

Comparison between Concept of Evaluation on KTSP Curriculum and 2013 Curriculum

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This study tries to explain in detail related to the differences between concept of evaluation on KTSP and 2013 Curriculum. the curriculum may is referred to as a set of plans and arrangements concerning the objectives, content, and lesson materials and methods used as guidelines for the implementation of learning activities to achieve specific educational objective. Evaluation Curriculum is a systematic study of the benefits, the suitability of effectiveness and efficiency of the curriculum applied. Focus of this study is describing the comparison of concept evaluation in KTSP and 2013 Curriculum and also describing the strength and weakness of both curriculums. The method used by the writer belongs to qualitative descriptive. The result of the study explains in short description and table comparison. Based on the e result of this study, it shows that between curriculum KTSP and 2013 both have their own goals. So that, between KTSP and 2013 Curriculum have different aspect to assess. So the evaluation between KTSP and 2013 Curriculum is relative different. As the conclusion, the curriculum can run well depend on the teachers themselves. Although we create an excellent curriculum, but if it handled by less qualified teacher, it will not produce adequate results. Conversely, in the hands of qualified teachers, the usual curriculum will produce good results. Thus, the existence of a new curriculum, as the Curriculum 2013 not necessary.

Keywords: Evaluation Curriculum, KTSP, Curriculum 2013, weakness and strength

Studi ini mencoba untuk menjelaskan secara rinci terkait dengan perbedaan antara konsep evaluasi pada KTSP dan Kurikulum 2013. Kurikulum dapat disebut sebagai seperangkat rencana dan pengaturan mengenai tujuan, konten, dan materi pelajaran dan metode yang digunakan sebagai pedoman untuk pelaksanaan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu. Kurikulum Evaluasi adalah studi sistematis tentang manfaat, kesesuaian efektivitas dan efisiensi kurikulum yang diterapkan. Fokus penelitian ini adalah menggambarkan perbandingan evaluasi konsep di KTSP dan Kurikulum 2013 dan juga menggambarkan kekuatan dan kelemahan dari kedua kurikulum. Metode yang

digunakan oleh penulis adalah deskriptif kualitatif. Hasil penelitian menjelaskan dalam deskripsi singkat dan table perbandingan. Berdasarkan hasil penelitian ini, menunjukkan bahwa antara kurikulum KTSP dan 2013 keduanya memiliki tujuan masing-masing. Sehingga, antara KTSP dan Kurikulum 2013 memiliki aspek yang berbeda untuk dinilai. Jadi evaluasi antara KTSP dan Kurikulum 2013 relatif berbeda. Sebagai kesimpulan, kurikulum dapat berjalan dengan baik bergantung pada guru itu sendiri. Meskipun kami membuat kurikulum yang bagus, tetapi jika ditangani oleh guru yang kurang berkualitas, itu tidak akan menghasilkan hasil yang memadai. Sebaliknya, di tangan para guru yang berkualitas, kurikulum yang biasa akan menghasilkan hasil yang baik. Dengan demikian, keberadaan kurikulum baru, Kurikulum 2013 tidak begitu diperlukan.

INTRODUCTION

The regulation which was issued by the government to change the curriculum from KTSP curriculum to the 2013 curriculum has become a big talk to everyone in the town since the issuing is considered so sudden and the difference seen from the 2013 curriculum to the previous one is so great that most of the educational institutions or schools were unable to adapt it immediately. Some of the big hits from the 2013 curriculum are the content of the material presented, how the material presented, the activities carried out within the classroom, and the evaluation of the students.

Evaluation is an integral part of learning other than planning and implementing learning. Through evaluation, a teacher can measure the extent of student competencies. In other way it also can be a feedback for teachers to make "self-reflection" will be shortcomings or "advantages" that have been achieved in learning. In reality, the evaluation aspect is often a 'difficult' part in terms of administration and definition. Evaluation in education is one of the same important components as the learning process. Evaluation is a process to collect, analyze and interpret information to determine the level of achievement of learning goals by learners. A good evaluation system will be able to provide a picture of the quality of learning so that it will be able to help teachers plan learning strategies. Curriculum evaluation plays an important role, both for determining education policy in general and for making decision in the curriculum itself. The results of the curriculum evaluation can be used by education policy holders and curriculum developers in selecting and defining the development policy of the education system and developing the curriculum model used.

The difference between the KTSP curriculum and the 2013 curriculum is very striking. KTSP is a curriculum that reflects knowledge, skills, and attitudes that refer to educational concepts proposed by Bloom, which can increase the potential of learners optimally. In the 2013 curriculum emphasizes the shift in the evaluation, ie from the evaluation through the test (measuring knowledge based on results only), toward authentic evaluation (measuring the competence of attitudes, skills and knowledge based on process and outcome). One emphasis in the 2013 curriculum is authentic evaluation. Authentic evaluation is the activity of assessing the students who emphasize what should be assessed, both process and outcome with various

evaluation instruments that are fixed to the competencies in Standard Competence (SK) or Core Competence (KI) and Basic Competence (KD).

From the explanation above, in this study the authors want to review deeper of differences in evaluating the curriculum KTSP and Curriculum 2013. To provide limits on the discussion of this paper the authors make the formulation of the problem as follows:

1. How are the concepts of evaluation on curriculum KTSP and curriculum 2013?
2. What are the strength and weaknesses of curriculum KTSP and curriculum 2013?

Curriculum Evaluation

Designing curriculum is a kind of writing activity in which the activity also can be studied as a process (Nation and Macalister, 2010:1). As in designing curriculum recently, not many teachers and researchers follow any certain method or approach as their basis. The method approach, however, is the result of the thoughts and finds on the research but often ignored. Richards and Rodgers (1986) state in Nation and Macalister (2010: 37) that there are some methods in which they are looked closely, they only suggest small amount of changes in format and presentation while not giving any changes in selection of what to teach and how it is monitored and assessed. Notion and Macalister described curriculum design as a kind of writing activity and as such it can usefully be studied as a process (2010:1). Grayson (1978) has his own opinion, he describes the curriculum is a plan to get the expected outcome of a lesson. The planning is structured for a field of study, providing guidance and instruction for developing learning strategies. So the material in the curriculum must be well organized to match the goals and objectives of the education that have been established can be achieved.

However, the curriculum may also be referred to as a set of plans and arrangements concerning the objectives, content, and lesson materials and methods used as guidelines for the implementation of learning activities to achieve specific educational objectives (Article 1 paragraph 19 of Law No. 20 of 2003 concerning the National Education System). While evaluation, Chelimsky (1989) defines evaluation is a systematic method of research to assess the design, implementation and effectiveness of a program. Evaluation is done to assess whether a course is good. A course is said to be good when: attracts many disciples; make a lot of money; satisfy learners, teachers and sponsors; helps learners get high scores on external tests; managed a lot of learning; highly appreciated by local and international communities; follow the principles of developing a recognized curriculum.

From the definition of evaluation and curriculum above, the authors conclude that the definition of Evaluation Curriculum is a systematic study of the benefits, the suitability of effectiveness and efficiency of the curriculum applied.

Model of Curriculum Evaluation

There are five models to evaluate curriculum such as : measurement, congruence, illumination, educational system evaluation and the last is context, input, product and process or we usually call CIPP.

Measurement is model of curriculum evaluation that used to measure the student behaviour to reveal individual and group differences, especially in cognitive aspects that can be measured by means of objective evaluation (score of test results). It is comparing learning outcomes between two or more groups using different teaching programs through quantitative analysis.

Congruence is Examination of conformity between educational objectives and learning outcomes achieved, to see the extent to which changes in educational outcomes have occurred. This model is using pre and post assessment procedures by taking the following steps: affirmation of objectives, development of evaluation tools, and use of evaluation tools.

Illumination, this model is using a procedure called progressive focusing with the following steps: orientation, directional observation, and cause and effect analysis. Evaluation techniques include observation, interviews, questionnaires, document analysis and tests.

Another models of evaluation namely **Educational System Evaluation**. It is comparison between the performance of each program dimension and criteria, which will end with a description and consideration and conclusion of the overall program outcome. The Evaluation techniques include observation, questioners, interviews, document analysis.

The last model of evaluation and I think the most suitable for evaluating curriculum in Indonesia is **CIPP** or Context, Input, Process, and Product. This evaluation model focus on the view that the success of educational programs is influenced by a variety of factors: the characteristics of learners, the environment, the purpose of the program, and the equipment used and the procedures and mechanisms for program implementation.

METHOD(S)

The method used by the authors in this study belongs to qualitative descriptive method. The results of this study the authors convey in the form of table and a brief description related to aspects that are evaluated in the curriculum 2013 and curriculum KTSP.

FINDINGS AND DISCUSSION

Findings

Concept of Evaluation in KTSP Curriculum

Kurikulum Tingkat Satuan Pendidikan or KTSP curriculum is operational curriculum compiled and implemented by each education unit. Preparation of KTSP is carried out by education units by

paying attention to and based on competency standards and basic competencies developed by the National Education Standards Agency or *Badan Standar Nasional Pendidikan (BSNP)*.

KTSP curriculum is arranged and developed as follow:

1. Curriculum development refers to the National Education Standards to realize the National Education Goals
2. The curriculum at all levels and types of education is developed with the principle of diversification in accordance with the education unit, regional potential, and students.

There are something should be understood related to KTSP curriculum such as; KTSP curriculum was developed in accordance with the conditions of education unit, the potential and characteristics of the region, as well as the socio-cultural of the local community and students. Then, schools and also the committees have to develop their KTSP curriculum and syllabus based on the basic curriculum framework and graduate competency standards, under the supervision of district / city education offices, and religious departments responsible for education. Other ways, The KTSP curriculum for each study program in higher education is developed and established by each university with reference to the National Education Standards.

KTSP enables schools to have the authority to develop their own curriculum by referring to standards set by the government and teachers as the main actors of the learning process positioned as curriculum developers. The role change that occurs in each educational unit needs to be bridged with new perspectives on knowledge and skills about the curriculum. This is necessary so that schools in developing KTSP are not trapped in the same routine patterns. There are several main objectives to be achieved through KTSP evaluation activities in educational unit, that is:

1. **Measure the effect of teaching.** Gain a picture of the effect or effect of teaching that has been given to the mastery, the ability to be achieved in a subject. The effect or effect can be known when the comparison between the results achieved learners before and after teaching is given
2. **Improve teaching.** After knowing the effect of the teaching then does the improvement effort to educational program.

Based on the description it can be concluded that the purpose of the implementation of KTSP evaluation is to know the extent of the effectiveness, efficiency and goodness of the curriculum, the achievement of the principles in the development of KTSP and the implementation or implementation of KTSP based on the operational reference in the preparation of SBC. In addition, the curriculum aspects that need to be assessed are the contents of the curriculum itself consisting of the structure and content that exist in elementary and secondary education level contained in the Standard Competence includes the following five subject groups:

1. *Group of religious subjects and moral value*
2. *Group of subjects of citizenship and personality*
3. *Group of science and technology subjects*
4. *Group of aesthetic subjects*
5. *Group of physical subjects, sports and health*

KTSP's content includes a number of subjects whose breadth and depth are the burden of learning for learners in educational units. In addition, the content of local content and self-development activities are included in the curriculum content. In addition there are several evaluation techniques in general are as follows:

1. Questionnaire
2. Interview
3. Diaries and Book Keeping
4. Do a test of ability record
5. Doing own note technique
6. Analysis of student work
7. Discussion
8. Physical traces

In carrying out the evaluation, we must also pay attention to the evaluator. Evaluators are those who are tasked or have the authority to carry out an assessment of the curriculum used in an educational unit. In the evaluation unit of the evaluator is the school committee, principals, teachers and the community of service users in the educational unit.

After all of those explanations before, we also need to pay attention on the characteristic of KTSP curriculum, as follow:

1. KTSP curriculum gives schools the freedom to delegate the entire curriculum to see local character, and potential, KTSP continues to emphasize competence but is further pursued in its operations and implementation in schools.
2. Graduates' Competency Standards are derived from Content Standards
3. The Content Standard is derived from the Competency Standards for Subject Graduates
4. Separation between attitude-forming subjects, skill formers, and Knowledge formers.
5. Competence derived from subjects
6. Subjects are separated from one another, like a separate set of subjects.
7. Development of the curriculum to basic competencies

Concept of Evaluation in 2013 Curriculum

The 2013 curriculum is a curriculum that is currently in the process of being implemented by the government, because this is a change from the curriculum structure of the KTSP. This change was made because of the many problems and one of the efforts to improve the inappropriate curriculum. In KTSP, syllabus development activities are the authority of the education unit, but in the 2013 Curriculum the syllabus development activities turn to the authority of the government, except for certain subjects that are specifically developed in the relevant education unit.

Although the syllabus has been developed by the central government, the teacher is still required to be able to understand all the messages and meanings contained in the syllabus, especially for the importance of the operationalization of learning. Therefore, the syllabus study seems to be

important, both independently and in groups so that teachers are expected to get a sharper, more comprehensive and comprehensive perspective in understanding the entire contents of the syllabus that has been prepared. The preparation of the Learning Implementation Plan or *Rencana Pelaksanaan Pembelajaran* (RPP) is still the authority of the teacher concerned, namely by trying to develop a syllabus prepared by the government.

The concept of the 2013 curriculum emphasizes the cognitive, affective, psychomotor aspects through test-based and complementary assessment of portfolios. The 2013 curriculum is structured to replace the Education Unit Level Curriculum (KTSP) which has been implemented for six years. Basically the 2013 curriculum is to respond to the transformation of the times. For the compilers and those who support it, the 2013 curriculum is believed to be an appropriate response to the demands of the 21st century's transformation of time and needs. The 2013 curriculum has three aspects of assessment, namely aspects of knowledge, skills aspects, and aspects of attitude and behaviour. A curriculum evaluation is a rapidly expanding field. The 2013 curriculum is set up to form a generation that is ready in the face of future challenges because the curriculum is structured to anticipate future developments. The focus of the 2013 curriculum is to enable students or students to have better skills in doing:

- Observation,
- Inquire (interview),
- Reasoning, and
- Communicate (presenting) what they gain or know after receiving the learning materials.

Preparation of the 2013 curriculum that focuses on simplification, thematic-integrative refers to the 2006 curriculum in which there are several problems. In the Curriculum 2013, core competence (KI) is formulated into 4 sections:

1. KI-1: the core competence of spiritual attitudes.
2. KI-2: the core competence of social attitudes.
3. KI-3: core competence of knowledge.
4. KI-4: core competence of skills.

In each particular subject matter there will be a KD formula for each aspect of KI. So, on a certain subject matter, 4 KDs will always appear as follows:

1. KD on KI-1: aspects of religious attitudes.
2. KD in KI-2: aspects of social attitudes (for certain subjects are relatively generic, but certain subject matter has KD on KI-3 which is different from other KDs in KI-2).
3. KD on KI-3: aspects of knowledge
4. KD on KI-4: skill aspect

In the curriculum 2013 is more focused on the quality of teachers as implementers in the field. As a system of this concept can certainly change from the previous curriculum concept, because the discourse of change of curriculum in the education system is a natural thing, considering the development of human nature continues to change. However, in determining the new system is expected policy makers do not just play the fox, but must first determine the framework, basic

concepts and philosophical foundations that govern it. The purpose of the curriculum as a field of study is to develop the science of the curriculum and curriculum system. Although the curriculum is very good, but if run by less qualified teacher, it will not produce adequate results. Conversely, in the hands of qualified teachers, the usual curriculum will produce good results, but we also have to look at the characteristic of 2013 curriculum that gives some positive effect for teacher and learners. The characteristic of 2013 curriculum are described as follow:

1. Graduates Competency Standards are derived from community needs
2. The Content Standards are derived from the Graduates Competency Standards
3. All subjects must contribute to the formation of attitudes, skills and knowledge
4. Subjects are derived from the competencies to be achieved
5. All subjects are bound by core competencies (each class)
6. Curriculum development reaches textbooks and teacher books

After we read the explanation above, the writer also concluded in the form of a comparison table between the 2013 curriculum and the KTSP curriculum. Let's look at the following table:

Table 1: Comparison between KTSP Curriculum and 2013 Curriculum

ASPECT	KTSP CURRICULUM	2013 CURRICULUM
Legal Foundation	a. UU No. 20/2003 – Sisdiknas b. PP No. 19/2005 – SPN c. Permendiknas No. 22/2006 – Standar Isi d. Permendiknas No. 23/2006 – Standar Kompetensi Lulusan	a. 1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System; 2. Law of the Republic of Indonesia Number 17 of 2007 concerning National Development Plans for 2005-2025; 3. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers; 4. Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers;

		<p>5. Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendment to Government Regulation of the Republic of Indonesia Number 19 of 2005;</p> <p>6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 54 of 2013 concerning Competency Standards for Primary and Secondary Education Graduates;</p> <p>7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013 concerning the Standard Process for Primary and Secondary Education;</p> <p>8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 concerning Educational Assessment Standards;</p>
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		9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 67 of 2013 concerning Basic Framework and Curriculum Structure of Primary Schools / Madrasah Ibtidaiyah;
Implementation	a. RI Minister of National Education Regulation No. 24/2006 concerning Implementation of Ministerial Regulation No. 22 concerning SI and No. 23 regarding graduate competency standards (SKL).	a. Implementation of the 2013 curriculum based on competence and character must involve all components including the components of the education system itself.
Ideology of education	Liberalism Education: the creation of intelligent, competent, professional and competitive human resources.	Philosophically, the 2013 curriculum is based on four philosophical ideals of education as a whole, namely perennialism, essentialism, progressivism, and reconstructivism. This understanding is an educational theory brought by Theodore Brameld.
Characteristic	<ol style="list-style-type: none"> 1. The Basic Curriculum Framework is prepared by the Central Team; Regions and schools can develop further. 2. The curriculum is the basic framework by the BSNP Team 	In the 2013 Curriculum, syllabus development activities are turned into government authority, except for certain subjects that are specifically developed in the relevant education unit.
Approach	<ol style="list-style-type: none"> 1. Competency Based. 2. Only consists of: SK and KD. Another component is developed by the teacher 	a. Scientific approach that consist of observing, questioning, exploring,

		associating, and communicating
Curriculum Development	<ol style="list-style-type: none"> 1. All schools / education units are required to make KTSP. 2. Syllabus is an integral part of KTSP 3. Teacher must make a Learning Implementation Plan (RPP) 	<ol style="list-style-type: none"> 1. Curriculum development reaches textbooks and teacher book 2. All subjects are bound by core competencies (each class)
Curriculum Principles Development	<ol style="list-style-type: none"> 1. Focus on the potential, development, needs and interests of students and their environment 2. Respond to the development of science, technology and art 3. Relevant to the needs of life 4. Balanced between national interests and regional interests 5. Based on the potential, development and condition of students to master competencies that are useful for themselves. 6. Allows learners to get repair, enrichment, or acceleration services in accordance with their potential, developmental stage, and conditions by paying attention to the integrated personal development of students who have the dimension of deity, individuality, sociality, and morals. 	<ol style="list-style-type: none"> 1. 1. The development of the curriculum is based on the following principles. The curriculum is not only a collection of subjects because subjects are only a source of learning material to achieve competence. 2. 2. The curriculum is based on graduate competency standards set for one education unit, education level, and education program. In accordance with government policy regarding 12-year compulsory education, the Graduates Competency Standards which form the basis of curriculum development are the abilities that students must possess after attending the education process for 12 years.

	<p>3. 3. The curriculum is based on a competency-based curriculum model. Competency-based curriculum model is characterized by the development of competencies in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packaged in various subjects.</p>
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Discussion

From the comparison of both curriculums above, the writer also makes a table of differences between the KTSP curriculum and the 2013 curriculum.

Table 2: Differences between KTSP Curriculum and 2013 Curriculum

KTSP	2013 Curriculum
Certain subjects support certain competencies	Each subject supports all competencies (Attitudes, Skills, Knowledge)
Subjects are designed independently and have their own basic competencies	Subjects are designed related to each other and have basic competencies that are bound by the core competencies of each class
Indonesian is parallel to other subjects	Indonesian as another language attitudes and skills
Each subject is taught with a different approach	All subjects are taught with the same (scientific) approach through observing, asking, trying, reasoning ...
Each type of learning content is taught separately	Various types of learning content are taught related and integrated with each other. The content of science is integrated and is used to drive other learning content
Thematic for class I-III not integrative	Integrative thematic for class I-III
Computer subjects become separate subjects	Computer subjects are a means of learning, used as learning media for other subjects
Indonesian as knowledge	Indonesian as a communication tool and carrier of knowledge

For high school there are majors since class XI	There are no high school majors. There are compulsory subjects, specialization, inter-interests, and deepening interests
High Schools and Vocational Schools without similar competencies	SMA and SMK have the same compulsory subjects related to the basics of knowledge, skills and attitudes.
Majors in SMK are very detailed	Majors in vocational schools are not too detailed to the field of study, in which there is a specialization grouping

Although there are many differences between the 2013 curriculum and KTSP curriculum, both curriculums have their own strength and weakness. The following, the writer explains in detail strength and weakness between 2013 curriculum and KTSP curriculum.

KTSP curriculum

Strength:

- 1) Encouraging the realization of school autonomy in the implementation of education.
- 2) Encouraging teachers, principals, and school management to further enhance their creativity in the implementation of educational programs.
- 3) KTSP makes it possible for each school to focus on and develop certain subjects which are aspects of the table for the needs of students.
- 4) KTSP will reduce students' learning burden which is very dense and weighs about 20%.
- 5) KTSP provides wider opportunities for schools plus to develop curriculum according to needs.

Weakness:

- 1) Lack of human resources that are expected to be able to describe KTSP in most existing education units
- 2) Lack of availability of supporting facilities and infrastructure as a completeness of KTSP implementation
- 3) There are still many teachers who do not understand the KTSP in a comprehensive manner, the concept, its compilers and practices in the field
- 4) The application of KTSP which recommends reducing lesson hours will have an impact on reducing teacher income.

2013 Curriculum

Strength:

- 1) More emphasis on character education. In addition to being creative and innovative, character education is also important which will be integrated into one. For example, noble character education and character must be integrated into all study programs.

- 2) The assumption of the 2013 curriculum is that there is no difference between rural or urban children. Often children in villages tend not to be given the opportunity to maximize their potential.
- 3) Stimulate student education from the beginning, for example through early childhood education.
- 4) Readiness lies with the teacher. The teacher must also continue to be encouraged by the ability to train and educate prospective teachers to improve professional skills continuously.

Weaknesses:

- 1) The government seems to see all teachers and students have the same capacity in the 2013 curriculum. Teachers have also never been directly involved in the 2013 curriculum development process.
- 2) There is no balance between the orientation of the learning process and the results in the 2013 curriculum. Balance is difficult to achieve because the national exam policy is still in force.
- 3) Integration of science and social studies subjects in Indonesian language for elementary education is not appropriate, because the science clusters of these subjects are different.

For lessons and learning hours in the 2013 curriculum, for elementary schools the original 10 subjects will be six subjects namely Mathematics, Indonesian Language, Religious Education, Physical Education and Health, *Pancasila* Education and Citizenship, and Art. On the other hand, science and social studies material became thematic in other lessons. For junior high school students from 32 hours to 38 class hours per week. Referring to the new curriculum, the number of junior high school subjects that were originally 12 will be 10 subjects. Local content courses and self-development will merge into cultural arts and craft subjects. While other subjects remain, namely Religion Education, *Pancasila* and Citizenship, Indonesian Language, Mathematics, Science, Social Sciences, English, Cultural Arts (local content), Physical Education and Health.

CONCLUSIONS

KTSP curriculum is compiled and developed as follows: (1) Curriculum development refers to the National Education Standards to realize the National Education Goals; (2) The curriculum at all levels and types of education are developed with the principle of diversification in accordance with the education unit, regional potential, and students. In KTSP, syllabus development activities are the authority of the education unit, but in the 2013 Curriculum the syllabus development activities turn to the authority of the government, except for certain subjects that are specifically developed in the relevant education unit.

Based on the results, it can be concluded that curriculum evaluation is very necessary in determining the wisdom of education in general, as well as in making decision to implement the curriculum itself. Thus the results obtained from the curriculum evaluation can be used by curriculum developers, teachers, principals, and other education implementers in understanding, fostering student development, choosing teaching materials, learning methods, appraisal systems, educational facilities, teaching media and other things.

In curriculum 2013, every level of school, has only one Standard of Graduation/ *Standar Kompetensi Lulusan* (SKL). The Curriculum 2013 is one of the ways to encourage, to compete, and to make the national education better. But the government should pay attention to the following points:

1. The government should prepare things which are related to the successful implementation of curriculum
2. The government should socialize the curriculum 2013 from cities until to the villages, in every part of Indonesia
3. The government should serve the infrastructure for the implementation of curriculum
4. The government should encourage the motivation of the teachers to imply the new curriculum
5. The teachers should improve themselves in teaching-learning.

Then, the obstacles faced in the implementation of the 2013 curriculum are the lack of student books and teacher books on the 2013 curriculum, teachers still do not fully understand about the 2013 curriculum, the facilities and infrastructure in art learning are very limited in each school. Then the school layout away from the city also influences the implementation of the 2013 curriculum well.

Then, the authors found the fact that in the curriculum 2013 is more relied on the quality of teachers as implementers in the field. As a system of this concept can certainly change from the previous curriculum concept, because the discourse of change of curriculum in the education system is a natural thing, considering the development of human nature continues to change. To support the curriculum goes well, facilities and infrastructure from the government to support education in every school is also in need. Based on the comparison of the two curricula above, it can be concluded that the use of the 2013 curriculum is better than the previous curriculum because in the 2013 curriculum the history textbook on the material of religious development of Hinduism is not only judging from the cognitive, psychomotor, but also affective aspects where the teacher can create value attitude values in the form of characters that are instilled in students so that they can be implemented in daily life.

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