

Evaluative Survey of the Implementation of Curriculum 2013 for The English Subject in High School of South Buton District

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Abstract

Curriculum evaluation needs to be carried out to examine the achievements of the program, supporting factors for the implementation of Curriculum 2013. This study investigated the implementation of Curriculum 2013 in high school English learning in South Buton District. This Evaluative study uses CIPP (Context, Input, Process, and Product) evaluation, model. The results showed that (1) Context (school environment) consisting of the book condition, teacher's understanding of Curriculum 2013 and Curriculum 2013 training had been fulfilled in South Buton district high school related to the implementation of Curriculum 2013, (2) Input (facilities and infrastructure) South Buton is include in the good criteria with percentage of 78%, (3) Process (learning process) which consists of Preliminary Activities, management of learning, application of learning approaches/models, implementation of assessment and closing activities include in good implemented criteria with percentage of 70%, (4) product (student response in learning and learning outcomes), most student responses in learning process is in very good criteria with percentage of 83%. On aspects of spiritual and social attitudes (CC-1 and CC-2), knowledge and skills (CC-3 and CC-4) also achieve the minimum completeness criteria, namely B (66-70). Based on the results, the implementation of Curriculum 2013 in South Buton district high school in terms of CIPP has been well implemented. The result of the evaluation study especially in curriculum evaluation would be beneficial for the improvement and the development of Curriculum 2013.

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INTRODUCTION

Education is a tool used by the government to develop human resources in the country. As stated in the Law of the Republic of Indonesia, number 2 the year 1989 article 1 paragraph 1, concerning the National Education System, education is a conscious effort to prepare students through the activities of guidance, discussion, and training for their role in the future.

Through the development of good education, it is hoped that the state would have good human resources. That is because education is not only instilled with knowledge but also implanted social values and good moral experiences for the students to form human resources which show the character of the nation and have good moral and social values.

The curriculum is supporting mean for the successful education in Indonesia, and it is a very crucial issue. Therefore, the curriculum is compiled and used as a reference to achieve education goals. According to Beauchamp (1986) "a curriculum is a written document which may contain many ingredients, but a plan for the education of pupils during their enrollment in given school."

According to Law, number 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the purpose, content, and material of learning and the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Ladjid, Shafi, and Aan (2005) says that the curriculum is divided into two senses. The first is as a written plan or material that can be used as a guideline for teachers in the school and the second as a program that is planned and implemented in real situations in the classroom.

Indonesia in the past 22 years has changed the curriculum eleven times since 1945. Changes occurred in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, and 2006 and until now we use Curriculum 2013.

The development of technology and knowledge is the main trigger in curriculum change. These developments produce many new

theories in various branches of science and new methods in meeting the demands of learning.

At the beginning of Curriculum 2013 implementation in 2013/2014, several obstacles were encountered, especially in its implementation itself. These are some issues related to the implementation: (1) Inconsistencies between Core Competence (CC), Basic Competence (BC) and syllabus, subject guidelines, and books; (2) Complexity of learning and assessment of Spiritual Attitudes and Social Attitudes; and (3) Restricting students' abilities through beheading of taxonomies between levels.

Another obstacle in the implementation of Curriculum 2013 was disclosed by Mulyasa (2013) that was the lack of optimal socialization for all implementers in the field made teachers still confused about Curriculum 2013. This opinion was supported by the research conducted by Ruja, and Sukamto (2015) who stated that there were four obstacles faced by teachers in the implementation of Curriculum 2013, namely: (1) teachers were not ready in the field of Curriculum 2013 implementation; (2) the teacher assessed that the making of learning devices was too complicated because they had to interpret the indicators of each core competencies and basic competencies; (3) the teacher considered that the assessment format in Curriculum 2013 was to be very confusing since it contains many aspects; (4) incorporation of material (geography, history, sociology and economics) in a theme of social science.

The research conducted by Akbar (2015) on the implementation of Curriculum 2013 especially in the subjects of VII and VIII grade in the 2014/2015 in Krian Sub-District Middle School, showed that the implementation of Curriculum 2013 in physical education has been running well with the percentage is 83.11%. Based on the data from the Ministry of Education and Culture, the numbers of high school in South Buton District in 2014 were 23 high schools, consisting of 18 high schools and three vocational high schools. The South Buton district government, through the South Buton District Youth and Sports Education Office, has

implemented Curriculum 2013 starting in the 2017/2018 school year.

The implementation of Curriculum 2013 carried out in South Buton District also faced some struggles in each school like the training of teachers on Curriculum 2013 and the lack of facilities and infrastructures that support its implementation.

Knowing that the application of Curriculum 2013 has not run optimally and it is still challenging, it is necessary to conduct an evaluative survey of the implementation of the high school curriculum in South Buton district. The results of this study can make an important contribution in achieving educational goals in Indonesia, especially in South Buton District.

METHODS

This evaluation study was conducted to review the implementation of the curriculum in South Buton district high school. According to Yusuf (2000) evaluation is an effort to measure the objective values of achieving the results of the previous revisions where the results of the collection are the future planning benchmarks. This study uses the CIPP model (Context, Input, Process, and Product) developed by Stufflebeam (2003) based on a discussion of what is meant by findings that fit different dimensions. The recommendations of this study used mixed methods; quantitative and qualitative research.

The population of this study was all senior high schools in South Buton District which had implemented Curriculum 2013. The sampling technique used was random cluster sampling.

This research was conducted by discussing four variables, they are (1) the context of discussing the book, the teachers' understanding about Curriculum 2013 and Curriculum 2013 training, (2) the registration of accessible facilities and school infrastructure, (3) the process which include the teaching and learning activities in the classroom, (4) the expanded product of student responses and learning outcomes. Descriptive data found in the field then analyzed the evaluation results.

RESULTS AND DISCUSSION

This study is an evaluation of implementation Curriculum 2013 in South Buton district high school. This study lasted for one month starting on July, 16 to August, 18. The data in this study is Curriculum 2013 evaluation data which includes Context, Problems, Process, and Products.

Context

In this study, context evaluation consists of the condition of the book, teachers' understanding of Curriculum 2013 and Curriculum 2013 training.

Table 1. The Condition of Student Books for Academic Year 2018/2019

Name of the school	Σ Students	Σ Books	%
SMAN 4 Sampolawa	30	30	100
SMAN 5 Sampolawa	26	26	100
SMAN 1 Batauga	27	27	100
SMAN 2 Batauga	28	28	100
SMAN 1 Lapandewa	30	30	100
SMAN 3 Lapandewa	29	29	100
SMAN 1 Siompu	27	27	100
SMAN 1 Kadatua	28	28	100
SMAN 1 Batuatas	29	29	100
SMAN 1 Siompu Bara	30	30	100

Based on table 1 which is the condition of the students' book, it can be seen that the number of students' books used as English language learning guidelines in class is in accordance with the number of students in each high school in South Buton district with a percentage of suitability of 100% in each school. Based on the results of the principal's interview, the teacher's book was also owned by each English teacher. However, teachers are still constrained in making learning tools that are considered complicated in describing the basic competencies and core competencies of the syllabus.

Base on table 2 related to Curriculum 2013 training, it can be seen that the average of the English language teacher education in South Buton High School is undergraduate (S1) with a minimum working period of 2 years and a maximum of 9 years. Then, it can be seen that the curriculum training followed by a teacher is still very small with very low frequencies. From the results of interviews with each headmaster, the

low frequency of participation of these teachers is because the teachers who take part in Curriculum 2013 training should take turns or not monotonous to one subject teacher.

Table 2. Profile of English Language Teachers Related to Curriculum 2013 Training

Name of school	Degree of education	Working period	Training
SMAN 4 Sampolawa	Bachelor	4	1
SMAN 5 Sampolawa	Bachelor	6	2
SMAN 1 Batauga	Bachelor	9	2
SMAN 2 Batauga	Bachelor	2	2
SMAN 1 Lapandewa	Bachelor	3	1
SMAN 3 Lapandewa	Bachelor	2	1
SMAN 1 Siompu	Bachelor	3	1
SMAN 1 Kadatua	Bachelor	7	2
SMAN 1 Batuatas	Bachelor	8	3
SMAN 1 SioBar	Bachelor	2	1

Data on teachers' understanding of Curriculum 2013 conducted by the researchers towards respondents was obtained through interviews. Conducted interviews were unstructured interviews regarding teachers' understanding of Curriculum 2013. From the results of interviews, it was found that teachers complained about Curriculum 2013 training that they participated in, the teachers assessed that the presentation of curriculum training material was not good enough to be understood. The teachers also complained about the lack of evaluation after attending the training. Therefore, the teachers are still confused about the implementation of Curriculum 2013. To overcome these problems, the teachers explored external information related to the implementation of Curriculum 2013 so that it can be applied in the classroom. From the results of the conducted interviews, it can be concluded that most teachers have understood Curriculum 2013 both the understanding gained during training and self-taught (self-study).

Books as a curriculum document have an important role in learning. This is in line with Katuuk (2014) study, which states that the availability of documents and instruments is the main foundation in implementing Curriculum 2013 to achieve the expected quality. The government is targeting that the latest revised English books for student handbook will be distributed to every school in South Buton District. But in reality, student textbooks distributions are not maximal. Student textbooks for the most recent revisions were accepted by SMAN 1 Batauga and SMAN 2 Batauga. This

happened not only in English subjects but also in other subjects.

Curriculum 2013 training for English language teachers is very necessary because it has great benefits, including changing the mindset of teachers in preparing to learn, implementing learning, and evaluating learning outcomes by the approach and evaluation of learning in Curriculum 2013. High school English teachers in South Buton have received Curriculum 2013 training from the local government. However, the frequency of training followed by these teachers is not sufficient yet. Therefore most English language teachers in the area do not understand well about the implementation of Curriculum 2013 in English subjects.

The education practitioners and education standards specified in Minister of National Education Number 16 of 2007 state that teachers must have four competencies, namely: pedagogic, professional, personal and social competencies. In the implementation of Curriculum 2013, in addition to the four competencies already mentioned, teachers must also have participated in training on Curriculum 2013. Teachers training and mentoring are intended to ensure teachers' understanding of the curriculum implemented in schools in the form of learning implementation.

The understanding of English teachers at the High School of South Buton district is still not perfect because the frequency of Curriculum 2013 training participation is inadequate. However, with these limitations, the teachers still try to apply the process of learning English by Curriculum 2013.

Input

Based on table 3, there are nine respondents who gave the result evaluation of facilities and infrastructure in Good (G) criteria with percentage intervals of 66-78%, and one respondent gave the result evaluation of facilities and infrastructure in Very Good (VG) criteria with a percentage of 92%. The readiness of facilities and infrastructure is realized by the availability of space and facilities needed in learning. The government has regulated the standard of facilities and infrastructures in Minister of Education Number 24 of 2007. The number of the class in Buton District High School is by the number of study groups which is each class is only used by a maximum of 30 students

and equipped with facilities as it is explained in Permendikbud No. 24 of 2007 concerning standards for facilities and infrastructure.

The condition of classrooms and facilities, in general, is in good condition and can be used in learning, but in some schools, some classes are still under renovation due to the old building. The condition of the library is also generally good. The library in Senior high school of south Buton already has sufficient area and is filled with books on learning resources with the amount according to what is stipulated by the Minister of Education and Culture. However, most schools in southern Buton district do not have librarians who maintain the library. For now, the teachers still take turns guarding the library.

Table 3. Observation Results of Facilities and Infrastructure of South Buton District High School

School name	Observation of facilities and infra		N	%	Criteria
	Classroom	Library space			
SMAN 1 Batauga	131	130	261	92	Very good
SMAN 2 Batauga	108	114	222	78	Good
SMAN 4 Sampolawa	110	109	219	77	Good
SMAN 5 Sampolawa	106	113	219	77	Good
SMAN 1 Lapandewa	97	106	203	71	Good
SMAN 3 Lapandewa	90	103	193	68	Good
SMAN 1 SioBar	86	101	187	66	Good
SMAN 1 Siompu	100	117	217	76	Good
SMAN 1 Kadatua	101	114	215	76	Good
SMAN 1 Batu Atas	90	124	214	75	Good
Average	101	113	215	76	Good

The results of the input evaluation can be concluded that the facilities and infrastructure of Senior high school in South Buton are by the relevance, efficiency, effectiveness, and feasibility of the standards stipulated in the Minister of Education Regulation No. 24 of 2007 with an average value of 76%.

Process

Preliminary activities

Based on table 4, there are three respondents who gave the results of the evaluation of preliminary activities in the Very Good Implemented (VGI) criteria, one respondent in Good Implemented (GI) criteria, and six respondents in the Not Good Implemented (NGI) Criteria.

Table 4. Descriptive Percentage of Preliminary Activities for The Learning English Curriculum 2013

School name	Preliminary activities		Criteria
	N	%	
SMAN 1 Batauga	27	84	Very good implemented
SMAN 2 Batauga	18	56	Not good implemented
SMAN 4 Sampolawa	19	59	Not good implemented
SMAN 5 Sampolawa	28	88	Very good implemented
SMAN 1 Lapandewa	18	56	Not good Implemented
SMAN 3 Lapandewa	19	59	Not good implemented
SMAN 1 SioBar	18	56	Not good implemented
SMAN 1 Siompu	22	69	Good implemented
SMAN 1 Kadatua	27	84	Very good implemented
SMAN 1 Batu Atas	19	59	Not good implemented
Average	22	67	Good implemented

Learning Management management in Very Good Implemented (VGI) criteria, and nine respondents in Good Implemented (GI) criteria.
 Based on table 5, there is one respondent who gave the results of the evaluation of learning

Table 5. Descriptive Percentage of Management of Learning English Curriculum 2013

School name	Learning management		Criteria
	N	%	
SMAN 1 Batauga	35	80	Good implemented
SMAN 2 Batauga	31	70	Good implemented
SMAN 4 Sampolawa	31	70	Good implemented
SMAN 5 Sampolawa	35	80	Good implemented
SMAN 1 Lapandewa	30	68	Good implemented
SMAN 3 Lapandewa	31	70	Good implemented
SMAN 1 SioBar	30	68	Good implemented
SMAN 1 Siompu	35	80	Good implemented
SMAN 1 Kadatua	36	82	Very good implemented
SMAN 1 Batu Atas	33	75	Good implemented
Average	33	74	Good implemented

Approach/Learning Model learning model/approach in Very Good Implemented (VGI) criteria, and eight respondents in Good Implemented (GI) criteria.
 Based on table 6, two respondents gave the evaluation results of the application of the

Table 6. Descriptive Percentage of Implementation of English Learning Approach/ Model Curriculum 2013

School name	Learning model		Criteria
	N	%	
SMAN 1 Batauga	84	81	Good implemented
SMAN 2 Batauga	66	63	Good implemented
SMAN 4 Sampolawa	68	65	Good implemented
SMAN 5 Sampolawa	87	84	Very good implemented
SMAN 1 Lapandewa	65	63	Good implemented
SMAN 3 Lapandewa	67	64	Good implemented
SMAN 1 SioBar	68	65	Good implemented
SMAN 1 Siompu	73	70	Good implemented
SMAN 1 Kadatua	85	82	Very good implemented
SMAN 1 Batu Atas	67	64	Good implemented
Average	73	70	Good implemented

Implementation of Assessment evaluation implementation of assessment in Very Good Implemented (VGI) criteria, and six respondents who gave the results of the respondents in Good Implemented (GI) criteria.
 Based on table 7, there are four

Table 7. Descriptive Percentage of The Implementation of Curriculum 2013 English Learning Assessment

School name	Implementation of assessment		Criteria
	N	%	
SMAN 1 Batauga	11	92	Very good implemented
SMAN 2 Batauga	9	75	Good implemented
SMAN 4 Sampolawa	9	75	Good implemented
SMAN 5 Sampolawa	11	92	Very good implemented
SMAN 1 Lapandewa	9	75	Good implemented
SMAN 3 Lapandewa	9	75	Good implemented
SMAN 1 SioBar	9	75	Good implemented
SMAN 1 Siompu	10	83	Very good implemented
SMAN 1 Kadatua	10	83	Very good implemented
SMAN 1 Batu Atas	9	75	Good implemented
Average	10	80	Good implemented

Closing Activity

Based on table 8, there are four respondents who gave the results evaluation of

closing activities in Very Good Implemented (VGI) criteria, and six respondents in Good Implemented (GI) criteria.

Table 8. Descriptive Percentage Closing Activity of English Learning Curriculum 2013

School name	Closing activities		Criteria
	N	%	
SMAN 1 Batauga	25	89	Very good implemented
SMAN 2 Batauga	21	75	Good implemented
SMAN 4 Sampolawa	21	75	Good implemented
SMAN 5 Sampolawa	24	86	Very good implemented
SMAN 1 Lapandewa	19	68	Good implemented
SMAN 3 Lapandewa	20	71	Good implemented
SMAN 1 SioBar	20	71	Good implemented
SMAN 1 Siompu	24	86	Very good implemented
SMAN 1 Kadatua	26	93	Very good implemented
SMAN 1 Batu Atas	20	71	Good implemented
Average	22	79	Good implemented

The learning process is a standard aspect of the process in Curriculum 2013 that is carried out to achieve graduate competency standards. Implementation of this learning process refers to learning devices and curriculum structures that have been determined in government regulation number 19 of 2015 concerning national education standards.

In the National Education System Law, number 20 of 2003 states that learning is the process of interaction between students and educators and the source of learning in a learning environment. From the results of the evaluation of the process of learning English in getting the findings that the English language teacher High School District, South Buton still does not carry out preliminary activities to the fullest.

These findings are supported by the results of the descriptive analysis which shows the percentage of the learning process indicators of preliminary activities is 67% where the value is lowest compared to other sub-indicators in the evaluation of the learning process.

Another problem faced by teachers in the learning process is in applying the scientific approach. The teacher has indeed applied the use of the 5M scientific approach but the students still cannot do it well, especially in the activity of asking and communicating. This was admitted by

one of the high school teachers in South Buton District that students experience problems in asking and communicating was due to lack of vocabulary in English and lack of motivation in learning because of environmental influences.

The results of the evaluation in the implementation of the 2013 high school curriculum in South Buton district is viewed from the point of view in the learning process which was carried out on ten high school English teachers, and it is obtained 72% of which is categorized as well implemented. From these results, it can be concluded that the process of learning English in Curriculum 2013 is by the rules of Curriculum 2013.

Product Evaluation

Student Response in Learning

Based on table 9, it is known that five respondents are in Very Good (VG) criteria, and five other respondents are in Good (G) criteria. The average percentage is 83%.

Learning Outcomes Assessment

Based on table 10, it is known that ten respondents have reached the target of minimum completeness in Very Good (VG) criteria which are by Curriculum 2013 for every aspect of assessment.

Table 9. Observation Results of Student Responses in Learning

School name	Result of observation				N	%	Criteria
	Active to ask	Active conduct the learning process	Excited in learning	Happy in learning			
SMAN 1 BTG	3	4	4	4	15	94	Very good
SMAN 2 BTG	2	4	4	4	14	88	Very good
SMAN 4 SMPLW	2	4	3	3	12	75	Good
SMAN 5 SMPLW	3	4	3	4	14	88	Very good
SMAN 1 LPNDW	2	3	4	3	12	75	Good
SMAN 3 LPNDW	2	3	4	3	12	75	Good
SMAN 1 SioBar	3	4	3	3	13	81	Good
SMAN 1 Siompu	3	4	4	4	15	94	Very good
SMAN 1 Kadatua	4	4	3	4	15	94	Very good
SMAN 1 BA	2	3	3	3	11	68	Good
Average	3	4	4	4	13	83	Very good

Table 10. Results of Assessment Document Observations

School name	Result of observation				Criteria
	Document assessment attitude	Document assessment of knowledge	Skill document	Average score	
SMAN 1 BTG	100	100	88	96	Very good
SMAN 2 BTG	88	100	88	92	Very good
SMAN 4 SMPLW	100	92	100	97	Very good
SMAN 5 SMPLW	88	100	88	92	Very good
SMAN 1 LPNDW	88	100	88	92	Very good
SMAN 3 LPNDW	100	100	88	96	Very good
SMAN 1 SioBar	88	100	88	92	Very good
SMAN 1 Siompu	88	100	88	92	Very good
SMAN 1 Kadatua	88	88	75	84	Very good
SMAN 1 BA	88	100	88	92	Very good

Learning outcomes are student achievements obtained after following particular learning. According to Purwanto (2002), learning outcomes is an ability obtained by individuals after the learning process takes place, which can provide changes in behavior, knowledge, understanding, attitudes, and skills of students; so that it is better than before. Catharina (2004) also said that learning outcomes are behavioral changes obtained by students after experiencing learning activities.

From the results of Evaluation, the learning outcomes of high school in South Buton District, it is known that the values obtained are above the average value of minimal completeness. The success of learning is seen from the level of learning completeness. The minimum completeness criteria in Curriculum 2013 are B (66-70) for aspects of spiritual attitudes (CC-1) and social attitudes (CC-2), on aspects of knowledge (CC-3) and skills (CC-4).

The results of the evaluation of the implementation of 2013 in high school curriculum in South Buton District is viewed

from the point of view of the product carried out in 10 high schools in South Buton District obtained the results of student responses in learning is in Very Good (VG) criteria with a percentage of 83% and completeness of learning outcomes that fulfilled MCC standards. From these results, it can be concluded that Curriculum 2013 product evaluation is by Curriculum 2013 rules.

CONCLUSION

Component context (school environment) which consists of the condition of the book, teachers' understanding related to Curriculum 2013 and Curriculum 2013 training has been fulfilled in Buton High School in the implementation of Curriculum 2013. Components of input (facilities and infrastructure) of South Buton district high school, generally, the conditions of facilities and infrastructure is included in good criteria or the criteria of percentage is 78%. The process component (learning process) which consists of

Preliminary Activities, management of learning, application of learning approaches/models, implementation of assessments and closing activities are included in the criteria of well implemented with a percentage of 70%. Product components (student responses in learning and learning outcomes), most student responses when learning takes place is in very good criteria with a final assessment score of 88% of students giving an active response to learning. Learning outcomes are seen from report cards for semester 2 of the year 207/2018. In the aspects of spiritual and social attitudes (CC-1 and CC-2) in all classes have reached the minimum criteria, namely B. while the aspects of knowledge and skills (CC-3 and CC-4) have also achieved the minimum completeness criteria, namely B (66- 70). Thus the learning outcomes at school schools in southern Buton district have 100% fulfilled the Minimal Completeness Criteria (MCC).

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