school (Islamic Junior High School). There was a lack of accurate information they need to know about the 2013 curriculum. Madrasah Tsanawiyah (MTs/Islamic Junior High School), which is managed under Ministry of Religion Affair, should be given information from another ministry, too. It is too late for them to get socialization from Ministry of Education and Culture so teacher kept using the 2006 curriculum. The student's individual differences also become one of the obstacle factors. The lack of facilities and infrastructure become the third obstacle factor on implementing the 2013 curriculum in MTs Al Fitroh Bonang, Demak.

The three other researches focus on the evaluation of the implementation of the 2013 curriculum. In Mayasari's (2014: 108) research, one of the results is the obstacle factor for the students and the teachers in implementing the 2013 curriculum. The teacher's obstacle factor is not different with Qomariyah research finding. The economics'

teachers do not feel confident enough in designing the right lesson plan because they haven't mastered the 2013 curriculum yet. In one of the school also found out that the teachers do not have good quality skill in operating IT (Information and Technology). This is the same with the assumption that researcher gives above.

Riptiani, et al. and Aiman research also focused on the evaluation of implementation the 2013 curriculum. The result of Riptiani, et al. (2015: 1-2) research shows that the implementation of the 2013 curriculum is ineffective if we observed from the input and product. But, this implementation is effective if we observed it from context and process aspects. So, they concluded that the implementation of the 2013 curriculum at state elementary school in rural areas in Badung Regency, Bali is ineffective. This can take place because, at that time, the training and socialization for the teacher are not equally given. Some of them did not master the 2013 curriculum in every aspect.

Aiman (2015: 145-146) research focuses only on the evaluation of authentic assessment. She conducted this research at State Islamic Elementary School Tempel in Sleman. Both of the planning and the implementation of authentic assessment did not go smoothly. The teacher did not plan the right authentic assessment according to the 2013 curriculum yet. They also did not use the entire instruments that already mentioned in Permendikbud. They need more socialization and training from the government so they will be more familiar with the new assessment. The teacher did not fully understand with the authentic assessment from the 2013 curriculum. So, it also depends on the teacher's capability and mastery to implement the right 2013 curriculum.

From those studies, there were none of them specially discussed the Islamic studies teachers. It is also important for us to know what they went through on implementing the 2013 curriculum. What their real threaten in

school so we can offer a better solution for them. If one by one problem is already solved, it is possible that the 2013 curriculum being held by all schools in Indonesia as a national curriculum.

RESEARCH METHODOLOGY

Data Collecting Method

This research was conducted using descriptive qualitative approach. Two data collecting methods are utilized: observation and interview. These two methods then later supported with the use of audiovisual facilities and literature study.

In terms of a qualitative interview, researcher has interview guide that incorporated theme related questions. Qualitative interview was used to dig subjective meaning that someone feels about research's topic/theme. Interview guide covers an important question that addressed the research's subject (Poerwandari, 2001: 75-76). The interviews were not only conducted with the Islamic studies teachers, but also with school stakeholders, as well as vice principal of SMAN 1 Salatiga. The researcher also inquired the students in order to conduct triangulation. All of these interviews were held using guided interview method that has been prepared in advance.

The second data collecting method used in this study was observation. As suggested by Poerwandari (2001: 70), researcher as the data collector must observe and notice accurately every phenomenon that appears and use the notes or report and checklist as helping notes. The observation conducted was in the classroom when the learning process held. There are some checklist notes that already prepared before. This checklist notes connected with the readiness and capability of the teacher in teaching their students. This checklist notes significantly helped in the research process.

Audiovisual tools and literature documents also played a significant role in the data collection process. Audiovisual tools that were used in this study include voice

and video recorder. The researcher also used the camera to capture precious and important moment for this study. Literature document that was used in this research consisted of the lesson plan/RPP from the Islamic studies teachers. This RPP can help researcher in finding out whether they already understand the correct RPP or not.

Data Analysis

The qualitative research data is formatted in narration or description. Based on the interview and observation, we obtained raw data. This data was analyzed using a qualitative descriptive technique. This technique follows three steps, which is data reduction, data presentation, and conclusion withdrawal. Data reduction followed some process like choosing, concentration centering, and raw data abstraction. Data presentation was conducted by presenting the structured information that can be useful for conclusion withdrawal. The last step is conclusion withdrawal that takes place when all the data is already well-organized (Moeleong, 2002: 190).

Interview result is about transcript that coded so it is fully organized and it helps to describe the real topic that being studied. Based on this coding, then we found meaning units and picked up the deepest meaning of what our subject already said. So, we can draw the real experiences that our subjects or informants have been through that deepest meaning of data.

RESULT AND DISCUSSION

School Profile

The senior high school that becomes the target or focus of this research is one of the pilot projects (for the 2013 curriculum implementation) senior high schools in Central Java, which is SMAN 1 Salatiga. This school has become the pilot project for every educational development, such as the 2004 and the 2006 curriculum revisions. As one of the favorite schools, SMAN 1 Salatiga

regularly accepts many students not only from Salatiga but also from other nearby cities. Not only because of its geographical location that makes this school becomes the main interest for students, but also its achievement in regional, national, and international levels. The schools has been nominated and awarded number of achievements in education sectors, including individual and group, in both academic and non-academic competitions.

Every year, the school always ranks first for its final exam's score in the regional level. With an excellent teacher's quality, it offers a great challenge and success to every student. Every student is supported to live in an academic environment that value knowledge and mutual understanding. The school has already been certified with ISO 9001: 2008 from NQA Global Insurance in 2013.

In connection with the 2013 curriculum, the school has 83 teachers with more than 90% of them already follow the 2013 curriculum technical guidance. This socialization includes workshop, formal training, and also conference/seminar. For the religious studies teachers, technical guidance is provided by the Ministry of Religion Affairs, not Ministry of Education like the others. The school also supports teachers' ability by running the ICT (Information, Computer, and Technology) socialization and the facilitator was from their own teacher.

Based on the interview with the SMAN 1 Salatiga's vice principal of curriculum (October 22nd, 2015), the school uses SKS (System of Semester Credit) on their educational program. One SKS is equal with 2 lesson hours, where 1 lesson hour same with 45 minutes. But in the acceleration class, 1 lesson hour means 30 minutes. There are two Islamic studies teachers that become the main subjects for this research. The two of them already follow the technical guidance from Ministry of Religious Affairs.

SMAN 1 Salatiga applies 5 active days in school for a week (Monday to Friday). They took this decision because of the Central Java Governor's instruction. After several reasoning and opinion, this school agreed to apply 5 active days in school for a week, Monday to Friday only. This decision is still going on this school and also every senior high school in Salatiga. Even though almost all of the teachers do not agree with this decision, the schools still maintain it until their regional instance that dealing with education matter has another idea or evaluation.

The Islamic studies, that become the main focus of this research, is included in general subjects type A. This subjects is taught to enrich the attitude, knowledge, and skill competencies of students as their basic and also strengthen their ability in society and nations life (Permendikbud Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah, 59/2014). If we refer to Permendikbud No. 59/2014, the Islamic studies have to be taught 3 lesson hours every week in one class. But, because the school held SKS so they arrange lesson hours with some consideration. So, in the odd semester where this research took place, the Islamic studies only being taught in 2 lesson hours (1 SKS) every week in every class.

Islamic Studies Teachers Profile

SMAN 1 Salatiga has three Islamic studies teachers. But, only two teachers that have full role as the other one has been on study leave. This two teachers, we called it Mr. J and Mr. A, are not the *core* teacher. Both of them are target teachers. As an Islamic studies teacher, Mr. J is more senior than Mr. A but Mr. A has longer years of service in SMAN 1 Salatiga than Mr. J. Even though Mr. A has longer years of service in this school, but he has different status with Mr. J. While Mr. J is already a civil servant (PNS) for more than 20 years, Mr. A is a civil servant to be. Mr. A has already worked at

SMAN 1 Salatiga for about 11 years as an Islamic studies teacher.

Both of them attended the same socialization program about the 2013 curriculum that held by the Ministry of Religious Affairs and one of the universities in Central Java. But, they do not yet follow any formal training about the 2013 curriculum. In Indonesia, the religious studies teacher has different status within the government office. While the other subjects' teacher are fully registered in the Ministry of Education (as a local civil servant), the religious studies teachers are not the case. The responsibility of the religious studies teachers is held behind Ministry of Religious Affairs. Thus, the religious studies teachers have different treatment when we talk about the 2013 curriculum socialization or training. We can say that they left behind compared to the other subject teachers.

These two teachers have already implemented the 2013 curriculum as it was instructed before. Even though the curriculum transformation is quite common, but they have to learn new thing and method every time it is adjusted. This 2013 curriculum allows them to more familiarize with technology, student's activity, and a new type of final evaluation report. Not only final evaluation that requires attention but also the evaluation during the learning process needs more attention. This standard of evaluation becomes one of the teacher's complaints about the 2013 curriculum.

The 2013 Curriculum and Individual Differences

In the 2013 curriculum, there are fourteen principles on the learning process. One of those principles is recognition of individual differences and cultural background of the student. Every student has individual differences. They came from different cultural, family, and environmental background. They grew up with a different personality, ability, skill, and interest. These

individual differences really have a big effect for teachers in implementing the 2013 curriculum (Permendikbud Standar Proses Pendidikan Dasar dan Menengah, No. 65/2013).

As mentioned by the two Islamic studies teachers in SMAN 1 Salatiga, they have difficulty in implementing the 2013 curriculum on the Al Qur'an study. There are some basic competencies in the Islamic studies that related with ability in reading, analyzing, and implementing Quranic verses in the right and correct manners (in accordance with *tajwid* and *makhrajulhuruf*). It is not an easy task to read Al Qur'an in the right way for every student.

The teachers said that every student in SMAN 1 Salatiga has different ability in reading Al Quran. Some of them are at the expert level, some of them are fairly good, but there are some of students who have poor skill in reading Al Quran. In fact, some of the students do not even know how to read Arabic letters. These different abilities are unexpected for both of the teachers. At first, they think that every Moslem student who sits in the senior high school has a good ability to read Al Qur'an. But, the fact is in contrary.

The main reason for this situation is student individual differences. Not every student has the same family background that supports them to improve their ability in reading Al Quran. It is likely that most of them already know how to read Al Quran since early years of their life. But, there are some of them that do not have any knowledge in reading Quran at all. There are few students are converts (*muallaf*), so they have minimum knowledge about Arabic letters. Teachers have to adapt to this situation. They cannot force every student to read Al Quran in the same standard of even require them to memorize the Qur'an. Learning Qur'an verses become one of the difficulties for the teacher because every teacher has to teach over *Tajwid* repeatedly.

This condition makes memorizing the Quranic verses (as one of the basic competencies in the study of Qur'an) hard to achieve. Even though a student with below average ability already takes an extra class to study Arabic letters, it is still not easy for them. So, the teacher needs to be more creative and aware about this. It is important for the teacher to formulate a creative method in teaching the Qur'an, whether it is related to read, to memorize, or to implement the meaning behind Qur'an verses.

The second individual differences that become a challenge for the Islamic studies teacher are incompatible characters between students in the first, the second and the third grade (class of X, XI, and XII). In the 2013 curriculum, the teacher uses five scientific approaches, namely observing, questioning, exploring, associating, and communicating. This approach has to be done by every student in every learning process (face to face class). But, the reality is different. In fact, students in X, XI, and XII grade have a different characters. Based on an interview with both of the teachers and during the observation process, students in XI and XII grade are more confident, more creative, and more relaxed when they want to ask a question or present their argument about some themes or topics. However, students in grade X are not the same case. They just recognize scientific approaches in their first year in senior high school. When this research held on October, they only studied in senior high school for about 2 – 3 months. Therefore, we can see clearly that they still look shy to communicate and hesitate to express their opinion.

Teachers need to know this condition. They cannot make similar treatment between a student in grade X, XI, and XII. But, what we need to know that in this school they have acceleration class. Students in acceleration class with the same grade (grade X) have a different personality. They are more creative and confident in asking

questions or communicating what they know. During the observation, this class feels so active and alive same condition with students in grade XI and XII. The student feels so confident and brave when they communicating some ideas. The teachers also give feedback to student's ideas or opinion. When students ask a question, both of the teachers do not answer it directly. They ask other students in that class to try to answer it. The teacher gives the correct answer when they realize that class is already going out of theme or the student cannot give the correct answer.

Another challenge that related to individual differences on implementing the 2013 curriculum is the limited teacher's knowledge about ICT (Information, Computer, and Technology). Both of the teachers already stated that their ICT ability is already increasing. But, their students are a way more capable than them. The globalization and curriculum development require every teacher and student to be familiar with ICT. Right now, laptop and the internet become one of the most important elements when we talk about finding information.

SMAN 1 Salatiga already provides every classroom with LCD projector. Both of the teachers also use the laptop when they entering classroom even though not in every lesson. But, sometimes they asked students about something that they do not know, such as why the LCD is hung, why a video cannot be played, or maybe how to make a good presentation. Although most of the Islamic studies teachers are familiar with ICT. But a few of them still have difficulties on operating such ICT tools.

According to one of the official representations from the local Ministry of Religious Affairs (Interview on September 30th, 2015), ICT's mastery becomes one of the problems when the 2013 curriculum socialization being held. While it is noticeable that there are many teachers who have good ability on operating computer,

there are few of them who still lack the skill. For the teacher, it depends on them how to improve their computer skill. SMAN 1 Salatiga provides ICT private training for their own teachers. It is expected that the training can develop better knowledge and skill on operating a computer program or ICT tools.

Based on the learning process principles, utilization of information technology and communication can improve learning efficiency and effectiveness. As Arends (2008) stated before, that technology becomes one of the challenges for the 21st-century teachers. Besides, now we can say that it becomes reality. Every teacher and also student has to adapt with rapid technology development. As the teacher getting older and older, it is not easy for them to learn a new thing like a computer and the internet. Some of them try to adapt but others just stay on what they can do because they will retire soon due to their age. But it is easier for students to cope with technology. So, these individual differences between one teacher to others also become one of the challenges in the implementation of the 2013 curriculum.

The fourth individual differences that become challenge for the teacher are their own personality and condition. Two Islamic studies teachers in SMAN 1 Salatiga have a different personality. The senior teacher is more humorous and relaxes when he delivers a lesson in the class. The younger one is more serious, even though he always put some humor in his class to make the class more alive. It also appeared when researchers interview both of them in different time and place. Mr. J is always relaxed and full of humor. Whether on the interview or class's observation, he always performs in the same way. While, on the contrary, Mr. A is more serious in an interview session or in the classroom. Nevertheless, taking the fact that they share different characteristics, both of them are

able to make their classes alive, active, and go in the right way.

The other challenges for the Islamic studies teachers in SMAN 1 Salatiga on implementing the 2013 curriculum is the policy of five days active school. This policy is followed by some risks in the daily learning process. Two teachers said that giving lesson after 2 pm is challenging. Both teachers and students are tired already to give or received any lesson. As a result, the teacher needs to be more creative on giving a lesson to the student. The students also demand for creative and attractive lessons, in terms of themes and methods. Some of them ask the teacher to be amusing and more relax when it is already noon. The different condition between the teacher and the student when performing in a class after 2 pm is affecting the learning process. The more creative and attractive the teacher, the more enthusiastic and lively student will be.

With all those challenges related to the individual differences, this school is still able to maintain their achievement. The students in this school are the selected ones. They graduated from junior high school with the great final report. They also have good manner, like what the two teachers said to the researcher. So, both of the teachers agree that teaching in this school is full of pleasure because they meet great students. Even with the 2013 curriculum implementation, they do not feel really hard to teach in this school.

The Islamic Studies Teacher's Role on Implementing 2013 Curriculum

As already stated by Ahmadi, Supriyono, and Hamalik (2004), that teacher's role is not only as a teacher but as a counselor as well. Even in the implementation of the 2013 curriculum, the teacher has greater roles. Maybe, their active role in the classroom is not as much as before, but they have to guide the students to understand and to find the meaning of the specific theme that they studied in the classroom from any sources.

The learning process in the classroom has to be more interactive, inspiration, delightful and full of challenges. In addition, it should motivate students so they can be more active, creative, independent, and resourceful. This is in line with fourteen principles of the learning process that introduced in Permendikbud No. 65/2013. When we refer to those principles, so it is true that teacher has greater roles on implementing the 2013 curriculum, especially in a classroom.

In one of the principles of the 2013 curriculum, stated that learning approach is changing, from students being informed about something to students finding out about something. The teacher has to lead and to lead them finding out any information that related to subject's theme. In the past, it used to be a teacher as the only learning sources in school, but nowadays it has changed. The learning sources can be found from many sources, not limited only from what teacher's said. So, it is possible for the teacher to be developers and researchers in the 2013 curriculum development (Sanjaya, 2010: 28).

Both of the Islamic studies teachers in SMAN 1 Salatiga, Mr. J and Mr. A, have already practiced that they have to support students to find out the related information about the related theme by themselves. When they asked some questions, students try to find out the answer in the textbook or based on their knowledge and experience. Even though what they say it is not the correct answer, but the students are already courageous enough to try.

Sometimes the question not only came from the teachers but other students as well. The teachers only support students to be confident to answer or to ask a question. They want their students try to communicate or express what they feel or what their opinion about something. From this method, both teachers hope that students will remember what they have been taught in a longer time than only listening to what

teacher said like the teaching method in the past. This can be called as two-way active communication. Both of teachers and students have an active role in a classroom but students have to be more active than teachers.

When the students are unable to move any further in the learning process as they are unable to find an answer to a question, or struggling to address the question correctly, then the teachers have to make them back on the right track. Mr. J and Mr. A already did this job well. When they feel that students' opinion is already out of theme, they will guide them back to the topic that they're talking about. So, we can say that they already apply one of the principles of the 2013 curriculum. Every teacher needs to know their students very well so they can use the best method for presenting the lesson (Djamarah, 2002: 49). These teachers and students condition also affect the way the teachers give a lesson in the classroom. A different characteristic of every student in every grade has to be one of the teachers' attention. Therefore, they can practice the best method for teaching according to the 2013 curriculum guidance.

The Islamic studies teacher in SMAN 1 Salatiga not only has a role as designer of instruction, but they also hold the other four roles that already being stated by Ahmadi and Supriyono (2004: 115-116). Mr. J and Mr. A already made the lesson plan as being taught in the socialization in every beginning of the school year. From them, researcher got four samples of the RPP from the lesson that they're going to teach in four different classes (grade X, XI, XII, and acceleration class).

The lesson plan has to be arranged completely and systematically. Based on the observation and evaluation that researcher did on that four-lesson plans, the systematic arrangement is different from one to another plan. Even when one teacher makes two lesson plans, the structure of both lesson plans are not systematic. Systematically, we

can say that the lesson plan's organization from both of the teachers is not arranged well.

The title of the theme is different between what written in the RPP with the textbook. Even though there was no standard regulation stated that a title of the theme in the RPP has to be the same as the one in the textbook. Lesson time in the lesson plan is still written 3 lesson hours in one face to face meeting. But in the reality, they only did it in 2 lesson hours (because of the SKS implementation). This lesson time also affects on the step by step learning process that the teacher wrote in the RPP. Even in the acceleration class, 1 lesson hour is still written 45 minutes, not 30 minutes as what it is really done.

The learning aims, basic competency, and competency's achievement are indicators already written in the four lessons plan. The learning aims and competency's achievement indicator is already matched with one to another. But, the basic competency statement does not match with what is really written inside Permendikbud 59/2014. Some basic competencies for the Islamic studies subject in Permendikbud 69/2013 are already being revised.

The teacher has to follow the latest regulation (Permendikbud 59/2014). The reality is that the teachers do not change the basic competencies, they just wrote as what it is stated in Permendikbud 69/2013. They also did not write all basic competencies that should be written in the lesson plan. These incomplete basic competencies will have an effect on the learning aims and competency's achievement indicator. It will also impact the complete achievement of core competency. That is some of the reason why we say that the lesson plan organization of both teachers is not really good. But, they already have some roles as a designer of instruction and also a developer by creating a lesson plan.

As a developer, the teachers have their own authority to make the given curriculum suitable for school and student's condition,

and they can make variation what theme they're going to teach in every class session (Sanjaya, 2010: 29). Both of the teachers already wrote in the RPP about the assessment that they will use to measure students achievement. In the lesson plan arrangement, there are some principles that have to be noticed. Some of the principles are: pay attention to individual differences, student's active participation, focused on students, and use latest information and technology development. These principles related to what already stated above, about challenges in implementing the 2013 curriculum.

The teacher is a key factor in the learning process (Hamalik, 2004: 27-28). The teacher is the one that leads the class, the most frequent person that interact with students in a class than other personnel in school. The teacher has some tasks to support, to guide, and to give learning facilities to students so they can reach their goals (Ahmadi and Supriyono, 2004: 104-105). The technology development is making a bigger opportunity for students to study from many sources, not only from their teacher. Thus, the teachers have to effectively support their students to use this opportunity.

It is already stated above that both of the Islamic studies teachers in SMAN 1 Salatiga played role in implementing the 2013 curriculum. They not only wrote it inside the RPP, but they also used ICT in their classes. Even though their ability is not as good as students, they always trying to do the best. The teachers always support students in a classroom to ask whatever they do not know about the related topic. It means that both of the teachers already step by step implementing what the 2013 curriculum is about.

The teachers motivate students to learn news from any sources. So they're not only focused on one textbook. Knowledge and information can be found everywhere, inside or outside the school. In addition,

when in a classroom they have to discuss it together with their friends and teachers.

As a director of learning, the teachers have to maintain students' motivation in a good state. For a sample, students in grade X non-acceleration class are still shy and not confident to communicate their opinion. They are not used to do that before (in junior high school grade). Even though this school is ranked first for several years and become one of the favorite schools, the student's condition is different between one to another. Maybe they are really smart on knowledge aspects, but the 2013 curriculum is not only about knowledge. It is also related to attitude (spiritual attitude and social attitude) and skill. So, the Islamic studies teachers have to make sure that their students not only diligent but also have good personality and character.

Another role of a teacher is as an evaluator. This concept related to what we are going to discuss below. Both of the Islamic studies teachers in SMAN 1 Salatiga are already playing a role as an evaluator based on the 2013 curriculum standard. They are trying to do the best as they can, even though there are many evaluation administrations that have to be done. They also use the evaluation result of students as feedback to the learning process. From this evaluation, they may plan on another method that is better to improve students' achievement.

The Evaluation Standard of the 2013 Curriculum

The evaluation standard of the 2013 curriculum becomes one of the challenges for the Islamic studies teacher. This is not only stated by one or two teachers, but also nearly all teachers agree with this statement. The evaluation standard is considered very complicated and complex. They feel that daily routine evaluation and final report evaluation is so much to do. With significantly sizeable number of classroom and students that the teachers have to

evaluate and to make evaluation standard is very challenging.

Authentic evaluation is used to evaluate learning process in the 2013 curriculum. In this evaluation, there are three important matters that are being combined, which is an evaluation of student's readiness, process, and final result as a whole integrated system. This authentic evaluation can be used by teachers for planning a program, enriching or counseling service to students (Permendikbud Standar Proses Pendidikan Dasar dan Menengah, No. 65/2013).

During the data collection, this research revealed that within the lesson plan/RPP which has been prepared by two Islamic studies teachers at SMAN 1 Salatiga, the evaluation aspects are already included, although the evaluation standard that is written in the lesson plan is not fully completed. For example, when the teachers wrote about a test on one topic, but unfortunately there were no question sample, answer key, or even scoring guidance. Another example in the case of assignment instrument, the teachers composed number of tasks for the students, but unfortunately there were also no scoring guidance. The evaluation instrument that included in the lesson plan was limited only on a written test, observation, assignment, and practical observation. Furthermore, another type of evaluation was not included in the lesson plan.

Researcher has analyzed and evaluated the authentic evaluation standard that being used by two Islamic studies teachers in SMAN 1 Salatiga. The evaluation standard in education is an evaluation reference for the teacher, educational institution (school), and government. This standard contains criteria about the mechanism, procedure, and outcome assessment instrument of students. There are many types of evaluation or assessment techniques that can be used, such as authentic evaluation, self-evaluation, portfolio-based evaluation, daily test, mid

semester exam (UTS), school final exam (UAS), competency level exam, national exam, and etc. (Permendikbud Standar Penilaian Pendidikan, No. 66/2013)

Permendikbud 66/2013 on The Educational Evaluation Standard (*Standar Penilaian Pendidikan*) includes some techniques and evaluation instruments that can be utilized by teachers. To evaluate attitude competency, the teacher can apply observation instrument, self-evaluation/assessment, evaluation among students, and journal. Knowledge competency can be evaluated using written test instrument, oral test, even giving homework or individual/group project. Skill competency can be assessed using some techniques such as practical test, giving a project, and portfolio assessment using checklist instrument or scoring scale that completed with a rubric.

Both of the Islamic studies teachers in SMAN 1 Salatiga did not use all those instruments in practice. They did not write them in lesson plan or even use them in the real learning process in the classroom. Many administration and many types of evaluation become one of their obstacles on implementing the 2013 curriculum in the whole process. They are afraid if they only focus on the evaluation process that demands a lot of time and efforts, the information and knowledge sharing that they have to give to the student as one of the essence during the teaching and learning process do not completely delivered.

Based on the evaluation process that is mentioned in the lesson plan, both teachers used observation instrument, written test, oral test, and practical test. In the lesson plan, they write both of the observation instrument and scoring guidance. In the classroom, both of the teachers clearly used observation instrument during the lesson hours. One of the teachers asks one of the students in a class to help him giving checklist (v) in observation instrument that he had already prepared. From one sample

of observation instruments that researcher get, he did not evaluate all five components that have to arise in one learning process. That observation instrument only contains three aspects, which is asking, answering, and responding to a question or opinion. This instrument also does not match with what he wrote on the lesson plan.

A written test instrument that is mentioned in the RPP comes in various ways. In one sample of the RPP, they only wrote that there will be a written test but there's no questions sample, key answer, or even scoring guidance. In another lesson plan, we can find that written test question is already set up, but only formed as an example or model. Sometimes, the teacher makes a multiple choice question and sometimes an essay test. But, there is still no key answer in this lesson plan.

In the reality, from four classrooms observation that is being done, there is only one teacher in one classroom that really practiced this written test. This written test is given at the end of the lesson hours (post-test). He gave some essay questions to all students, and the students had to collect their right answer after that. Sometimes, the teacher announces students' score in the next meeting but sometimes they do not. Teachers always have a reason why they do not announce every test-score that students' get. It is all because students cannot keep the testing paper in the right way every time teacher distributes it to them. Some of the students keep it well, but other students just throw it on the floor so it looks messy everywhere. This makes the teachers do not distribute the paper test every time they have already finished on scoring it.

Giving an assignment is one of the evaluation techniques that the teacher often gives to students in a real learning process. One of the assignments is when the teacher asks the students to make a presentation slide about topic or theme that they are going to study in the next meeting. This assignment is being done by a group of

students. This slide presentation can be used by teachers as their substance to teach in another classroom. The teachers also ask students to find the actual cases that happen in the society. These cases must have relation with the topic that they are going to study. The teachers have their own guidance about giving the type of assignment even though they do not mention it on the RPP.

There are some evaluation techniques that have never been mentioned inside the four-lessons plan that is being observed. Self-evaluation, evaluation among students, journal, and giving a project to the students are those four techniques. Even in the classroom, the teachers have never used this evaluation types during observation. In one of the lesson plans, there is some portfolio evaluation. But from all observation, the teachers have never done that evaluation in a real learning process. Portfolio evaluation is a kind of assessment to evaluate the compilation of student's works/creations in a certain aspect that tends to be reflective-integrative. This creation is not always concrete things, but it can be abstract things too. The real action reflected students' care to others and their environment can be the portfolio creation that is being evaluated by teachers.

The evaluation in the 2013 curriculum is not only about knowledge, but also personality. At the beginning of the semester, both of the teachers told to all students about the topic for one semester, the learning process aims, and the evaluation techniques that will be used. The teachers also told to the students that they will not only look at their knowledge score but their personality and skill as well. The teachers observe the students not only inside the classroom when learning process was held, but they also monitor students' personality outside the classroom. Even the teacher observes them outside the school when there are competition was held. Students' character and personality are inputted in the final

report and it is being reported to the school principal on each semester.

With all those complexities in evaluating students, it makes sense that teachers always complain. They have more responsibility and more workload. It is not easy for teachers to make a complete evaluation for more than 150 students in every week. Even in the end of the semester, they have to write a statement about students' character and personality. This statement is not as simple as a numeric score. They have to write it one by one in the final report. Even though it is hard to do, but both teachers are still doing their best to give feedback to their students and they support the curriculum implementation.

CONCLUSION

The implementation of contemporary development in education field always requires adaptation. This also applies when we talk about the 2013 curriculum. This study shows that there are some challenges that Islamic studies teachers dealt with during the 2013 curriculum implementation. Although this study focuses only on the Islamic studies teacher, it suggests the other subject' teachers might have the comparable challenges.

This research concludes that there are two major challenges that may become the obstacle in implementing the 2013 curriculum. The first challenge is individual differences. These individual differences include student's backgrounds (personality, skill, ability, cultural, family, character) and teacher's personality and skill. Student's backgrounds differences effect their capability in reading Al Qur'an. Even though teachers have expected that students in a senior high school are able to read Al Qur'an well, in reality, it is not always the case due to variations in the students' ability. The character of students in every grade (grade X, XI, XII, and acceleration class) also become another challenge for the teachers.

The teachers' personality and skill also become a supplemental challenge in implementing the 2013 curriculum. Individual teacher has their own style when he/she teaches in front of the class. This style represents their personality. The problem is not every style matched with every single classroom atmosphere. Not every teacher can teach using other's styles too. Thus, it depends on their own effort to develop their teaching skill and solve the problem. The skill that we talk about is the teacher's skill in operating a computer and dealing with the state-of-the-art technology. Not all of the teachers are familiar with ICT and has favorable skill in operating it. So, teachers need to help and support themselves to comply with the current ICT development by attending IT training and workshops.

Another challenge that is being experienced by the Islamic studies teachers on implementing the 2013 curriculum is the complexity and complicated evaluation standard. There are many types of evaluation techniques that teachers need to apply in the learning process. They are not only evaluating students' knowledge, but also their attitude and skill. With the significantly sizeable number of the students, it is not easy for teachers to evaluate or assess every single student, one by one, understanding them very well from various aspects. The teacher has to write every student's personality and character inside the final report. That is the reason we could suggest that this evaluation administration becomes one of substantial challenges for the teachers.

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AUTHOR GUIDELINES

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GENERAL GUIDELINE

1. The article has not been previously published in other journals or other places
2. The article should be written in English (United State of America English) with a formal style and structure. This is because it is a fully peer-reviewed academic journal, so that an oral and informal language would not be accepted
3. The article should be written in word document (MS word), 1 space (single space), 12pt Georgia,
4. The article should be written between approximately 10,000 – 12,000 words including body text, all tables, figures, notes, and the reference list.
5. The article has to be an original work of the author/s
6. The author/s have responsibility to check thoroughly the accuracy of citation, grammar, table and figures before submission
7. The author/s has responsibility to revise their article after receiving a review from the editorial boards.
8. The author/s should register at the e-journal of Analisa before submitting their paper and fill the form completely.
9. The article should be submitted via online submission at the e-journal of Analisa
10. The articles will be reviewed by editors and international editorial boards.
11. The author should use a “template” provided by Analisa Journal (it can be downloaded from the Analisa website) to write their article.

STRUCTURE OF THE ARTICLE

1. Title
2. Author’s name, email address, author’s affiliation address
3. Abstract (250 words maximum, it consists of background of the study, research method, findings of the research)
4. Key words (3-5 words/phrases)
5. Introduction (it consists of background statement, research questions, theoretical framework, literature review)
6. Hypothesis (optional)
7. Methodology of the research (it consist of data collecting method, data analysis, time and place of the research if the article based on the field research).
8. Research findings and discussion
9. Conclusion
10. Acknowledgement (optional)
11. References
12. Index (optional)

WRITING SYSTEM

1. Title

- a. Title should be clear, short and concise that depicts the main concern of the article
- b. Title should contain the main variable of the research
- c. Title should be typed in bold and capital letter

2. Name of the author/s

- a. The author/s name should be typed below the title of the article without academic title
- b. The author/s address (affiliation address) should be typed below the name of the author/s
- c. The author/s email address should be typed below the author/s address

- d. If the author is more than one writer, it should be used a connecting word “and” not a symbol “&”

3. Abstract and key words

- a. Abstract is the summary of article that consists of background of the study, data collecting method, data analysis method, research findings.
- b. Abstract should be written in one paragraph, single space and in italic
- c. Abstract should be no more than 250 words
- d. The word “abstract” should be typed in bold, capital letter and italic
- e. Key words should consist of 3-5 words or phrases.
- f. Key words should be typed in italic

4. How to Present Table

- a. Title of the table should be typed above the table and align text to the left, 12pt font Georgia
- b. The word “table” and “number of the table” should be typed in bold, while title of the table should not be typed in bold (normal).
- c. Numbering for the title of table should use an Arabic word (1, 2, 3, and so forth)
- d. Table should be appeared align text to the left.
- e. To write the content of the table, it might use 8-11pt font Georgia, 1.0 space.
- f. Source of the table should be typed below the table, align text to the left, 10pt font Georgia.

Example:

Table 4. Number of Rice, Corn and Sweet potato Production

product	2010	2011	2012	2013
Rice	1.500 Ton	1.800 Ton	1.950 Ton	2.100 Ton
Corn	950 Ton	1.100 Ton	1.250 Ton	1.750 Ton
Sweet potato	350 Ton	460 Ton	575 Ton	780 Ton

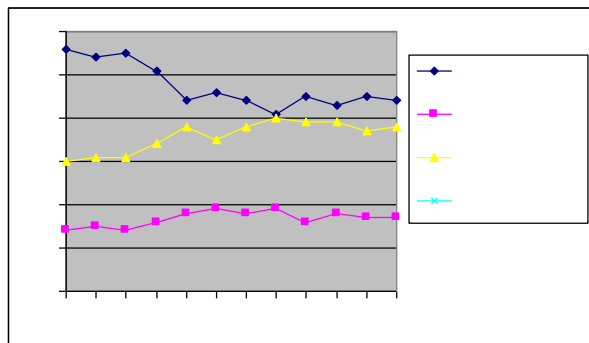
Source: Balai Pertanian Jateng, 2013.

5. How to present picture, graph, photo, and diagram

- a. Picture, graph, figure, photo and diagram should be placed at the center
- b. Number and title should be typed above the picture, graph, figure, photo and diagram.
- c. Number and the word of the picture, graph, figure, photo and diagram should be typed in bold, 12pt *Font Georgia* and at the center, while title of them should be typed in normal (not bold).
- d. Number of the picture, graph, figure, photo and diagram should use an Arabic word (1, 2, 3 and so forth).
- e. Source of the picture, graph, figure, photo and diagram should be typed below the table, align text to the left, 10pt font Georgia.
- f. Picture, graph, figure, photo, and diagram should not be in colorful type (should be in white and black, or gray).

Example:

Figure 1
Indonesian employment in agriculture compared to others sectors (% of the total employment)



Source: World Development Indicator, 2005

6. Research findings

This part consists of the research findings, including description of the collected data, analysis of the data, and interpretation of the data using the relevant theory

7. Referencing system

Analisa uses the British Standard Harvard Style for referencing system.

a. Citations (In-text)

Analisa uses in note system (in-text citation) referring to the British Standard Harvard Style referencing system; format (last name of the author/s, year of publication: page number).

- Citing someone else's ideas.

Example:

Culture is not only associated with the description of certain label of the people or community, certain behavior and definite characteristics of the people but also it includes norm and tradition (Afruch and Black, 2001: 7)

Afruch and Black (2001) explains that culture is not only associated with the description of certain label of the people or community, certain

behaviour and definite characteristics of the people but also it includes norm and tradition.

- Citations; quotation from a book, or journal article

Quotations are the actual words of an author and should be in speech marks. You should include a page number.

Example:

Tibi (2012: 15) argues that "Islamism is not about violence but as the order of the world."

It has been suggested that "Islamism is not about violence but as the order of the world" (Tibi, 2012: 15)

- Citations - Paraphrasing a book or journal article

Paraphrasing is when we use someone else ideas/works and write them in our own words. This can be done two ways, either is correct.

Example:

Batley (2013) argues that some of the detainees in the bombing cases were members of JI.

It has been suggested that some of the detainees in the bombing cases were members of JI (Batley, 2013: 45).

- Citing a source within a source (secondary citation)

Citing the source within a source, it should be mentioned both sources in the text. But, in the reference list, you should only mention the source you actually read.

Example:

Tibi (2012, cited in Benneth, 2014: 15) argues that Islamism is not about violence but as the order of the world.

It has been suggested that Islamism is not about violence but as the order of the world (Tibi, 2012 as cited in Benneth, 2014: 15).

- Citing several authors who have made similar points in different texts

In text citations with more than one source, use a semi colon to separate the authors.

Example:

Understanding the cultural differences is an important element for mediation process (John, 2006: 248-289; Kevin and George, 2006: 153-154; Kriesberg, 2001: 375; Alaeda, 2001: 7).

- Citations - Government bodies or organizations

If you reference an organization or government body such as WHO, the Departments for Education or Health, the first time you mention the organization give their name in full with the abbreviation in brackets, from then on you can abbreviate the name.

Example :

The World Health Organization (WHO) (1999) suggests that.....

WHO (1999) explains that

b. Reference list

- Book

Last name of author/s, first name of the author/s year of publication. *Title of the book*. Place of publication: name of the publisher.

Example:

Aly, Anne. 2011. *Terrorism and global security, historical and contemporary perspectives*. South Yara Australia: Palgrave Macmillan.

Effendy, Bahtiar. 2003. *Islam and the state in Indonesia*. Singapore: Institute of Southeast Asian Studies.

- Chapter of the book

Last name of the *author/s*, first name of the author/s. "Title of the chapter". In title of the book. Editor name, place of publication: name of publisher.

Example:

Dolnik, Adam. 2007. "Suicide terrorism and Southeast Asia." In *A handbook of terrorism and insurgency in Southeast Asia*. Tan, Andrew.T.H (ed). Cheltenham, UK and Northampton, USA: Edward Elgar.

- Journal article

Last name of the author/s, first name of the author/s. Year of publication. "Title of the article". *Name of the journal*. Volume. (Number): Page number.

Example:

Du Bois, Cora. 1961. "The Religion of Java by Clifford Geertz." *American Anthropologist, New Series*. 63. (3): 602-604

Sirry, Mun'im. 2013. "Fatwas and their controversy: The case of the Council of Indonesian Ulama." *Journal of Southeast Asian Studies*, 44(1): 100-117.

- News paper

Last name of the author/s, first name of the author/s. Year of publication. "Title of the article". *Name of the newspaper*. Date of publication.

Example:

Eryanto, Hadi. 2010. "Menyiapkan Jihad di Aceh." *Kompas*. 18 March 2010.

- Internet

Last name of the author/s, first name of the author/s. Year of publication. "Title of the article or writing". Date of access. Web address
Example:

Suhendi, Adi. 2012. "Dana Osama bin Laden dipakai untuk bom Bali 1" (Osama bin Laden's fund was used for Bali Bomb 1). Accessed August, 20, 2014 from: <http://nasional.kompas.com/read/2012/03/26/14001755/Dana.Osama.bin.Laden.Dipakai.untuk.Bom.Bali.I>

- Unpublished thesis/dissertation

Last name of the author/s, first name of the author/s. Year of publication. *Title of the thesis/dissertation*. Name of the university.
Example:

Muhtada, D. 2005. *Zakat and Peasant Empowerment: Case Study on Zakat Organizations in Yogyakarta*. Yogyakarta: Unpublished Master thesis for graduate school of social work at

State Islamic University Sunan Kalijaga, Yogyakarta Indonesia.

- Article/paper presented at seminar/conference

Last name of the author/s, first name of the author/s. Year of publication. "Title of the *paper*." Article presented at seminar/conference, host of the seminar, place of the seminar, date of the seminar.

Example:

Anwar, K. 2007. "Mengungkap Sisi Akidah dalam Naskah Syair Kiyamat." Paper presented at a seminar on text of religions, hosted by Office of Religious Research and Development Ministry of Religious Affairs Republic Indonesia. Jakarta, 30 November 2007-03 December 2007.

8. Transliteration system

Transliteration Arab-Latin system refers to SKB Ministry of Religious Affairs and Ministry of Education and Culture Republic of Indonesia Number 158 year 1987 and 0543/b/u/1987

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