

EVALUATION OF 2013 CURRICULUM IMPLEMENTATION AT CIPULIR 01 STATE ELEMENTARY SCHOOL, SOUTH JAKARTA

Dian Ayu PRATIWI

SDN Jatipulo 06 Pagi¹, Muhammadiyah University of Prof. DR. HAMKA^{2,3}

Dianayupratiwi6@gmail.com

ABSTRACT

This study aims to evaluate the implementation of the SD Negeri Cipulir 01 Jakarta Selatan 2013 course. This type of research is descriptive research using qualitative methods. Use interview, observation and recording techniques for data collection. The evaluation model used is the evaluation model of Stake Countenance Model. Analyze data through data simplification, data presentation and drawing conclusions. The technique for checking the validity of data uses triangulation. The results show that in the learning preparation activities, teachers compiled RPP by downloading the lesson plans adapted to school conditions provided on the website of the Ministry of Education and Culture. In the implementation of the 2013 curriculum learning, teachers implemented comprehensive theme learning, adopted a scientific learning method, and adopted a learning model that was in line with the 2013 curriculum philosophy. In learning activities the methods used by the teacher have varied, but are still familiar with conventional learning methods. In the 2013 Curriculum learning assessment, teachers have used authentic assessments to assess the competence of students' attitudes, knowledge and skills. Authentic assessments used by teachers include observations, assessment discussions, performance, portfolios and written. There are several obstacles faced from adjusting the use of methods, lack of school facilities, and evaluations which are quite burdensome for teachers. The making of report cards is also an obstacle due to the teacher's lack of ability to describe an assessment and in the use of technology.

Keywords: *Evaluation; Curriculum Implementation; 2013 Curriculum*

INTRODUCTION

Education It is a way to improve the quality of human resources (HR), where basic education is based on the practice of education and learning, spiritual strength, self-control, personality, intelligence to develop their potential. Respect and competence are crucial for them, the nation, the nation and the state. Education is a place to fulfill the obligation to seek knowledge and as a place to practice knowledge and explore knowledge.

An important part of the education system is the curriculum, as the curriculum is the part of education that is used as a guide for every educational unit, both for administrators and administrators,

especially for teachers and principals. In this case, the curriculum is handled by the state. Because the curriculum is made centralized, each educational unit is required to implement and implement it in accordance with the implementation instructions and technical instructions. Caswel & Campbell (1935) in Majid (2014) defines curriculum with almost the same meaning as: "to be composed From all the experiences that children have under the guidance of a teacher. The curriculum consists of a set of experimental plans that the teacher directs to the student. A set of advanced curricula that incorporate the experience that students will gain during the tour. Educational programs for students are developed under the guidance of teachers in life learning. It is the teacher's responsibility to guide students throughout the course. In addition to students, teachers also have a role in implementing the 2013 curriculum with fellow teachers. The role with fellow teachers in curriculum implementation is to provide support and motivation among fellow teachers and also share the knowledge gained during socialization (Ningrum and Sobri, 2015).

According to the National Education System, with the region's law, in relation to Article 19, with regard to the objective of the objective of target training. 201 3 is a utility that works that is inability and skilled, students should be active in high discussion and determination. In 2013, 2013, 2013, compulsory items of education or equal. From the top of the above one can conclude that the course is a set of plans or learning activity programs that contain objectives, content, and materials or subject matter that will provide learning experiences for students, provide skills, knowledge and to achieve certain educational goals, namely the formation of the character of the learners.

The application of the curriculum is known as curriculum implementation. The curriculum is actually applied in the world of education in schools. According to the Big Indonesian Dictionary, implementation means implementation or application. The curriculum will be implemented in schools In the most educational process. The 2013 Curriculum is the cornerstone of efforts to simplify and integrate subjects that are focused on creating a generation that looks forward to the future. Because the curriculum is designed to present future events. Emphasis is placed on student motivation or students to be better able to perform process skills.

At the beginning, the implementation of the 2013 Curriculum in Elementary Schools has experienced several obstacles or obstacles, because the presence of the 2013 curriculum in the world of education in Indonesia, especially in elementary schools, seems rushed. The education unit and teachers at that time did not have readiness about understanding the substance of the 2013 curriculum as well as the lack of supporting facilities and learning resources to implement the 2013 curriculum. In addition to these problems, other inhibiting factors were also found such as a lack of understanding of teachers about the 2013 curriculum in terms of, objectives, strengths, weaknesses and teaching methods. This results in a sense of indifference or indifference to any curriculum changes that are deemed unimportant or merely considered a formality. Then, as a result of this, the readiness of teachers in teaching the 2013 curriculum is less. Furthermore, it seems that most teachers are just waiting for orders from the government. So that the teacher's initiative in asking questions and seeking understanding of the 2013 curriculum individually is still lacking.

Based on the results of the author's preliminary observations regarding the implementation of the 2013 curriculum, there were several obstacles experienced in implementing the 2013 curriculum, including from the preparation, implementation and evaluation stages. In the preparation stage, the problem faced is that not all teachers have mastered information technology such as computers and the internet so that it hinders the smooth running of tasks such as making lesson plans (RPP), processing grades, using multimedia learning media, and others. Then at the implementation or application stage, the implementation of learning cannot be completed in one meeting or one day because of the many activities that must be carried out by teachers and students. In learning the teacher carries out authentic assessments for every aspect, and students complete dense learning activities. In addition, there are still teachers in the preparatory phase who do not plan to implement the curriculum (RPP), although we all

know that careful planning is needed to facilitate the activities and achieve the maximum goals. This is what happens in the classroom. To facilitate the learning process process, the teacher should plan in advance what to do in class, what learning methods and models will be used. Everything must be carefully prepared so that learning runs smoothly.

Furthermore, the problems faced in the evaluation or assessment phase faced by teachers include the authentic assessment system that cannot be carried out optimally by the teacher considering the large number of students and the large number of assessment elements. This includes managing the list of grades, learning outcomes report books (raport). Teachers do not understand the assessment guidelines so that it is difficult to make midterm exam questions (UTS) or national final exams (UAS) in expressing aspects of knowledge whether it refers to themes or subjects. This is also the impact felt on educators and students with the implementation of the 2013 curriculum policy.

According to Arifin (2016: 5), evaluation is a systematic and continuous process carried out to determine the quality of something, based on certain considerations and criteria in the framework of decision making. Arikunto and Jabar (2014: 2) explain that evaluation is an activity to collect information about how something works, which is then used as a consideration to make a decision. Evaluation is very useful and has many benefits because we can know the level of something as an assessment of what has been done and what will be done. The data obtained from the evaluation will be used as a situation analysis for the next program. The assessment in this evaluation can be neutral, positive or negative or a combination of the two. When something is diagnosed, this will follow a decision on the objection diagnosis. Of course, the course plays an important role in limiting total education policy and at its sole discretion.

The training program's results can be used through the use of policies and curricula and curricula to be used. The course planning examination or software composition, such as the content of content, such as content or exercise agents available in the course. The perfect way, a chexicism can be, in the form of the research system, scientific, scientific, scientific, scientific and research. Diagnosis and research difference is a goal. The purpose of the assessment aims to decide on a training plan or alternative or alternative or alternative plan. Although the study has been calculated analyzing and the analysis of the analysis and analysis of the analysis and analysis of the new theory therefore the purpose of the purpose of the diagnosis / consideration of the purpose of the purpose of the purpose for the purpose of the purpose of consideration based on value / usefulness which will be used for decision making and curriculum improvement.

On the basis of these problems, the authors are interested in conducting more in-depth research related to the evaluation of the implementation of the 2013 curriculum at SDN Cipulir 01 South Jakarta, with the formulation of the problems in this study are: 1) How is the Learning Implementation Plan (RPP) in the 2013 curriculum in SD ?; 2) How is the implementation of authentic assessment in learning activities in SD; 3) To what extent are the factors that support and hinder the implementation of learning in SD?

METHOD

This type of research is a standard study. This type of research is a descriptive study with a qualitative approach. Data collection was performed using interview, observation and documentation methods. The diagnostic model used is the stack quantity model evaluation module. Data were analyzed through data reduction, data presentation and results. The data verification technique is used by means of the triangle. Results show that in the learning preparation activities the teacher has compiled the lesson plans by downloading the lesson plans that have been provided on the Ministry of Education and Culture's website and adapted to school conditions. In the implementation of the 2013 Curriculum learning the teacher has implemented thematic integrative learning, using a scientific learning approach, and a learning model that is in accordance with the concept of the 2013 Curriculum.

FINDINGS AND DISCUSSION

1. Preparation or planning of 2013 curriculum learning

The readiness of learning planning in the implementation of the 2013 curriculum at SD Negeri Cipulir 01, the teacher makes evaluation plans and the preparation of learning tools as a reference in learning activities. The arrangement of learning tools that are arranged in the form of a syllabus and lesson plans, before starting learning the teacher must understand and prepare a lesson plan. Evidence from teacher preparation for lesson planning is taken from interviews to clarify the process of preparing a lesson plan (PPP) and to follow the evaluation of a lesson plan prepared by the teacher. Practice is preceded by lesson plans prepared by teachers, individually and in groups, in relation to the teacher's manual, the student's manual or a specific curriculum.

Planning learning, the first thing to do is the steps in the preparation of RPP, namely such as subject identity, which includes school, subject, class / semester, subject matter / theme and time allocation. Meanwhile, things that must be considered are the formulation of indicators and learning objectives. All learning preparation activities carried out by the teacher in the planning and preparation stage of this RPP are in accordance with what is written in Permendikbud of the Republic of Indonesia Number 22 of 2016 concerning Basic and Secondary Education Process Standards Chapter III of lesson planning which says that:

The lesson plan It is designed as a curriculum and syllabus (LLP) that refers to the quality of the content. Research planning involves the implementation of research projects and the preparation of teaching materials and resources, assessment tools, and research scenarios. Curriculum development and lesson planning are structured in a used teaching way. (2016: 5).

2. Implementation of the Learning Process

The 2013 curriculum is basically an effort of simplification with integrative thematic learning that is prepared to produce a generation that is get ready to face the future. Because the curriculum is designed to present future events. Emphasis is placed on encouraging students to better practice process skills. Permendikbud № 22 of 2016 says that university education, based on the 2013 curriculum, promotes the teaching of integrated subjects by integrating subjects into different aspects of learning and cultural diversity.

In the implementation of the 2013 curriculum, the initial activity or opening of learning begins with apperception activities, delivery of learning objectives, and preparation of learning materials by both the teacher and students and the teacher conducts conditioning so that students are happy and enthusiastic in learning. In accordance with the 2013 curriculum, the implementation of learning in class is required to use a scientific approach, which consists of the process of observing, asking questions, collecting data / trying, analyzing, concluding and communicating.

Based on the research, it is found that most of the teaching methods that teachers teach are done in a systematic and systematic way according to the curriculum developed by teachers (PPP). Only some tips or parts of the curriculum are not implemented by the teacher, for example media for lessons where lesson plans are created to be used for media, power point, video, audio, images, etc. And these changes. Together with other teachers.

In the closing activity, the teacher reflects on the learning being carried out. This is done by asking students about their interests / messages about today's lesson, whether it was interesting / unclear or not. The teacher also asks questions that students usually do not understand, offers oral or written tests, which are then discussed. Collector student's work as portfolio material, a follow-

up to the next activity, usually students are asked to study the lesson for the next meeting, prepare tools / materials for the next lesson, also give homework / homework.

3. Implementation of Authentic Assessments

Authentic assessment is a program that must be prepared in a clear, detailed and precise manner. The preparation of the authentic assessment is poured into an authentic assessment plan. In this stage, what is evaluated is about the readiness of teacher planning in carrying out authentic Assessment, knowledge and skills in educational activities.

The assessment itself is well done, even if the teacher finds the process very difficult. Indicators that do not apply well are behavioral assessment and diary self-assessment (student self-assessment), peer assessment, and project evaluation. Attitude assessment with a journal that must be carried out every day has not been fully implemented. Most teachers rely on memory in students' daily attitudes based on observations, to then recap each of the basic competencies. The daily routine assessment is a skills assessment (KD 4.) and a daily test for knowledge competencies is done once a month (after each theme).

Student self-assessments and peer-to-peer assessments have not been widely used, especially for low-grade classes. Self-assessment is only limited to reflecting on what has been learned, what has been understood, and what is the benefit of learning. Project appraisal usually can be carried out for higher classes. The obstacle is about time. The follow-up to the assessment process is remedial learning and enrichment. Remedial activities are carried out to complete learning that is not according to the expected assessment standards. Meanwhile, enrichment learning is carried out to add material for children whose grades have exceeded the standard. From the results of the interviews, most of the teachers had carried out remedial learning and enrichment.

Evaluations that have always been done are evaluations in the form of daily tests, midterm tests, and end of semester tests. The instrument of assessment and processing of learning outcomes according to most teachers is appropriate and carried out optimally. In terms of setting the time for conducting the assessment, the teacher considers that it has not been done properly. The teacher has reported the value of student learning outcomes to the parents / guardians of students on a regular basis.

The consideration given regarding the implementation of authentic assessments is that the teacher should prepare an assessment plan for one semester to map out the assessments to be carried out Including behavior, knowledge sharing and competencies. Teachers create as much as possible a variety of current assessment tools. Examples of observational case assessment, self-assessment, peer review, and aspects of journal review behavior. Aspects of knowledge using a written test in the form of written test questions.

As for the consideration of fostering teacher performance, training on assessment instruments should be carried out frequently to hone teachers' abilities in terms of evaluation. The training is also carried out at the same time can produce valid and reliable assessment instruments that can later be used together. Improving teacher performance in terms of the learning process can be improved, one of which is by holding teacher working group (KKG) activities. KKG is a collaborative activity for teachers so that they can learn from each other between teachers. One of the obstacles with the KKG activities is how the KKG activities can be carried out without having to leave learning hours at school. Another strategy that can be taken is that schools can send teacher representatives to attend KKG between schools / or by sending teachers to study in other schools that are considered more advanced.

4. Supporting and Inhibiting Factors for the implementation of 2013 Curriculum learning at SD Negeri Cipulir 01

The supporting factors for the implementation of the 2013 curriculum at SD Negeri Cipulir 01, namely 1) All teachers teaching at Cipulir 01 State Elementary School have all participated in 2013 curriculum training. 2) RPP planning. done together. 3) Implementation of the 2013 curriculum makes students more active, creative, innovative and communicative and they are able to socialize with their environment. 4) Development of a digital report card format to make it easier for teachers to classify values. Whereas in the implementation of the teacher still found several obstacles, namely, 1) It takes time to familiarize the teacher in compiling innovative and creative learning steps and learning media. 2) The material coverage is too light, so it requires teachers to look for other learning sources to enrich the material to be delivered. 3) The number of students who exceed the ideal capacity makes it difficult for teachers to make assessments. 4) Teachers still do not understand the assessment in the 2013 curriculum and too many aspects that must be assessed also make teachers inconvenient. 5) Limitations for exchanging information. 5) Limited human resources' ability to keep up with technological developments.

CONCLUSIONS

Based on the results of research regarding the evaluation of the implementation of the 2013 curriculum at SD Negeri Cipulir 01 South Jakarta, the researchers can draw conclusions: 1) In planning the implementation of the 2013 curriculum at SD Negeri Cipulir 01, teachers plan instructively by designing lesson plans and syllabus by downloading from the Ministry of Education and Culture's website. Then the teachers of SD Negeri Cipulir 01 have also developed and adjusted the lesson plans to the conditions of the existing schools, the implementation of the preparation of the lesson plans was carried out jointly with teachers at one level in one school. 2) In implementing Curriculum 2013 learning at SD Negeri Cipulir 01, the teacher has carried out learning in accordance with the concepts and learning methods that are in accordance with the basic concepts of learning Curriculum 2013, although the results are not entirely optimal. In the learning process there are several obstacles and obstacles, namely the source books whose material is too light and shallow, while not all children can access subject matter on the internet. In the process of assessing spiritual attitudes and social attitudes which are not simple and practical, making it inconvenient for educators to include them, especially for senior educators, as well as authentic assessments that not all educators understand. 3) The obstacles faced were from incomplete facilities, adjustment of teachers in teaching using different methods, and evaluation. Cultural problems are quite serious problems because of the difficulty of changing the mindset of students in learning in the 2013 curriculum. In addition, not all teachers have mastered digital skills, authentic assessments that have not been understood and complicated value input are the reasons for the learning process using the 2013 curriculum to be less than optimal. . The lack of availability of facilities and infrastructure in the form of library space, printing machines and projectors, science laboratory space and science teaching aids are also reasons for the constrained implementation of the 2013 curriculum at SD Negeri Cipulir 01.

The factors that support the implementation of the 2013 curriculum learning are: 1) All teachers who teach at Cipulir 01 State Elementary School have all participated in 2013 curriculum training; 2) RPP planning is done together. 3) Implementation of the 2013 curriculum makes students more active, creative, innovative and communicative and they are able to socialize with their environment. 4) Development of a digital report card format to make it easier for teachers to classify values. Inhibiting factors for the implementation of the 2013 curriculum learning, namely: 1) It takes time to familiarize the teacher in compiling innovative and creative learning steps and learning media. 2) The material coverage is too light, so it requires teachers to look for other learning sources to enrich the material to be delivered. 3) The number of students who exceed the ideal capacity makes it difficult for teachers to

make assessments, especially in assessments. 4) Teachers still do not understand the assessment in the 2013 curriculum. 5) Limitations to exchange information.

REFERENCES

- Anders, J. R., Worthen, B.R., & Fitzpatrick, J. L. (2011). *Program evaluation: alternative approaches and practical guidelines*. Boston: Pearson Education, Inc.
- Arifin, Zainal. (2019). *Evaluasi Program*. Bandung: PT Remaja Rosdakarya.
- Hamalik, Oemar. (2015). *Kurikulum dan Pembelajaran*. Jakarta: PT Bumi Aksara.
- Arikunto, Suharsimi dan Cepi Safrudin Abdul Jabar. (2014). *Evaluasi Program Pendidikan*. Jakarta. Bumi Aksara.
- Elwien Sulistya Ningrum, (2015), "Implementasi Kurikulum 2013 Di Sekolah Dasar (Studi Kasus Di SDN Tangkil 01 Wlingi Blitar)", Tesis Program Magister Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang.
- Ghani, A. Abd., Rahman (2016). *Metodologi Penelitian Tindakan Sekolah*. Depok: PT Raja Grafindo Persada.
- Hasan, Hamid. (2014). *Evaluasi Kurikulum*. Bandung: PT Ramaja Rosdakarya.
- Hermuttaqien, B. P. (2015). *Evaluasi Implementasi Kurikulum 2013 Sekolah Dasar di Kota Bandung: Studi Evaluatif berdasarkan Stake's Countenance Model* (Doctoral dissertation, Universitas Pendidikan Indonesia).
- Ihsana El Khuluqo, Connie Chairunnisa and Abdul Rahman Ghani. (2020). *Teacher's Perceptions of Curriculum Changes in Indonesia*. Post Graduate School, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia. *Jurnal Internasional*.
- Kunandar. (2011). *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru* (edisi revisi). Jakarta: Rajawali Pres.
- Mendikbud. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan No.65 tentang Standar Proses*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Mulyasa, E. (2019). *Implementasi Kurikulum 2013* (edisi revisi). Jakarta: PT Bumi Aksara.