ANALYSIS OF TEACHING, PRACTICAL LEARNING AND INNOVATION OF ISLAMIC EDUCATION TO THE CURRICULUM IMPLEMENTING AT JUNIOR HIGH SCHOOL INDONESIA

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Abstract

The 2013 curriculum is often known as strengthening character education, learning 21st century skills with 4C culture, HOTs, and literacy. This study aims to determine changes in learning practices and innovations in the implementation of the 2013 curriculum for Islamic Religious Education at Junior High School in Malang. Research methods mixed-method research with explanatory research. data mining using questionnaires, interviews, observations, and documents. data analysis using the Miles Haberman cycle model. The results show that the change in the learning paradigm and the concept of learning practices of Islamic Religious Education is increasingly positive and innovative with the application of the 2013 curriculum. Changes occur with the practice of changing learning habits from within students to achieve good learning outcomes, including changes in attitude (affective), knowledge (cognitive), and cohesiveness (psychomotor). learning practices are also supported by ICT-based learning and learning outside the classroom. scientific approach and Skill 4 C (critical thinking, creative, collaborative, communicative) with a level of questions that lead to HOTs. The obstacles that are still faced include changing the old learning culture such as weak literacy, adequate facilities, and frequent curriculum revisions, requiring support from institutions / policy leaders in implementing the 2013 curriculum.
Keywords: Learning Paradigm, Learning Innovation, The 2013 Curriculum, Islamic Religious Education, Indonesia.

INTRODUCTION

Curriculum 2013 is a curriculum applied to the Indonesian Education System. Curriculum changes is an effort to improve the quality of education and address the needs of the wider community, the sustainability of innovative learning as a learning organization and a professional learning community to meet the standards of community needs [1]. The 2013 curriculum was developed based on competence and as an instrument for teachers to answer the challenges of a changing era. The goals of this curriculum are creating noble, healthy, scientific, capable, creative,

independent; and (3) democratic and responsible students. The 2013 curriculum change is an education innovation to improve the quality of Indonesian human resources then they will be able to compete in global competition [2].

The development of the 2013 curriculum by Ministry of Education and Culture of the Republic of Indonesia in 2012 due to internal and external challenges in efforts to improve the quality of education in Indonesia. The 2013 curriculum is oriented to prepare the birth of the golden generation era. It is helping to build attitudes, knowledge, and skills that is important for the future era.

The 2013 curriculum was implemented in Indonesia as a continuation of the previous curriculum development namely Competency Based Curriculum [3] and Education Unit Level Curriculum [4]. The development of this curriculum is intended to improve the quality of education and be able to produce Indonesian human resources in full spiritual and social character, knowledgeable, adaptive, competitive, and contributing positively in the global community. This curriculum is often referred to directs the change in the concept of learning by creating affective learning and character building, instead of oriented only to acquiring knowledge and skills. The rapidly evolving and exponential changes in knowledge and skills will be able to be learned by students easily with lifelong learning characters. The purpose of national education is to develop the potential of students to become human beings who believe and fear god, noble, healthy, know-how, capable, creative, independent, democratic, and responsible.

The 2013 curriculum competency design was developed by integrating core competencies that bind the learning needs of all subjects in spiritual and social attitudes, knowledge, and skills as a whole. In the learning process, the 2013 curriculum develops a scientific approach by strengthening character education, 21st century skills with 4C (critical, creative, collaborative, and communicative thinking), Higher Order Thinking skills (HOTs) and literacy culture so that a change in learning paradigm in practice and learning innovation is needed.

Innovation in education is very important because education plays an important role in creating a sustainable future. "Innovations resemble mutations, biological processes that make species thrive so they can compete better for survival" [5], [6]. Education will achieve the optimal goal if learning methods updated regularly and improve continuously. The practice of learning is a learning model that is used by individuals or social groups to define things. While learning innovation is a form of learning methods or approaches used to achieve the goal of continuously evolving learning. Implementation and innovation of learning methods need to be pursued by looking at the situation and conditions. Distance learning models also need to be applied to see the effectiveness of students as learning centers [7].

Therefore, teachers, principals, researchers, developers and policymakers are expected to innovate in the theory and practice of teaching and learning, as well as all involved in the implementation of this curriculum to ensure the competencies of graduates are able to life and work prosperously. The change in teacher paradigm in learning practice and innovation is necessary to carry out the learning process,

guidance and assessment that is in line with the characteristics of the 2013 Curriculum. Islamic religious will be the fundamental in education learning to build a positive and healthy spirit to foster affective, creative, productive, and innovative thinking. Quote on Hadith narrated by Ali Bin Abi Tholib "Teach your children according to their times, for they live in their times not in your times".

Some of the obstacles in implementing the 2013 curriculum are not all the teachers have the mental readiness and skills to accept the change. An individual's rejection of change is due to habitual factors, security, and economic factors. Husaini (2008) identify rejection of changes due to logical factors or scientific reasoning, psychological factors or based on individual emotions feelings of fear, and sociological factors or based on the interests and values of community/social groups [8].

This research was conducted at State Junior High School 3 Malang and Islamic Junior High School Sholahuddin, State Junior High School 3 Malang is the flagship school in Malang city and becoming the pilot project of 2013 curriculum implementation. Teachers in this junior high school are appointed as instructors in the socialization of 2013 curriculum implementation. Islamic Junior High School Sholahuddin is one of private junior high schools and has implemented the 2013 curriculum since 2015. But the implementation in private junior high school has not performed as well as in state junior high school. Based on the preliminary study results, the implementation of the 2013 curriculum implementation in the private school are still having constraints such as lack of teachers competence to understand the implementation of learning with a scientific approach as well as lack of learning media such as facilities and infrastructure. This study aims to uncover the changes in learning practices and innovations that teachers made in the implementation of the 2013 curriculum.

RESEARCH METHODS

Research Design

This study applies a mixed-method research with explanatory research which combines quantitative and qualitative approach simultaneously [8], [9]. Technically, explanatory research begins with quantitative data and data analysis in the first stage followed by qualitative data mining and analysis in the second stage which is built on the initial quantitative results [9]. The application of mixed methods expected to provide a complete understanding of relationships between (1) Changes in the paradigm and concept of Islamic Religious Education learning practices, (2) the characteristics of Islamic Education learning practices, (3) the process of changing Islamic education innovation, (4) the characteristics of Islamic Education learning innovation, (5) Implications of learning practice and innovative learning change in 2013 curriculum in junior high schools which are pilot projects for implementing the 2013 curriculum in Malang, Indonesia

Data Sources

Schools were selected because each had well established professional learning communities [10]. Administrators and teachers at each school were interviewed to obtain information about their training and implementation of 2013 curriculum. Professional learning communities were observed; documents, archival records, and physical artifacts were collected. The data collected through this research are in three forms, (1) verbal data from interview result and questionnaires with various informants related to the research focus, (2) the behavior of the subject (informant) from observation, and (3) documents related to the research focus, i.e. syllabus, list of achievements of the students, etc.

Data Collection Technique

Data collection on a quantitative approach was carried out by survey using questionnaire form distributed to 60 Islamic Religious education teachers at junior high schools in Malang city, East Java, Indonesia. Teachers has already participated in 2013 curriculum training and implementing the 2013 curriculum in schools. The determination of these criteria based on assumption of the understanding in shifting mindset caused by the implementation of 2013 curriculum. The collection of qualitative data in this study use in-depth interviews, observation and documentation. Researchers collect data about the concepts and characteristics of learning practices, the process of learning innovation in Islamic Religious education, the implications of changing learning practices, and the readiness of implementing the 2013 curriculum.

Data Analysis Technique

Data analysis and data collection were simultaneous activities in this study [11]. In the first stage, the quantitative data analysis calculated as percentage and displayed in graphic. The second stage is qualitative data by grouping data based on the focus of the study. Interviews were audio-recorded and transcribed verbatim using qualitative techniques [9], [12], [13]. First, the interviews were transcribed, coded, and then developed into themes. Interview transcripts, codes, and themes were checked for validity through member checks [12], [14]. The data analysis technique began with data reduction by grouping data based on the focus of research that is the concept and characteristics in changing of learning practice, innovation learning process Islamic education, and the implications in the implementation of the 2013 curriculum. Then, presentation of the data is provided with appropriate narrative text with the focus of sequential research, i.e the concept and characteristics in changing of learning practice, Islamic education learning innovation process, and the implications of changing learning styles due to implementation of the 2013 curriculum at Junior High School Malang.

RESULTS

The results of research in the implementation of the 2013 Islamic education curriculum are shown from the results of in-depth interviews, observations, document studies, assessments and questionnaires. The research aims to understand perceptions of Islamic Religious Education teachers in practice and innovation of curriculum 2013 in Junior High Schools in Malang. The results show (1) Changes in the paradigm and concept of Islamic Religious Education learning practices, (2) the characteristics of Islamic Education learning practices, (3) the process of changing Islamic education innovation, (4) the characteristics of Islamic Education learning innovation, (5) Implications of learning practice and innovative learning change in 2013 curriculum.

1. Changes in the paradigm and concept of Islamic Religious Education learning practices

The results of research on paradigm changes and the concept of student and teacher learning practices in the implementation of the 2013 Islamic education curriculum are shown from the perceptions and understanding of Islamic Education teachers about (1) rationalization of 2013 curriculum development (2) analysis of core competencies and basic competencies 3) Analysis of Islamic education learning materials, (4) Learning practice plans, and 5) Attitudes and learning skills in 21st century. The results of the study are shown in Figure 1.

Figure 1 describes a change in paradigm and concepts as much as 76,67% in the practice of Islamic education learning carried out by teachers and students in schools. There is a paradigm shift in teaching based on the four elements of the 2013 curriculum, i.e. graduate competency standards, material learning standards, process standards, and assessment standards. The foundation of curriculum development purpose to respond internal and external challenge for strengthening competencies and national character. In the practice of learning, there is a change in the concept of competency needed by students. Analysis of student learning needs includes core competencies, spiritual attitudes, social attitudes, knowledge, and skills in an integrated manner to bind the development of basic competences vertical and horizontal. Competency development refers to the level of thinking, they are remembering, understanding, applying, analyzing, assessing and creating. While the development of the dimensions of knowledge starts from factual, conceptual, procedural, and metacognition. The change in paradigm in the analysis of Islamic education material from textually based and less related to context and its relationship with other scientific disciplines has changed to be developed with a contextual approach and an interdisciplinary, multidisciplinary and transdisciplinary integration.
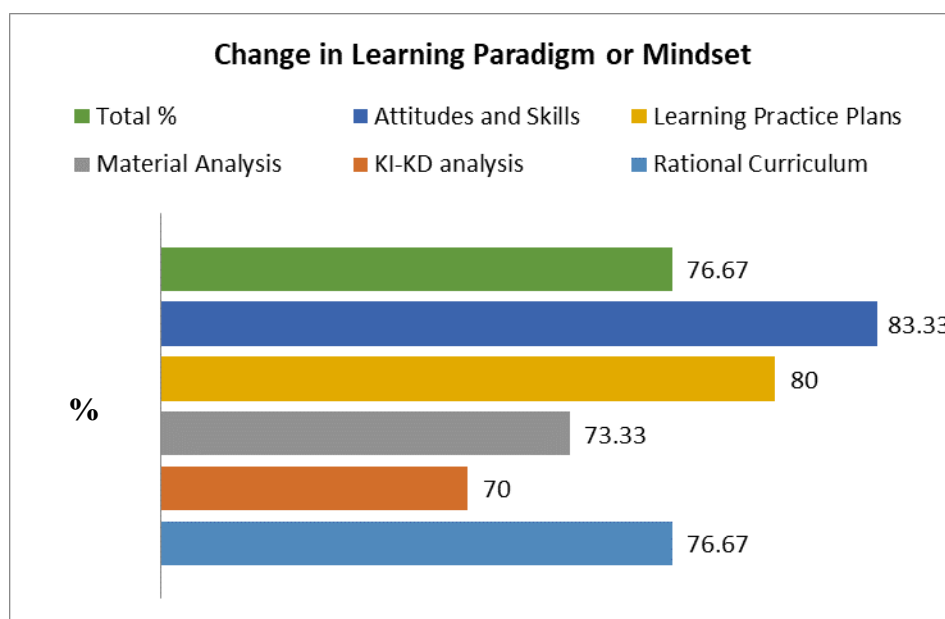
Figure 1. The changes in paradigm or mindset of teachers in implementing the 2013 curriculum

There has been a paradigm shift in the formulation of learning by synergizing, using a scientific approach, strengthening character education, isolated learning patterns into interactive, network approach, multi-source and multimedia based learning, authentic assessment, and development of questions leading to Higher Order Thinking Skills (HOTs). Having a more positive learning concept, spiritual based, intellectual based, life skills, student centered learning, innovative learning, and 21st century learning skills, i.e. critical thinking, creative, collaborative and communicative. These results are also corroborated from the interviews as summarized in Table 1:

Table 1. Categories of Changes in Learning Practice

Categories of concepts	Learning practice	Changes
Implementation of learning	In the class	Outside the classroom and surrounding neighborhood
Assessment of learning outcomes	Cognitive assessment of learning outcomes	Holistic affective, cognitive assessment and assessment of learning outcomes
Learning media	Text and books	Utilizing networking and learning media technology

Learning is done in the classroom and outside the classroom by using the school mosque for Islamic education learning activities. This aim to generate the spiritual effect of the students' love to the God, besides it is also trained the students to keep the purity of themselves. The learning outcomes in this evaluation are conducted holistically, not only on the cognitive and psychomotor domains, but the teacher also performs assessments for the affective domain. It was all documented in the report card. The cognitive and psychomotor assessment process can be carried out in the classroom/outside the classroom, while the affective domain is implemented within the school environment as well as outside the school by involving the participation of parents.

2. Characteristics of Islamic Education Learning Practice

There has been a change in the characteristics of Islamic education learning practice in the implementation of 2013 Curriculum. This is as shown in Table 2. Students are made to learn from various sources. The learning process use scientific approach, competency-based, and integrated learning. The use of information and communication technology aims to increase the efficiency and effectiveness of learning. Table 2 shows the characteristics of student and teacher learning practices in the implementation of the 2013 curriculum. It shows (1) build student character, (2) build active questioning, (3) create enthusiasm for learning, (4) make learning more innovative and productive, (5) learning is more interesting, (6) motivated to make observations, (7) increasing students' reasoning power, (8) increasing reading interest/ literacy culture. The research results are presented as in Figure 2.
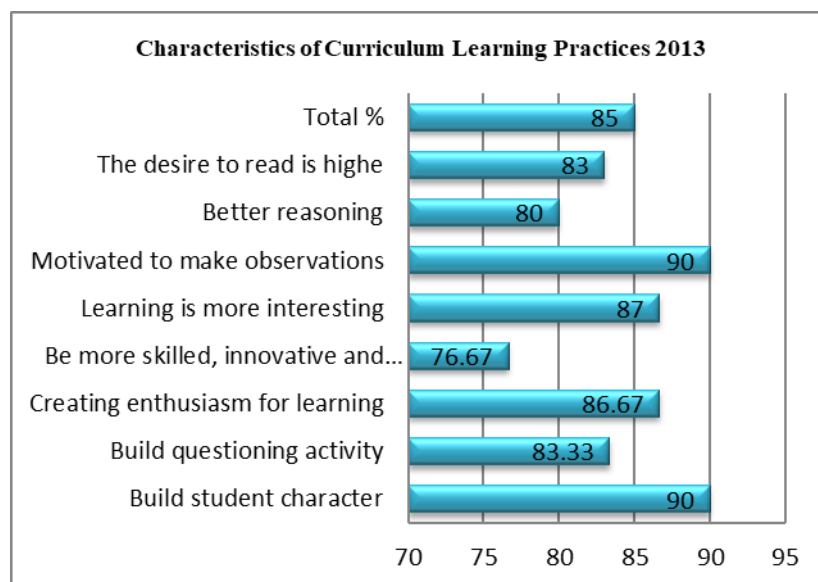

Figure 2. Characteristics of Curriculum Learning Practices 2013

Figure 2 shows the changes of characteristics in prior curriculum to 2013 curriculum learning practices can affect student's attitudes and learning behavior properly. There were changes in attitudes and learning process become more innovative, creative, effective and attractive in character building. Student participation and involvement relate to the success learning process [15]. Therefore, teachers need to find ways to keep students engaged and motivated [16], [17]. It is important to avoid demotivation of students using technology-based learning practices or e-learning [18].

These results are also corroborated from interviews as summarized in Table 2. Table 2 showed that the characteristics of learning practice of students and teachers in the implementation of the 2013 curriculum at State Junior High School 3 Malang are (1) learning build passionate to find out not to be passive and only receiving information, (2) to learn is to actively change activity from within oneself, (3) ICT-based learning media, (3) learning can occur anywhere, anytime, and with anyone (learning not only in the classroom but outside of the classroom, intra-curricular, extracurricular, and co-curricular), (4) learning with scientific approach, include: observing, questioning, exploring, associating, and communicating or 21st-century learning skill with 4 C (critical thinking, creative, collaborative, communicative), and enhancing low-order thinking skill to higher order thinking skill. (5) Learning is changing the mindset that is negative and not fun becomes a positive and pleasant mindset.

Table 2. Characteristic in learning practice

Characteristic	Learning practice	Change Characteristic in learning practice
Learning resource	Reading text and focus on teacher's information	From various source and student try to find out by their self
Learning process	One-way information from teacher	Using scientific and integrated approach
Learning method	Teachers explain the lesson and give the task to the students	Teachers as facilitator and students trigger for learning skill

Table 2 shows the characteristics of the 2013 curriculum learning practice brought changes in character building, integrated scientific approaches, innovative, productive and constructive learning models, increased learning motivation, critical reasoning power, developing a positive learning environment and literacy culture.

3. The process of changing Islamic education innovation

Changes in teacher innovation in learning Islamic Religious education are very important especially in the implementation of 2013 curriculum shown in Table 3.

Changes in innovation carried out with increasing insight and knowledge about the development of a religious curriculum for the moral quality of a good nation. The process of changing learning innovation for teachers proved by (1) It is easier to prepare innovative lesson plans, (2) enjoy developing creative and contextual Islamic Education knowledge and teaching materials, (3) has the spirit to improve quality & learning methods, (4) integrating scientific approaches and student character, (5) Being more objective in assessing student's abilities. The results of research related to the process of changing Islamic Education innovation in teachers can be presented as in Figure 3.
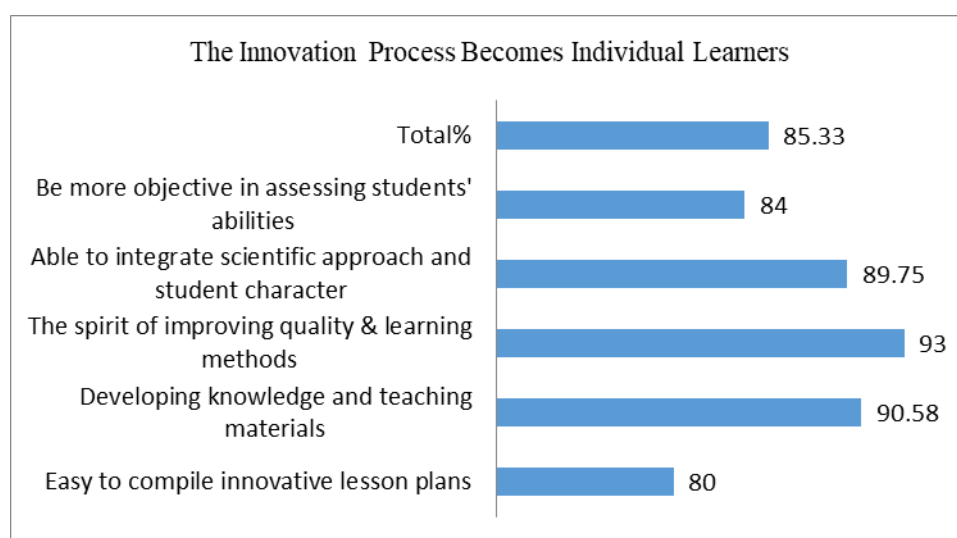

Figure 3. The learning innovation process

Figure 3 there has been changes in learning innovation process through learning communities. Teachers has more insight and improving the development of teaching materials, learning methods, and more applicable learning outcomes. Changes in the learning culture of teachers is a respond to the demands and challenges of a better change. The innovation process encourages the improvement of the quality of learning and the quality of graduates. The occurrence of a change in learning innovation process can also be shown during the learning process in class and outside the classroom as shown in the results of the research in Table 3.

Table 3 illustrate the change of the process towards better learning innovation which initially only depends on textbooks. Teachers can develop their teaching materials to be more creative and innovative according to the curriculum. In creating a learning atmosphere in the classroom, initially the arrangement of classrooms benches in one direction (Teacher centered) changes into many directions.

Table 3. Categories of Changes in Learning Practice

Category in Innovation process	Learning process	Innovation
Submission of learning	Compile teaching material in accordance with the textbook	Increase insight and develop the curriculum
Atmosphere in the classroom	Students listen and sit in round position (teacher centered)	Students feel happy in class and focus on discussing the learning topic in group (student centered)
Learning media	Limited to traditional media	ICT media is able to maximize the education's quality
Teacher's attitude	Bored and not communicable just implement a one-way model	Giving a model

There is a team learning process, collaborative learning, and fun (joyful learning). Teachers initially using learning media in the form of books and blackboards, then improve to media based on Information and Communication Technology (ICT), especially in the application of the scientific approach. The teacher must be able to create a pleasant learning atmosphere through the use of technology (organized by ICT learning) in its presentation. Teachers need to think about the development of learning media today. The ICT media will be able to maximize the quality of education to increase the interest of students. In the application of learning models, at first, the learning atmosphere is controlled by the teacher with the boring traditional learning model that turns the teacher into a creative way to try and provide a variety of innovative learning models to encourage and help students learn more attractively and effectively.

4. Characteristics of Islamic education learning innovation

Characteristics of Islamic education learning innovation in the implementation of 2013 curriculum shown in Table 4. Innovation is discovering a new idea or a result of the creative development of an existing idea. While in the context of learning, innovation is a form of teacher's creativity in managing the monotonous, boring, saturated, and orthodox learning towards fun, varied, and meaningful learning. Table 4 showed that the learning process inside/outside the classroom is very influential in the formation of a child's character. The learning model is a conceptual framework

that describes the systematic procedures in organizing learning experiences to find certain goals and serves as a guide in planning and implementing learning.

The results of the research show that there are specific characteristics of Islamic education learning innovation in the implementation of the 2013 curriculum as shown in Graphic 4.The characteristics of Islamic education learning innovation in the implementation of the 2013 curriculum include (1) Applying an integrated scientific approach, (2) Developing 4C learning (Critical, Creative, Communicative, and Collaborative) (3) Producing ICT-based Resources and Media, (4) Using the Inquiry, Discovery, Problem Based Learning (PBL), Contextual Teaching and Learning (CTL) model, (5) Creating fun learning (6); Making literacy culture creation, (7) Develop learning and HOTs questions.

Characteristics of Innovative Learning

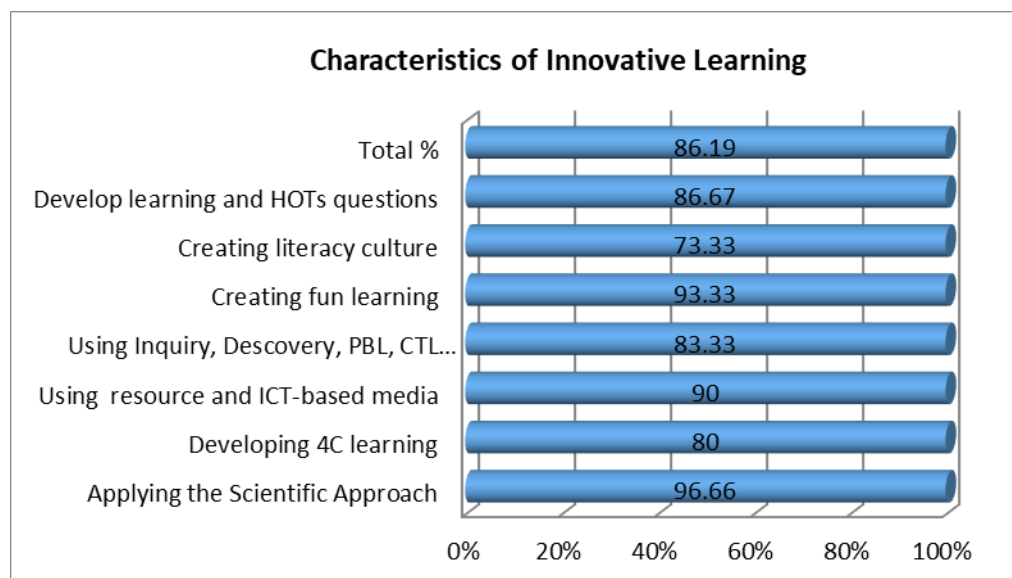| Characteristic	%
Total %	86.19
Develop learning and HOTs questions	86.67
Creating literacy culture	73.33
Creating fun learning	93.33
Using Inquiry, Descovery, PBL, CTL...	83.33
Using resource and ICT-based media	90
Developing 4C learning	80
Applying the Scientific Approach	96.66

Figure 4. Characteristics of Innovative Learning

Figure 4 shows that the characteristics of the Islamic education learning innovation in the implementation of the 2013 curriculum appeared very well, it has total 86.19% appearance. Innovation in the application of an integrated scientific learning approach has the highest value, but changes in literacy culture still show the lowest value 73%. Literacy culture is very important to encourage change and improvement of the quality of education.

The characteristics of Islamic Education learning innovation in the implementation of 2013 curriculum in State Junior High School 3 Malang are (1) Islamic education learning innovation is the fresh ideas, methods, strategies, goods/works to improve process and learning outcomes, (2) Principles of learning innovation are student-centered, multiple intelligence, holistic education, experimental learning, problem-based learning, cooperative learning, contextual teaching and learning,

constructivist teaching and learning, and metacognitive. (3) The orientation of learning innovation includes: having relative advantage, being compatible, complexity, trialability, observability, maintaining good role, and find better role.

Table 4. Categories of Changes in Learning Practice

Category in Innovation process	Learning process	Innovation
New ideas, methods, strategies	Using behaviorist theory and there is a vacuum or stagnation of new findings	Combining IQ, EQ, and SQ intelligence, constructivist and humanist theory and hautogogy approaches
Principles of Learning Innovation	Less accommodate the learning needs, potential, interests, talents of students	Student-centered, multiple intelligences, holistic education, talent development, interests, and creativity.
Learning innovation orientation	Oriented in delivering material and not measurable	Orientation on competence and character education, setting standards, assessment of incentives, competitiveness and for maximum education quality

Teachers have innovated to apply varied learning models according to the conditions of students and the material discussed. The goal is that learning becoming more fun and not boring. Learning does not only occur in the classroom, but also in schools, nature, and the community. Teachers are not the only source of learning and 'attitudes' are not taught orally but serve as an example. The learning model in the 2013 curriculum is directed to places teachers as learning facilitators and places students as subjects who are active in exploring information, learning, and discovery. In process of change, which initially focused on exploration, elaboration, and confirmation, now comes a scientific approach with observing, asking questions, gathering information, and communicating. The techniques used can vary, for example snowballing, venue activities, and social acting.

5. Implications of learning practice and innovative learning change in 2013 curriculum

Changes in practice and innovation of Islamic Education learning in the implementation of the 2013 curriculum also has an impact on the principal as the person in charge, supervisor, and controller of the successful implementation of the curriculum in schools. The research results show the following implications (1) the principal makes improvements to the quality of learning and the learning culture, (2) the principal is more active in supervising and studying together, (3) the principal makes improvements in school management, (4) the teacher becoming more creative, innovative, productive and fun, (5) Teachers become accustomed to being responsive and adaptive to curriculum changes, (6) Students are more adaptable to a variety of ICT-based methods and media, (7). Students becoming more religious, critical, creative and prosper in learning

Figure 5 shows the successful of the implementation of the curriculum is influenced by policies and the role of the principal support in developing curriculum. The process of compiling the curriculum is carried out by the head of school together with the team and the teachers through the preparation of curriculum implementation document planning in the form of a syllabus. Educational supervision is one of the external factors that impact to the whole implementation of 2013 curriculum. The impact on teachers is the dynamic change of curriculum cause some difficulties in adapt to the new curriculum.
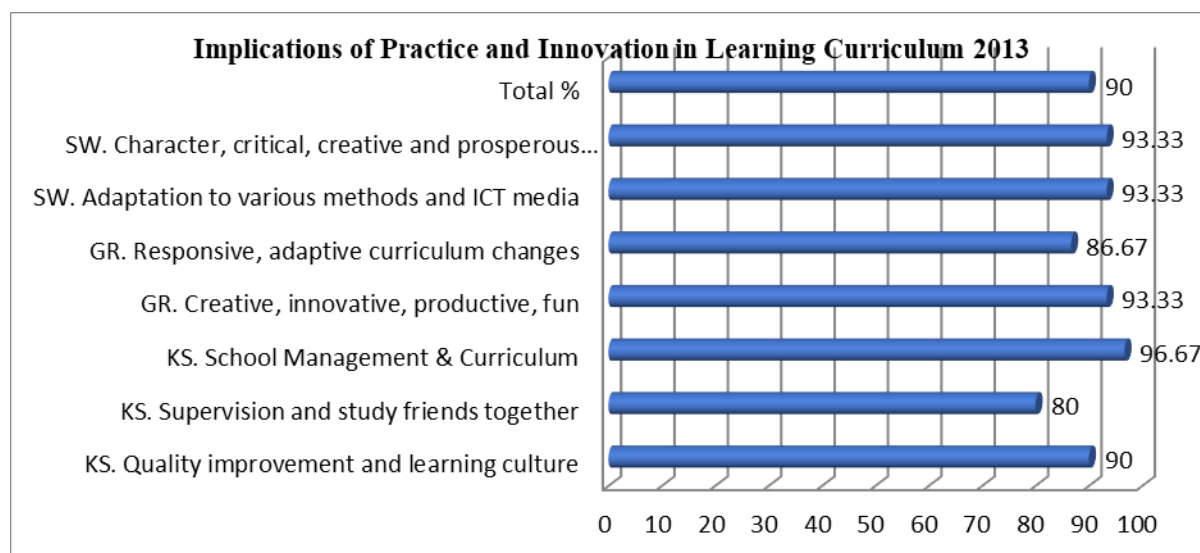

Figure 5. Implications of Practice and Innovation in Learning Curriculum 2013

Discussion

The curriculum can be said to be the heart that regulates the beat of life for the quality of education. The curriculum becomes a bridge between teachers and

students in building successful learning experiences and processes. Implementation of the curriculum requires a diagnosis of learning problems and the relationship between students and teachers in achieving curriculum goals [19]. According to Banoobhai (2012) teachers can explore the role of critical reflection as a tool for curriculum implementation and innovation [20]. The research results Correlation of Subject, Object and facilitation and curriculum in Learning Practice and Learning Innovation are presented as in Figure 6.

The 2013 curriculum has prepared graduates with the strengthening of national character education and life skills in the 21st century. Today, to be successful and prosperous in life and survival in global competition in the 21st era, graduates are not sufficiently equipped with academic abilities, but it requires noble morals, spiritual intelligence, social and life skills in a changing world of work and society. These are skills has to be owned in 21st century, (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. These three skills are summarized in a scheme called the rainbow of knowledge skills of the 21st century [21]. Some of the competencies needed to develop a framework for students to be ready and prepared for successful life in the century. They are (a) collaboration, teamwork, and communication, (b) creativity and innovation, (c) critical thinking, (d) problem solving and reasoning, (d) information and digital literacy [22].

The twenty-first century learning environment must create learning practices and innovations, human support and a physical environment by developing the 4C character (critical thinking, creative, collaborative, and communicative). Educators and students collaborate, share ideas, share best practices, and integrate 21st century skills into learning practices and innovations in the classroom and outside the classroom, both offline and online.
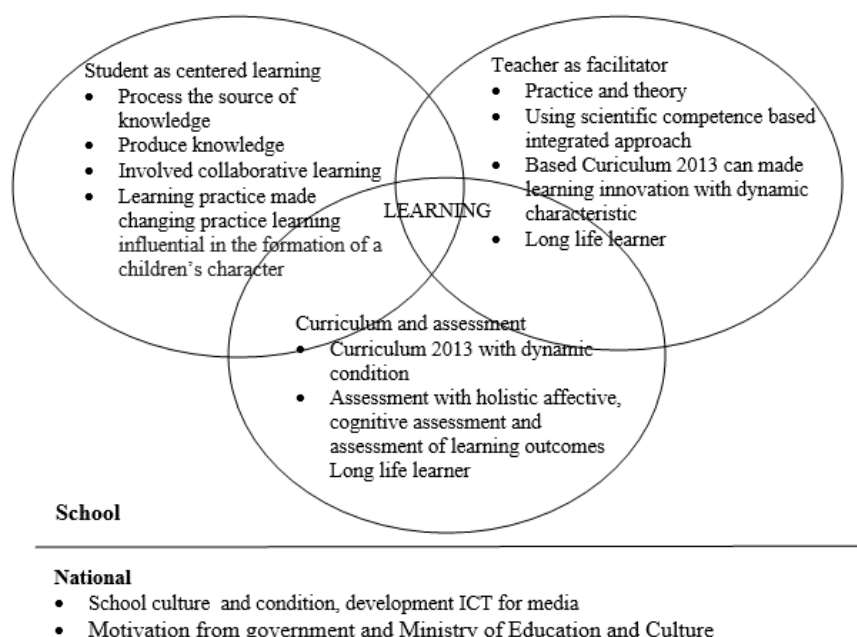
Figure 6. Correlation of Subject, Object and facilitation and curriculum in Learning Practice and Learning Innovation

The scientific approach defined by the 2013 Curriculum as a teaching approach in all subjects, including Islamic education, which consists of five stages scientific activity i.e. observing, asking, investigating, reasoning, and communicating is believed to be very effective in building student's thinking and reasoning skills. Especially with the implementation of the innovative teaching model recommended by the 2013 Curriculum, such as as Problem Based Learning, Demand Based Learning, and Project Based Learning. Many who practice cognitive processes such as remembering, understanding, applying, analyzing, criticizing, and producing/ designing something, are known to be effective in improving higher order thinking skills (HOTS). Implementation of Contextual Teaching and Learning Strategies (CTL) had a greater effect on improving student's higher order thinking skills (HOTS) compared to the implementation of collaborative learning strategies and competitive learning strategies.

Through supervision, there is a collaborative process between the principal as supervisor and teacher in an effort to improve the quality of student graduates. This is creating assistance, accommodation, and support to manifest the 2013 curriculum implementation. Supervision develops teacher learning management that affects the quality of student learning to achieve specified goals [23]. This is an important process that helps improve the quality of teacher teaching affecting the quality of learners [24]. Teacher development models that are prepared for change, i.e. individually guided, observation and assessment, feedback, involvement in the development process, practice, change, investigation, action based research, quality

circles, and total quality management. Learning supervision needs to be carried out in order to prepare teachers to improve the quality of 21st century learning activities as well as to help teachers to have the latest knowledge, receive advice or supervision from experts who will help to solve problems. The implication of the supervision application is able to influence student learning outcomes, self-confidence in asking questions, expressing opinions, seeking information, making presentations and at the same time being able to create a learning activity that is fun and memorable for students.

CONCLUSION

Change the concept of learning practice in implementing the 2013 curriculum in Junior High School Malang city is driven more by internal factors. Changes in learning concepts are to change and construct learning habits from within oneself, self-regulated learning, collaborative learning (connecting learning) to achieve the optimal learning outcomes in both the spiritual and social attitudes (affective), mastery of knowledge (cognitive) and skills to act or behave (psychomotor) aspects. The process of changing learning innovation through the adaptation process and new learning transformation is planned, implemented, and evaluated continuously. The implementation of the 2013 curriculum encourages teachers to become individual learners. There has been a change in mindset of Islamic Education teachers from conventional teaching switching to modern teaching. Modern teaching more focused on core competencies, textual analysis of material, contextual integrative, and life skills in the 21st century. Implementation of curriculum strengthens character, encourages student activity and interaction in the learning process, improves creativity, and reading culture.

The effective learning innovation supported by the level of teacher performance and professionalism in applying integrative scientific approach, developing 21st century learning skills (critical thinking, creativity, collaborative, communicative), developing high-level learning that leads from LOTs-MOTs to HOTs, developing integrated learning model, encouraging discovery and religious-based CTL, and creating a religious culture in school environment. It is **suggested** that Fundamental change in learning practices has to supported by the change of learning paradigm and the encouragement of institutions/policy leaders in the implementation of 2013 curriculum.

Acknowledgment

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