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## **Evaluation of Implementation of Curriculum 2013, In Public Senior High School 7 Binjai, North Sumatera**

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### **Abstract**

This study aims to find out the implementation of the curriculum 2013 by teachers in Public Senior High School (SMA Negeri) 7 Binjai. The evaluation of the implementation of the curriculum 2013 is based on Regulation of Minister of Education and Culture (Permendikbud) no. 159 year 2014 on evaluation of curriculum 2013. Evaluation of curriculum 2013 implementation is done by seeing the suitability of curriculum document with its implementation in SMA Negeri 7 Binjai. The type of research used is evaluative research with Stake's Countenance model. Research subjects are teachers of SMA Negeri 7 Binjai. The results of data collected and then processed with the scheme of data processing evaluation of Stake's Countenance Model. The results showed that 48.28% of teachers who understand the curriculum of 2013 well, as many as 60.42% of teachers able to prepare the lesson planning documents (RPP) as appropriate, as much as 31.25% has implemented the learning curriculum 2013 well and as many as 55, 17% of teachers have performed an authentic assessment well. The results of this data processor show the existence of discrepancies and gaps in each stage of the implementation of the curriculum 2013. The existence of these discrepancies and gaps will be given consideration in the form of advice and input for future improvement. Based on the results of the research it is necessary to be given training through the workshop and participate in the teacher community such as MGMP (Meeting Subject Teachers)/ KKG (Teachers Group) for the realization of optimum implementation the curriculum 2013.

**Keywords:** evaluation; implementation; curriculum 2013; stake's countenance; evaluation model.

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## **1. Introduction**

Education curriculum change is a demand that must be done for the improvement of the quality of human resources in a nation. The curriculum with all its changes certainly can not be separated from the world of education. The role of the inner curriculum Teaching and learning activities, student input, the competence of these educators is as a giver of direction for the achievement of certain educational goals.

The enactment of a curriculum is basically a renewal in the education system. The existence of a renewal in the system of change is based on changes in demands on aspects of life. Sanjaya states that the demands of life can change because of changes in the social culture of society that is changing lifestyle and social and political change [1]. The Minister of Education states that the curriculum 2013 developed is a refinement of the old curriculum, it is expected that with this curriculum change the national education objectives can be realized. Further explained that the goal will be obtained through several stages in advance, such as; Structuring the mindset and governance of the curriculum, deepening and expanding the material, strengthening the process, and adjusting the burden of teachers and students [2].

SMA Negeri 7 Binjai since 2013/2014 has become one of the fully implemented curriculum 2013 pilot project schools. This means that 3 years of SMA Negeri 7 Binjai has implemented this curriculum 2013. Until now, the evaluation of the implementation of the curriculum 2013 has not been done in SMA Negeri 7 Binjai, meanwhile the Government through Permendikbud. 159 Year 2014 on Curriculum Evaluation requires the evaluation of the curriculum in schools that have implemented it.

## **2. Review of Literature**

Arikunto and Jabar stated that evaluation is an activity of collecting information about the operation of something which further information is used to determine the right alternative in decision making [3]. Wood in his journal states that evaluation can be defined as an assessment of the achievement of a program's objectives through the collection and analysis of data useful in making decisions about the value / usefulness of the program [4].

Based on Regulation of Minister of Education and Culture (Permendikbud) No. 159 year 2014 the evaluation of the implementation of the curriculum has a goal to to see the suitability between the curriculum document and its implementation by the teacher. The evaluation of curriculum implementation is done by comparing / adjusting existing data in the field with the standards set by the government and / or experts so that a comparison can be obtained. The results of this comparison which will be used as a basis to make judgments.

The Countenance Evaluation Model is one of the evaluation models developed by Robert Stake. The focus of this evaluation is the implementation of a program. Hamid stated that the Stake Model emphasizes on the implementation of two main points: description and judgment [5].

This model distinguishes three stages in program evaluation: (1) antecedents/ context; (2) The process phase (transaction/ process); And (3) output stage (output/ outcomes). In this study, the intents category consists of the

antecedent stages: (1) the understanding of the curriculum (understanding of the curriculum / syllabus, understanding of teaching materials, understanding of the preparation of instructional tools / lesson plans, and completeness of documents); (2) Learning planning prepared by teachers. At the transaction stage: (1) the implementation of scientific-based learning and emphasis; And (2) the exercise of authentic assessment; And at the outcomes stage: authentic assessment results.

### **3. Method**

This research was conducted for 3 months in SMA Negeri 7 Binjai. Evaluation model used in this research is Stake's Countenance Model. This evaluation model was developed by Robert Stake who emphasized two main things: description and judgments.

In this study, the components in the intents matrix to be evaluated are: (1) antecedent: the teacher's understanding of the curriculum (an understanding of the syllabus, an understanding of the teacher's book and student book, an understanding of RPP compilation, and the completeness of the document) And learning planning; (2) the stage of the implementation process (transaction): the implementation of scientific-based learning and its emphasis and the implementation of authentic assessment; And (3) outcomes: authentic assessment results. The considerations generated in this evaluation can be used to improve the implementation of the curriculum. This consideration is based on the absolute standard that is the desired standard / criteria in accordance with the demands of the curriculum 2013. These standards/ criteria are obtained from the curriculum documents of 2013, based from the Regulation of Minister of Education and Culture (Permendikbud) and other related curriculum documents Issued by Educational and Culture Ministry (Kemendikbud).

Data collection techniques in this study using questionnaires, observation and documentation. The questionnaire technique is used to collect data related to the antecedent stage, namely: the teacher's understanding of the curriculum 2013.

Questionnaires are also used to collect data related to the transaction stage ie: the implementation of authentic assessment. Observation technique is done to collect data related information antecedent stage that is observation on learning device / RPP made by teacher and at transaction stage (process) that is observation on learning process with scientific approach related with teacher activity and student during learning to see RPP and Observation of authentic assessment. Observation techniques are also used related to the outcomes stage of observation related to authentic assessment results.

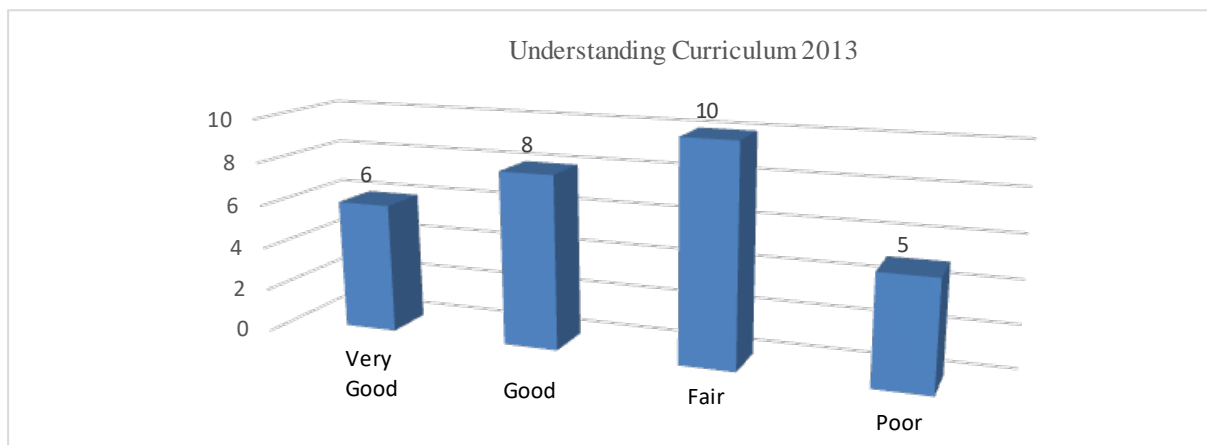
Documentation guidelines are used to collect related data: (1) instructional administration completeness; (2) completeness of instructional device; (3) assessment documents; And (4) curriculum book 2013. In this research triangulation data used is triangulation technique that is researcher use various kind of data collecting technique (questioner, observation and documentation) to get same data.

### **4. Result**

The evaluation results of the implementation of the curriculum 2013 in SMA 7 Binjai can be seen in Table 1.

**Table 1:** The evaluation results of the implementation of Curriculum 2013 in SMA Negeri 7 Binjai

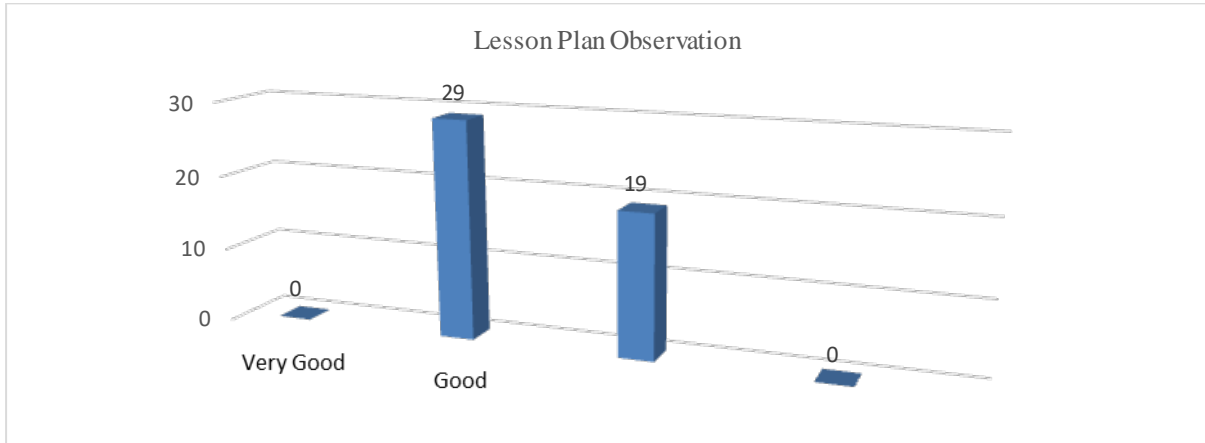
Matrix	Concern	Description Matrix		Judgment Matrix	
		Intents	Observations (Average Result)	Standards	Judgment
<i>Antecedent</i>	Understanding	Understanding	72,93	100	The reare considerations
	Implementation of Curriculum 2013	Curriculum 2013			
	Condition of RPP	Learning Planning	76,28	100	There are considerations
<i>Transaction</i>	Application of the Scientific approach	Implementation of learning	56,47	100	There are considerations
	Implementation of authentic assessment	Authentic Rating	57,52	100	There are considerations
<i>Outcomes</i>	Authentic assessment results	Rating result	71,53	100	There are considerations



**Figure 1:** The Result Of Teacher Understanding about Curriculum 2013

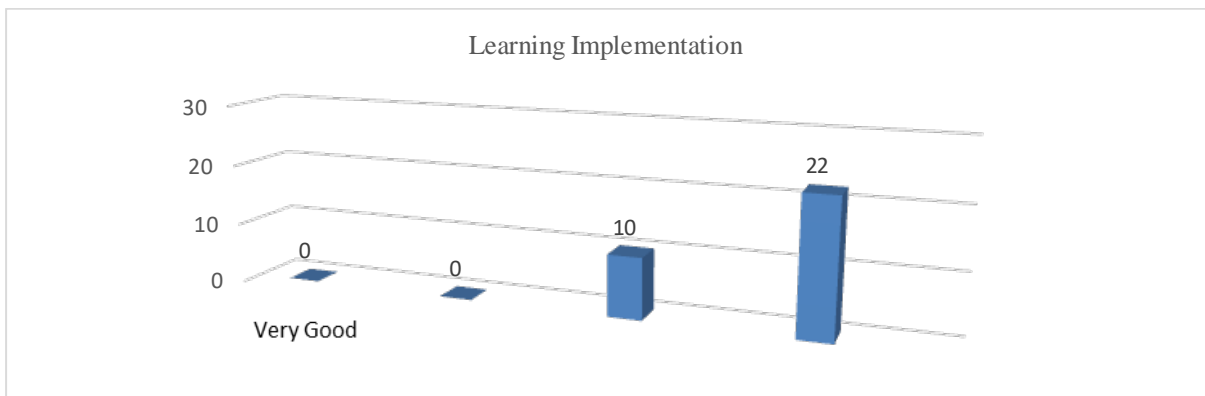
From Figure 1 it is known that the mean for teacher comprehension scores related to the curriculum 2013 as a whole is 72.93 with standard deviation of 9.65. Also known that was found 6 teachers (20.69%) had an understanding of the implementation of the curriculum 2013 very well, as many as 8 teachers (27.59%) had an understanding of the implementation of the curriculum 2013 well, 34.48%) have an understanding of the

implementation of the curriculum 2013 is not good and as many as 5 teachers (17.24%) have an understanding of the curriculum 2013 with very less.



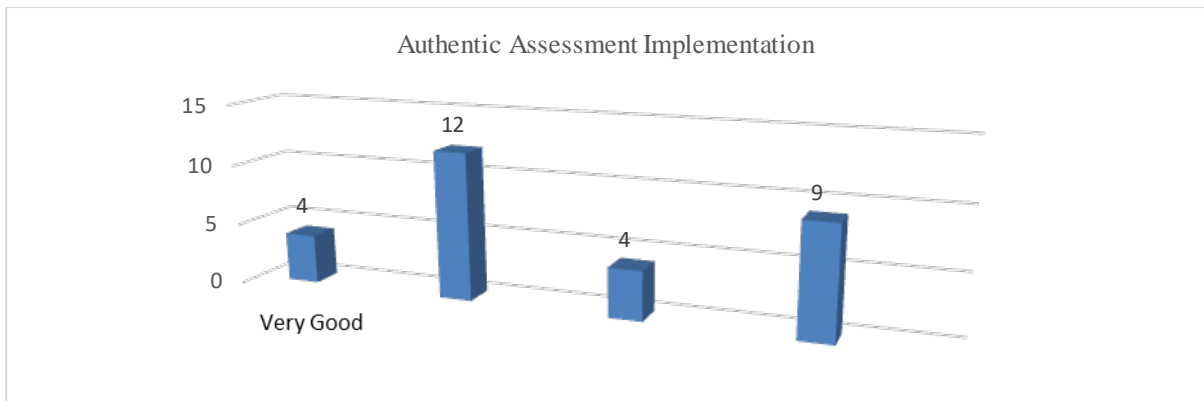
**Figure 2:** The Result of Lesson Plan Observation

From the Figure 2 it was known the mean for the result of observation of learning planning (RPP) as a whole is 76,28. Also known that was found 29 teachers (60.42%) had lesson plans (RPP) of the curriculum 2013 that fit the good category, as many as 19 teachers (39.58%) had the appropriate curriculum lesson plan (RPP) 2013 With less categories. And there are no teachers (0%) who have learning plan (RPP) of the curriculum 2013 that fits the category very well.



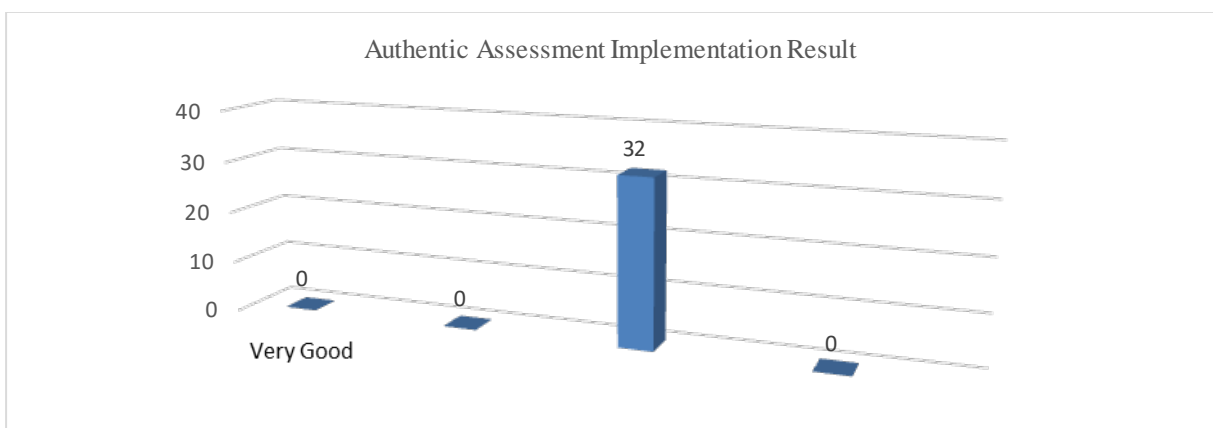
**Figure 3:** The Result of Learning Implmentation

From the Figure 3 it can be explained that the mean for the observation result of learning implementation as a whole is 56,47. Also known that was found 10 teachers (31.25%) have lesson implementation according to the curriculum of 2013 are in the less category, as many as 22 teachers (68.75%) have learning implementation in accordance with the curriculum 2013 are in category very less. And there are no teachers (0%) who have the implementation of the curriculum 2013 lessons that fit the category very well and well.



**Figure 4:** The Result of Authentic Assessment Implementation

From the Figure 4 it can be explained that average results of the questionnaire of authentic assessment is 57.52 with standard deviation of 7.62. Also known that was found 4 teachers (13.79%) performed excellent authentic assessment, 12 teachers (41.38%) performed authentic assessment with good category, 4 teachers (13.79%) Carried out an authentic assessment with less category and as many as 9 teachers (31.03%) conducted an authentic assessment with very less category.



**Figure 5:** The Result of Authentic Assessment Implementation Result

From the Figure 5 it can be explained that mean or average for the observation result of the whole learning implementation is 71,53. From the descriptive analysis of the data, it was found that 32 teachers (100%) had authentic assessment results were in the category of less, And no teachers (0%) who have authentic assessment results that are in very good category, good or very less.

From the results of the study note that there is still a mismatch between the observation with the standard that should have been met in the implementation of the curriculum 2013 in SMA Negeri 7 Binjai. Therefore it will be given consideration in every aspect evaluated. From Figure 1. It can be seen that there is 25,39% disconnability (25,39% in antecedent), 40% inconsistency in process / implementation phase and 28,47% inconsistency in output stage (outcomes) .

Considerations related to the results of research conducted are:

- a) accelerate the distribution of teacher books, student books and other books related to the curriculum 2013;
- b) the provision of trainings in the preparation of RPP, the making of teaching materials, the making of instructional media and the making of evaluation instruments in accordance with the curriculum 2013;
- c) enhancing the role of school supervisors in improving teachers' teaching skills and providing information for teachers.
- d) enhancement of the role of the MGMP (Meeting Subject Teacher) / KKG (Teachers Group) and teacher organization in teacher capacity building.

Aspect Evaluated (Intents)	Standart		Real Situation (Observed)
<i>Antecedent</i> 1. Teacher Understanding about Curriculum 2013 2. Lesson Plan	100%	Congruency ← 23,59%	74,61%
			Discrepancy ↑ ↓ -14,61%
<i>Transaction</i> 1. Implementation of saintific learning 2. Implementation of authentic assesment	100%	Congruency ← 40%	60%
			Discrepancy ↑ ↓ 11,53%
<i>Outcomes</i> 1. Authentic assesment result	100%	Congruency ← 28,47%	71,53%

**Figure 6:** Data Processing Outline by Stake Countenance Model Evaluation

From Figure 6, It can be seen that there is a gap of 14.61% decrease between preliminary / antecedent step with the process / implementation stage (transaction). There is a gap of an increase of 11.53% between the stages of the process / implementation (transaction) and the outcome stages (outcomes). This means that the learning process is not fully supported by the teacher's understanding of the curriculum of 2013 and its RPP. And the

learning process does not fully support the results of the assessment. The cause of this problem as described above. There are still many shortcomings that occur in every stage of the implementation of the curriculum 2013 conducted by teachers. Therefore, some considerations should be given as follows:

- a) Provision of retraining courses to provide strengthening to teachers in implementing the curriculum 2013 in schools. This training can be undertaken on the cooperation of schools with education offices and / or with LPTKs and teacher organizations.
- b) Increasing the ability of school supervisors in the development of teachers' ability not only in teaching, but the making of assessment instruments and carrying out authentic assessments. Increasing the role of school supervisors in providing information related to the implementation of the curriculum 2013 should also be improved.

## **5. Conclusion**

From the results of evaluative research concluded that:

1. Understanding of teacher to curriculum 2013 and its implementation not yet completely good with percentage of good category teacher equal to 48,28%.
2. The condition of lesson planning (RPP) has not been fully in accordance with existing standards. With the percentage of good teachers RPP of 60.42%.
3. Implementation of learning with scientific approach has not shown satisfactory result. As many as 31.25% of teachers less category while the rest (68.75%) in the category is very less.
4. Implementation of authentic assessment is not fully maximal, this is indicated by the percentage of good category teachers in carrying out authentic assessment of 55.17%.
5. The result of authentic assessment is entirely classified as less with average calculation result of observation equal to 71,53%.

## **6. Suggestions**

Some suggestions given regarding the implementation of the curriculum 2013 are as follows:

1. It is recommended that the Ministry of Education and Culture accelerate the distribution of guidebooks for implementation of k-13, teacher books and student books to schools. Some of the problems that arise in the field are mostly caused by the absence of these books. The government in this case the Ministry of Education and Culture should provide broad access to the curriculum 2013 implementation book, electronic teacher and student books this can be a short-term solution to overcome the unavailability of these books. The creation of regulations relating to the authority of printing books at the regional or school level can be the next solution for the availability of the book in physical form.

Related to the lack of teachers' skills in making RPP, implementing learning with scientific approach and the implementation of authentic assessment it is necessary to provide continuous training.

Related to teacher's reluctance to change the way of teaching, it is necessary in every training, seminar,



workshop conducted by the government related to the curriculum 2013 to be given material related to deeper education paradigm shift.

2. It is recommended that the Education Office of the Province of North Sumatera plan to provide training on teacher performance improvement especially in the implementation of curriculum 2013. The provincial education office of North Sumatera with LPTK and LPMP North Sumatra can establish cooperation in the training.
3. School Supervisors should increase the supervisory and mentoring role of teachers to optimize teacher capacity in the implementation of the curriculum 2013. School supervisors should also be able to become information channels regarding change and development in the curriculum 2013. This can bridge the lack of information obtained by teachers related to the curriculum 2013.
4. Principals should improve coordination with Dinas Pendidikan, school supervisors, school committees, parents of students and other relevant parties to overcome obstacles in the implementation of the curriculum 2013 in SMA Negeri 7 Binjai. And develop training plans for teacher upgrading.
5. Teachers should prepare themselves independently with textbooks and lesson 2013 and participate in trainings, seminars or workshops to improve skills and understanding related to the implementation of the curriculum 2013 facilitated by the government through the Meeting Subject Teacher (MGMP) and Teacher Group (KKG) or other parties .

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