AN EVALUATION OF THE IMPLEMENTATION OF CURRICULUM 2013 AT PRIMARY SCHOOLS IN BOGOR

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Abstract. This research aims to evaluate the implementation of Curriculum 2013 at primary schools in Bogor. The evaluation includes school objectives, learning tools, lesson planning, learning implementation, assessment, and learning outcomes. This research uses the CIPP (Context, Input, Process, Product) evaluation from Stufflebeam. The subjects of this study were teachers from five schools, school documents, and the school facilities. Data collection techniques used are documentation, observations, questionnaires, and interviews. Data analysis techniques used the Miles and Huberman interactive model analysis method. The results of the research show that: (1) there are school objectives that are still not in line with the objectives of the Curriculum 2013; (2) learning tools have not been fully met; (3) the lesson planning, implementation and assessment of learning are still not in accordance with the Curriculum 2013; and (4) the learning outcomes of students have reached the minimum criteria of completeness (KKM). Based on the results of this research, recommendations were obtained that could be used as reference for curriculum implementation.

Keywords: evaluation; implementation; curriculum 2013

I. INTRODUCTION

Curriculum is the key to improve the quality of education. Curriculum is a substance that is needed in the implementation of educational activities. Curriculum shows the quality of education thus it has an important role to prepare students in achieving educational objectives [1], [2]. In other words, the curriculum plays a very important role in achieving educational objectives and shows the quality of an education.

The curriculum in Indonesia has changed several times. The curriculum is the foundation of education. The curriculum needs to be evaluated innovatively, dynamically and periodically according to the developments in science and technology. The changes in curriculum occur based on evaluations that have been carried out to prepare students to be able to face challenges in the future through knowledge, skills, attitudes and expertise to adapt and be able to survive in an environment that is constantly changing through times.

The Curriculum 2013 applies activity-based and student-centered learning. The implementation of the Curriculum 2013 is expected to produce a productive, creative, innovative and affective human being through strengthening in attitudes, knowledges and skills. In order to achieve the objectives, a teacher's ability to implement the Curriculum 2013 is needed by giving an authentic, challenging and meaningful learning process for students. After all, the potential of students can develop in accordance with what is expected by national education objectives. It means student's involvement is one of the importance things in order to achieve the objectives of Curriculum 2013 [3].

The Curriculum 2013 demands the readiness of teachers to carry out assessments of learning outcomes in accordance with applicable educational assessment standards. The Curriculum 2013 is expected to produce human resources who have the ability to live as individuals and citizens who

are faithful, productive, creative, innovative, affective and able to contribute to the life of society, nation, state and world civilization. In addition, the implementation of the Curriculum 2013 is expected to develop spiritual, social, curiosity, creativity, cooperation with students' intellectual and psychomotor abilities.

The Curriculum 2013 aims to improve the quality of educational processes and outcomes that lead to the formation of student character according to graduate competency standards in each educational unit. By emphasizing the authentic assessment which covers attitude aspects (spiritual and social), knowledge and skills. It is expected that the attitude aspects will develop together with the knowledge and skills aspects. This has implications for the assessment process which includes the assessment of attitude, knowledge, and skills, which is carried out using various methods, including observation, project assessment, and portfolios. However, some of the teacher still find it challenging in implementing the Curriculum 2013 [4].

The implementation of the Curriculum 2013 requires planning. In a copy of the Appendix to Regulation of the Minister of Education and Culture Number 22 of 2016 regarding Process Standards for Elementary and Secondary Education it is explained that learning plans are designed in the form of syllabus and lesson plans (Rencana Pelaksanaan Pembelajaran/RPP) which refer to Content Standards. Learning planning includes preparing RPP and preparing learning media, resources, and assessment tools. The syllabus is a reference for preparing a learning framework that is developed based on graduate competency standards and content standards. The syllabus is prepared by teachers so that teachers have an outline of the learning process for one semester. RPP are lesson plans for one or more meetings. RPP was developed from the syllabus to direct students' learning

activities in order to achieve Basic Competence (KD). RPP is prepared based on KD or sub-themes which will be implemented in one or more meetings. However, some of the teachers still need more practice in lesson planning due to their education background that influences their pedagogic competence [5].

Every teacher is obliged to prepare a complete and systematic RPP so that students will participate actively and have interactive, inspiring, fun, challenging, efficient, motivating learning activities. In addition, the learning activities need to be designed so that it can provide sufficient space for initiative, creativity, and facilitate student's talents, interests, and physical and psychological development.

Learning process is the implementation of RPP. Each of the learning processes is written in a Copy of the Appendix to the Regulation of the Minister of Education and Culture regarding Standards Process for Elementary and Secondary Education. RPP includes pre-activities, main activities, and closing activities. First activity is pre-activities, it requires teachers to prepare students psychologically and physically to take part in the learning process, motivate students, provide learning process which is related to the daily lives of students, ask questions related to previous learning process and tell the students what will they learn, explain the purpose of learning, and conveying the scope of the material. Second activity is the main activity, it involves the use of learning models, learning methods, learning media, and learning resources that are adapted to the characteristics of students and subjects. In the main activities, teachers can integrate several scientific, thematic approaches, inquiry and discovery learning approaches that can result in project-based learning. In addition, in the main activities there are several activities to facilitate the process of affective competence, which encourage students to carry out activities to receive, carry out, appreciate, live, and practice. Other activities are cognition-oriented activities, which are expected to be able to encourage students to carry out activities of knowing, understanding, applying, analyzing, evaluating, and creating by encouraging students to produce creative and contextual work, both individually and in groups. Then, in terms of psychomotor abilities, students are encouraged to be able to carry out activities of observing, asking, trying, reasoning, presenting, and creating. Teachers can apply a research-based learning approach that leads students to produce a work based on problem solving. The last activity is closing activities where the teacher and students do a reflection to evaluate the learning process. Some of the evaluation activities are finding the advantages from the learning outcomes that have taken place, providing feedback on the process and learning outcomes, providing follow-up activities in the form of assignments (individual or group), and informing the students related to lesson plans for the next meeting.

In order to maximize the learning process, a school needs to have appropriate facilities and infrastructure that are able to facilitate learning activities. Facilities and infrastructure must be adequate and meet the minimum requirements. It is stated in the Attachment to the Regulation of the Minister of National Education Number 24 of 2007. A school must have at least: classroom, library, laboratory, principal's room, teacher's room; praying room, school medical unit, toilets, warehouse, the circulation room, and school field. Besides, teachers also have an important role in the learning process. Teachers are actors of the 2013 Curriculum. Therefore, the role of teachers in the implementation of the Curriculum 2013 is very important and stated in Permendikbud No. 22 of 2016.

In implementation of the Curriculum 2013, teachers need to prepare the assessment. Teachers must prepare the assessment properly, integrate with learning activities and based on predetermined standards. This will make the implementation and reporting of assessments run efficiently and effectively so that they can be accessed and accounted for, both internal and external to the school. In addition, the assessment will motivate teachers and students to achieve the Minimum Passing Grade (Kriteria Ketuntasan Minimal/KKM) by considering the basic competencies. The three assessments are attitude, knowledge, and skills competencies. In assessing attitude competence, teachers can use observation, self-assessment, peer-assessment, and journals. In assessing students' knowledge, teachers can use written tests, oral tests, and assignments. In assessing students' skills, teachers can use practical tests, projects and portfolios.

The implementation of the Curriculum 2013 experienced problems so that the government carried out monitoring and evaluation. The results of monitoring and evaluation in 2018 by the Ministry of Education and Culture are (1) adjustments between KI-KD and document alignment, (2) rearrangement of spiritual aspects competence and social aspects in all subjects, (3) competency alignment that provides high-level thinking processes since primary school, (4) provide opportunities for educators to apply the curriculum creatively. However, implementation of the Curriculum 2013 often encounters obstacles. Teachers have difficulty understanding the Curriculum 2013 which has an impact on difficulties in planning and preparing the learning media, integrating learning content and teaching it under the theme, and teacher's mastery of IT [6]. Another obstacle that occurs is that teachers still apply teacher-centered instead of student-centered when carrying out learning activities [7].

The Curriculum 2013 is the curriculum which is still being used, developed, and revised. Therefore, it is necessary to know the implementation of the Curriculum 2013 and the obstacles faced by schools in order to improve the implementation of the Curriculum 2013 at a later stage. Educators are the main actors in implementing the curriculum. Thus, educators' perceptions of the curriculum are very important in order to support the implementation of the curriculum [8].

Based on the previous explanation, it can be seen that the implementation of the Curriculum 2013 in primary schools still has a discrepancy between expectations and the reality even though it has been implemented for quite a long time. Based on these thoughts, research entitled "Evaluation of the Implementation of the Curriculum 2013 at the Primary School Level in Bogor" using the CIPP evaluation model (Context, Input, Process, and Product).

II. RESEARCH METHODS

A. Type of Research

This research used an evaluation method in order to find out how the program was implemented by comparing it with the standards. The evaluation method is used to find out how high the quality or condition of something as a result of program implementation by comparing it with certain criteria or standards, as well as knowing the level of achievement of program objectives, and if it has not been achieved, the researcher will find out the deficiencies and causes [9]. This evaluation research evaluates the implementation of the Curriculum 2013 in primary schools in Bogor.

B. Research Design

This research used the CIPP evaluation model. The CIPP model is an evaluation that can be carried out at the end of a program or when the program is being implemented. The CIPP evaluation model requires a lot of information needed to produce credible evaluation reports [10]. Moreover, the CIPP evaluation model is an evaluation model that is oriented towards the decisions to be made [11]. In other words, the CIPP evaluation model focuses on improving the planning and implementation of a program whose results are useful in providing information to improve the quality of the program that is being evaluated.

Researchers evaluate the implementation of the Curriculum 2013 from the four components. The CIPP evaluation model consists of four types of evaluation: context evaluation, input evaluation, process evaluation, and product evaluation and each evaluation component have its own function [12]. Context evaluation evaluates the suitability between school objectives and the Curriculum 2013 objectives at the primary schools in Bogor. Input evaluation evaluates the suitability of learning tools and facilities and infrastructure in the implementation of the 2013 Curriculum at primary schools in Bogor. Process evaluation evaluates the suitability of planning, implementation, and assessment of learning in the Curriculum 2013. Product evaluation evaluates students' learning outcomes.

C. Data Collection Techniques

The data collection techniques used in this study were observation, documentation, questionnaires, and interviews.

1. Observation

Observations were made to observe and find out the facilities and infrastructure that the school has in the implementation of the Curriculum 2013.

2. Documentation

Documentations provide information related to school documents (Document 1, syllabus, RPP), and student learning outcomes.

3. Questionnaire

The questionnaire was used to collect information about the suitability of the planning, implementation, and assessment of the Curriculum 2013.

4. Interviews

Interviews were conducted to gather information about the suitability of school objectives, the completeness of syllabus, RPP, facilities and infrastructure, planning, implementation, assessment of Curriculum 2013, and completeness of KKM in the list of grade scores.

D. Data Analysis Techniques

This research used the Miles and Huberman interactive model analysis method. The steps are as follows:

1. Data Collection

Data collection was carried out and recorded by finding the necessary data for various types of data and forms of data.

2. Data Reduction

Data reduction was carried out by summarizing, selecting the main things, focusing on the important things, looking for patterns and removing unnecessary ones [13].

3. Data Display

Data display used in this research is tables and narrative text. It is used to make the reader easier to understand the result and they can do further analysis.

4. Conclusion Drawing/Verification

Conclusion drawing is done after data has been displayed. Draw conclusions basically based on the criteria that have been prepared as a benchmark as the responsibility for the results of the assessment, as in [9].

III. RESULT AND DISCUSSION

The results of this evaluation of the implementation of curriculum 2013 use CIPP evaluation model show results as follows:

A. The suitability of school objectives in implementing the Curriculum 2013

The school objectives are linked to the objectives of the Curriculum 2013. The objectives of the Curriculum 2013 are to produce educational graduates who are faithful, productive, creative, innovative and affective so that they are able to contribute to the life of society, nation, state and world civilization. The result of document analysis related to the school objectives are as follows:

TABLE 1. THE CURRICULUM 2013 OBJECTIVES

Schools	School Objectives
A	In accordance with objectives of the Curriculum 2013
B	In accordance with objectives of the Curriculum 2013
C	In accordance with objectives of the Curriculum 2013
D	Two objectives are not stated
E	In accordance with objectives of the Curriculum 2013

Based on the results of document analysis from the five schools, each school has different objectives. Four of the five schools have objectives that are in line with the objectives of the Curriculum 2013. On the other hand, one

of the five schools do not meet the objectives of the Curriculum 2013 that is producing creative graduates and producing graduates who are able to contribute to the life of society, nation, state and world civilization. Meanwhile, the curriculum objectives need to be integrated and reflected in school objectives so that schools can achieve the objectives that are in line with national education objectives. School objectives must be made relevant to curriculum objectives in order to achieve educational objectives that is to have students who have problem-solving skills [14].

B. The School Documents, Facilities, and Infrastructures

The school documents that are evaluated are the syllabus and RPP. The results of the evaluation of implementation of the Curriculum 2013 show that the primary schools in Bogor have the syllabus and RPP that meet the standard criteria. Teachers use the syllabus as a guideline in preparing the RPP. Furthermore, teachers also use the RPP as a guideline in the learning process for one or more meetings in order to achieve basic competence (KD). The result is similar to the previous research. Previous research showed that 93% of the syllabus and RPP are good [15].

In addition, the result of observation of school facilities and infrastructure indicated that only one school met the standard criteria. The school facilities and infrastructure that does not meet the standard criteria are: (1) the size of students tables and chair that does not meet the requirement by the age group; (2) the library room is still integrated with other room and make the student's reading activities cannot run optimally; (3) the science laboratory that is still integrated with classroom so that the students cannot carry out the science experiment activities to the fullest; (4) the praying room does not facilitate all the need for all religions; and (5) the school field is still used as a parking lots. The results are in line to the previous research. It shows that the laboratory doesn't have proper tools to carry out the experiment activity, as in [3]. On the other hand, another previous research shows that 98% of school facilities are in good condition, however still need to put more attention on the classroom neatness [16].

C. The Planning, Implementation, and Assessment of Learning the Curriculum 2013

1. Learning Plan of The Curriculum 2013

The learning plan are syllabus components, RPP components, and principles of preparing RPP. The data obtained shows:

TABLE 2. LEARNING PLAN OF THE CURRICULUM 2013

Learning Plan	4	3	2	1
Syllabus Components	84.37%	15%	0.62%	0%
RPP Components	78.33%	20.83%	0.83%	0%
Principles of Preparing RPP	63.28%	35.15%	1.56%	0%

4: Completely accomplished.   2: Few were implemented.
3: Most of it was done.   1: Not done yet.

Based on the result, 84.37% of the syllabus components have been implemented. While 15% stated that most of it was implemented and only 0.62% stated that only few syllabus components were implemented. It means that the syllabus components at primary school in Bogor are in line with the standard criteria, but have not been fully implemented. The syllabus component that has not been fulfilled for the most part is the preparation of the syllabus which is prepared independently without adopting it from other schools. It is due to the lack of training materials and socialization of the Curriculum 2013 related to the syllabus [17].

Furthermore, 78.33% of the RPP components have been implemented. While 20.83% stated that most of it was implemented and only 0.83% stated that only few RPP components were implemented. Then 0% has not been implemented, meaning that all schools already have RPP components that comply with the standard criteria. The RPP components that have not been fulfilled for the most part is the preparation of lesson plans prepared independently by not adopting them from other schools. The RPP components implemented by a few teachers were composing the lesson plan independently. This result is contradictory with the previous research that showed that during the training is focussed on RPP. Therefore, researchers conducted document analysis to obtain more complete information regarding the components of the RPP. The RPP components that are not shown based on the result of document analysis are the material, and do not have learning material written in points according to the formulation of competency achievement indicators. This is also not in line with the result of previous research that shows 88% of RPP components have been implemented, however the RPP doesn't put the scientific method as the approach and the assessment used in the learning process, as in [16].

In addition, 63.28% of the principles of preparing the RPP have been implemented. While 35.15% stated that most of it was implemented and only 1.56% stated that only few principles of preparing the RPP were implemented. Then 0% has not been implemented, meaning that the principle of preparing lesson plans for all schools is in accordance with the specified standard criteria. There are two principles of RPP preparation that have not been fulfilled which are teachers consider the individual diversity of students such as initial abilities, intellectual level, talents, potential, interests, learning motivation, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or student environment. However, previous research also showed that most of the schools have already implemented the principles of preparing the RPP based on the standard criteria [18].

Then, only a few teachers compose the RPP by considering the activities such as providing positive feedback, reinforcement, enrichment, and remedies to students. It is not in line with the previous research which

stated that giving positive feedback is necessary in the learning process as it will boost the effectiveness of the learning process [19].

2. Learning Implementation of The Curriculum 2013

The learning implementation pre-activities, main activities, closing activities, and teacher's role. The data obtained shows:

TABLE 3. LEARNING IMPLEMENTATION OF THE CURRICULUM 2013

Learning Implementation	4	3	2	1
Learning Implementation	50%	50%	0%	0%
Pre-activities	76.25%	23.75%	0%	0%
Main Activities	58.85%	38.54%	2.60%	0%
Closing Activities	52.08%	46.87%	1.04%	0%
Teachers Role	70.98%	28.57%	0.44%	0%

4: Completely accomplished. 2: Few were implemented.
3: Most of it was done. 1: Not done yet.

Based on Table 3, it shows that 50% of teachers have carried out learning based on the RPP that has been prepared. As in the previous research, the learning process has carried out the learning based on RPP and it can be seen from the teacher readiness, learning media, and the facilities, as in [16]. Next, 76.25% of the teachers have carried out the pre-activities. While 23.75% of the teachers stated that most of the pre-activities were implemented. The pre-activities that have not yet been implemented based on the standard criteria is that teachers motivate the students before starting the main activities. Motivating the students is important because it can boost students' eagerness in the learning process [20]. It is also in line with the result of previous research that the teachers motivate the students in the beginning of the learning process, as in [16]. On the other hand, the most pre-activity that the teachers do is ask questions that relate previous knowledge to the material to be learned and explain the learning objectives or basic competencies to be achieved in the learning implementation.

Furthermore, 58.85% of main activities have been carried out. While 38.54% teachers stated that most of the main activities were implemented, and only 2.60% stated that only few main activities were implemented. The results also show that only a few teachers facilitate students to produce creative, contextual, and problem-solving. Problem-based learning needs to be implemented in the learning process in order to make the students able to solve the problem in the future era [21]. As in the previous research also stated that most of the teachers used the teaching method based on the RPP, however the teaching methods that teachers used are discussion, question and answer, inquiry, and giving assessment, as in [16]. This is due to the lack of teachers' understanding of learning models, especially problem-based learning, as in [17]. On the other hand, most of the teachers have been integrated thematic approaches which adapted to the characteristics of competence and level of education, encouraging students to be able to know,

understand, apply, analyze, evaluate, to create through the activities of observing, asking, trying, reasoning, presenting, and creating in the implementation of learning.

The results of closing activity show that 52.08% closing activities have been carried out. While 46.87% stated that most of the closing activity was implemented, and only 1.04% of the teachers stated that main activities were implemented. Most of the teachers provide feedback on the process and learning outcomes and inform plans for learning activities for the next meeting as the closing activity. On the other hand, only a few teachers do closing-activities such as reflection to evaluate the learning activities that have been carried out, evaluate and reflect on a series of activities to find direct or indirect benefits from learning outcomes, and evaluate and reflect on the results obtained to find direct or indirect benefits from learning outcomes. This result is in line with the previous research which shows that there are still some closing activities that the teachers implement, as in [18]. Teachers have to evaluate the learning process. The evaluation in the learning process is important because it will help the students to know their achievement [22].

After all, teachers have an important role in the implementation of the Curriculum 2013. Based on the result of this research, 70.98% of the teachers stated that they have done the teachers role, while 28.57% of them have done most of the teacher's role, and only 0.44% of the teachers have done a few of the teacher's role. The result also shows that only a few teachers explain the syllabus of subjects to students at the beginning of each semester. On the other hand, most of the teachers have used their clear voice in the learning process, and paid attention to the use of words (polite and straightforward). Moreover, teachers also facilitated students to ask questions in the implementation of learning.

3. Assessment of Learning of The Curriculum 2013

Assessment of learning is carried out by the teachers to collect information on student achievement. The three assessments of learning are attitude assessment, knowledge assessment, and skill assessment. The data obtained shows:

TABLE 4. ASSESSMENT OF LEARNING OF THE CURRICULUM 2013

Assessment of Learning	4	3	2	1
Assessment of Learning	64.58%	35.41%	0%	0%
attitude Assessment	51.38%	47.22%	1.38%	0%
Knowledge and Skill Assessment	70.67%	28.36%	0.96%	0%

4: Completely accomplished. 2: Few were implemented.
3: Most of it was done. 1: Not done yet.

Based on the result in Table 4, it shows that 64.58% assessment of learning has been carried out. While 35.41% of teachers stated that most of all the assessment of learning. However, a few teachers stated that they carry out assessments as a reference for monitoring and

evaluating processes, learning progress, and improving student learning outcomes on an ongoing basis. Moreover, most of the teachers stated that they have set the assessment objectives based on the RPP that had been prepared. Previous research also shows that not all the teachers can carry out the assessment properly [23].

One of the assessments of learning is attitude assessment. 51.38% attitude assessment has been carried out. While 47.38% of the teachers stated that most of the attitude assessments had been implemented and 1.38% of the teachers stated that only few attitude assessments were implemented. Based on the result, it shows that most of the teachers conduct attitude assessment by observing students' behavior when the learning process takes place. The other ways to assess the attitude are by doing self-assessment and peer-assessment. The use of self-assessment gives a positive effect for the students, because it will help students in order to be responsible and boost their critical thinking in assessing their work [24]. However, only few teachers conduct attitude assessment by involving students to assess themselves (self-assessment) regarding the achievement of the competencies they have learned, and involve students to conduct an assessment of their peers (peer-assessment) to evaluate each other's work or performance.

Furthermore, the other two assessments are knowledge and skill assessment. The result shows that 70.67% knowledge and skill assessment has been carried out. 28.36% stated that most of the knowledge and skill assessment had been implemented, and 0.96% of the teachers stated that few knowledge and skills assessments were implemented. Teachers have to use criteria in assessing students' skills. However, not all teachers used reference criteria in assessing students' skills in the 2013 Curriculum learning, as in [18].

In conclusion, most of the teachers have done the assessment of learning. Teachers use the result of knowledge assessment as a reference to measure students' achievement and to report the results in the form of numbers on a scale of 0-100. Moreover, most of the teachers use practical activities and projects to assess student's skills. However, teachers rarely assess students' knowledge by using oral test assessment, and assess students' skills by using a portfolio.

D. Student's Learning Outcomes of the Implementation of the 2013 Curriculum

Each school has a different minimum passing grade. Every teacher in school has a role to determine the minimum passing grade. Below the result regarding to the student's learning outcomes:

TABLE 5. STUDENT'S LEARNING OUTCOMES

Schools	Minimum Passing Grade
A	100% reach the Minimum Passing Grade
B	100% reach the Minimum Passing Grade
C	100% reach the Minimum Passing Grade
D	100% reach the Minimum Passing Grade
E	100% reach the Minimum Passing Grade

Interviews were conducted to find out whether students had achieved the minimum passing grade that had been determined by schools. The results of the interviews stated that the learning outcomes of the students had reached the minimum passing grade. If there is a student who does not pass the minimum passing grade, the teacher will provide remedial sessions for the students, so that all students reach the minimum passing grade.

IV. CONCLUSION

Based in the result of the research and discussion, it can be concluded that (1) there are still school objectives that are still not in line with the Curriculum 2013 objectives; (2) the schools have a complete syllabus and RPP but there are some facilities and infrastructure that do not meet the requirements; (3) syllabus and RPP components that do not meet the requirement is composing the syllabus and RPP independently without adapting from other school, and pay attention to students diversity, students' need, and giving positive feedback as the principles of preparing the RPP; (4) the learning process that do not meet the requirement are motivate students in pre-activity, use problem-based learning approach as the learning method in main activity, evaluate learning activities that have been carried out, evaluate a series of learning activities and the result of activities to find direct or indirect benefits from learning outcomes in closing activity, explain the subject syllabus for one semester to the students; (5) the assessment of learning that does not meet the requirement is use the result assessment as a reference for monitoring and evaluating students mastery in the learning process, use self-assessment and peer assessment as the attitude assessment. Most of the teachers use written tests for knowledge assessment and practical tests as the skill assessment and involve students in a project; (6) students are able to pass the minimum passing grade (KKM) however if the students do not pass the minimum passing grade students will have remedial sessions with the teacher.

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