



# Evaluation of Senior High School History's Program Curriculum Implementation of Curriculum 2013 in the Province of DKI Jakarta

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## Abstract

The purpose in this study to evaluate of Senior High School (SMA) History's Program Curriculum Implementation in Jakarta Province. This study used the CIPPO program evaluation model includes: (1) Context, consisting of the fundamental framework, curriculum standards, and curriculum goals; (2) Input, consisting of elements of curriculum developers, principal, teacher, and student; (3) Process, consisting of planning, learning, and assessments; (4) Product, and the effect of history (5) Outcomes, consisting of history. This research is qualitative with documentation studies, interviews, and observations, which are then enriched with a quantitative data in the form of tests. Data analysis techniques include data collection, data condensation, data presentation, and conclusions. The population studied were SMAN 70, SMAN 48, SMAN 77, and SMAN 18 which implemented Curriculum 2013 and opened a class Science Social Knowledge (IPS) where the subjects of History Indonesia and History Interest in the same academic Interest in Students. The results of the study show that there is a systemic bias, starting from stakeholder understanding, curriculum documents, processes by teachers, learning outcomes, to learning outcomes in the implementation of the High School History Curriculum in the 2013 Curriculum in DKI Jakarta Province.

*Keywords:* Curriculum 2013, History Lessons, Program Evaluation of CIPPO

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## 1. Introduction

History subjects are taught dialogically between teachers and students in a process called history learning. In history learning there is a combination of elements of education and elements of historical science, of course, while still paying attention to the general purpose of education, namely to build awareness of students about the importance of time and place as a process of the past, present, and future; train critical power in understanding historical facts; develop students' appreciation and appreciation of historical sources; and develop awareness in students as part of the Indonesian nation (Suryani, 2013; Abidin and Salimi, 2021; Sulistiyono, 2017)

In Finland since the 1990s history learning in schools has shifted from a traditional content-based knowledge curriculum to a skills-based curriculum. History learning in Finland also accommodates new histories, involves new events, new actors, and actively discusses whose history will be taught and what should be focused on (Rantala, 2012; Jahnukainen and Itkonen, 2016). Then in Malaysia, history learning aims to grow and strengthen the identity of the country and the loyalty of citizens. History learning content contains relevant knowledge between Malaysian history and the history of other countries so that students understand the state of their nation and state and their relationship with the world (Mayadi et al., 2019; Wong and Ghavifekr, 2018; Seman et al., 2011).

History learning in Cyprus and Turkey are concerned with learner-centred constructivist insights. The basic goal is to make students the center of learning by considering individual differences among students. Implementation of learning invites students to think, encourages students to investigate, ask questions, and share views with others. There, historical learning is important in international relations and contributes to the peaceful settlement of disputes between countries (Danju, 2019; Koruroğlu and Baskan, 2013; Kiraz and Siddik, 2018).

In Indonesia, in a speech on June 1, 1945, Sukarno expressed his view on the history of the nation by taking the essence of thoughts from Ernest Renan and Otto Bauer, about the desire to unite (*le desir d'être ensemble*) and equality of fate (*aus Schicksalsgemeinschaft erwachsene Charakter-gemeinschaft*), which directed at the ideals of establishing a nationale state (Yefterson et al., 2020; Pramono et al., 2021).

These ideals were built on inspiration from the past, where at the same time, Sukarno revealed that this nation had experienced the *Nationale Staate* twice, namely the *Sriwijaya* and *Majapahit* eras. Sukarno's speech was indeed full of historical conceptions, where he wanted to make us aware that the Indonesian nation was not born out of equality of ethnicity, culture, race, or religion, but the fact that this nation is a pluralistic nation, which departs from the same history, in order to continue to thrive. keep himself in the frame of unity through an awareness.

So far, history lessons have been seen as merely memorizing past facts, including the names of characters, the date, and the place where an event occurred. It seems that history lessons have not been seen as thinking skills. The thinking skills desired by the 2013 Curriculum are critical and creative thinking skills, which in history learning often collide with the dominance of the government's official views and interpretations of an official history. Management of historical material in class should not always use official government history, because pedagogically at the upper secondary level (SMA), the stages of thinking children have matured, are different from those at the Elementary Education (SD-SMP) level. The lower the level of education, the higher the dominance of views and official government interpretations, and vice versa, the higher the level of education, the views and interpretations given should vary (Yunus, 2018; Nursobah et al., 2021). Most of the teachers did not seem to understand about the problems that occurred above. All of that in the end can result in a bias in history learning in an effort to achieve the expected goals.

Based on the background of the problems mentioned above, the focus of this research is on evaluating the Implementation of the High School History Curriculum Implementation Program on the 2013 Curriculum in DKI Jakarta Province.

The main contribution of this study is more specific in history and contextual subjects (2013 Curriculum which is being applied nationally), the use of the CIPPO evaluation model, and a more comprehensive discussion than previous research, where in this study discussed starting from curriculum history, curriculum design, curriculum documents, until the implementation of the curriculum with the target of SMA in DKI Jakarta Province.

## 2. Literature Review

### 2.1 Program Evaluation Concept

The evaluation is a purposeful, systematic and careful collection an analysis of information used for the purpose of documenting the effectiveness and impact of programs, establishing accountability and identifying areas needing change and improvement (Rooholamini et al., 2017).

Constitutionally, it is explained that educational evaluation is the activity of controlling, guaranteeing, and determining the quality of education for various components of education at every path, level, and type of education as a form of accountability for the implementation of education (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter I , Article 1). This means that in every education organization, whatever its form, and wherever it is held, it is necessary to carry out an evaluation. Professional teachers in carrying out their duties are obliged to plan lessons, implement quality learning processes, and assess and evaluate learning outcomes (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 20, Part a).

Gall et al. (2007) evaluation program is the process of making judgement about merit, value or worth of educational program. In other definition, evaluation program is formalized approach to studying the goals, processes and impact of project, policies and programs (Hakel et al., 2008). Also, the program evaluation approach is formulated to study the objectives, processes and effects of projects, policies, and programs, especially in the field of education.

### 2.2 Curriculum

The curriculum defined and carried out as a series of meaningful and guided experiences directed toward the attainment of spesific objectives, is the basic instrument of the educative process. It is the medium by which theoretical and philosophical concepts are translated into an effective design or plan that will affect the instructional process.

Hasan (2013) found that the the 2013 Curriculum will bring a very fundamental change in history education as those curriculum principles shows that there should be a shift from memorizing and factual based education to thinking and value-based education. Monte-Sano and Budano (2013) developed Pedagogical Content Knowledge (PCK) for teaching history and they find that these 2 novices demonstrated different aspects of PCK in different settings at different points in the first 3 years of their careers. Retnawati et al. (2016) presented vocational high school teachers' difficulties in implementing the assessment within Curriculum 2013, which has been implemented since July 2013 in several Indonesian schools and which might have been in effect in all schools around 2014. Maskur (2020) studied of students' thinking skills between the two learning models applied. The two models are Problem Based

Learning (PBL) and Aptitude Treatment Interaction (ATI) models. They show that the Aptitude Treatment Interaction (ATI) models have a better effect on students' creative thinking abilities compared to Problem Based Learning (PBL) models.

### 3. Methodology

This research was conducted in 4 SMA in DKI Jakarta Province. Each school is taken one from each area which includes Public senior high school (SMAN 77) Central Jakarta, Public senior high school (SMAN 43) East Jakarta, Public senior high school (SMAN 70) South Jakarta, and Public senior high school (SMAN 18) North Jakarta. These schools are schools that have implemented the 2013 Curriculum. This research is planned to take place from November 2020 to January 2021.

The selected program evaluation model is CIPPO, which is an acronym for context, input, process, product and outcomes. The CIPPO model sees the program being evaluated as a system, so that when evaluating it cannot be separated from the components in it. Each component has its own focus and specificity. This study uses a qualitative approach. A qualitative approach uses a theoretical interpretation framework that shapes or influences the study of research problems related to the meanings imposed by individuals or groups on a social problem.

There are 3 (three) types of research instruments used in this research, namely interview guides, learning observation sheets, and checklist sheets. Interview guidelines were used to dig up information orally from respondents or participants who had been determined, namely the Curriculum and Books Center curriculum development team, School Principals, History Teachers, and Students. Learning observation sheets are used to observe learning activities which include components of lesson planning, learning implementation, and learning assessment. The check list sheet is used to examine the curriculum documents for history subjects in the 2013 Curriculum.

The qualitative data analysis technique used is descriptive qualitative analysis using the Miles and Huberman model which consists of three concurrent activity flows, namely: (1) data reduction or condensation; (2) data presentation; (3) drawing conclusions or verification used to analyze the results of interviews, documentation studies, and observations.

## 4. Results and Discussion

### 4.1 Context Component

#### 4.1.1 Elements of the Curriculum and Books Center

The results of the answers obtained from interviews with two developers of the 2013 Curriculum for history subjects from the Pusurbuk elements showed an understanding of the basic curriculum framework and curriculum standards in terms of urgency, substance, and development process. Meanwhile, regarding the objectives, there has not been an understanding that is able to connect between the objectives at the opening of the 1945 Constitution, the objectives of national education, the objectives of the 2013 Curriculum, the objectives of history subjects, and the objectives of learning history.

#### 4.1.2 Teachers and Principals

Information on the understanding of principals and teachers on the substance of the 2013 curriculum standards was obtained, as many as 6 people (75%) did not understand and 2 people (25%) did. Then about the 2013 curriculum standard development process, as many as 6 people (75%) did not understand and 2 people (25%) already understood. Then regarding the implementation of the 2013 Curriculum standards, as many as 7 people (88%) did not understand and 1 person (13%) already understood. Regarding the objectives of the curriculum, information was obtained on the understanding of the Principal and Teachers of the 2013 Curriculum objectives, as many as 5 people (63%) did not understand the objectives of the 2013 Curriculum and 3 people (38%) did. Then regarding the development of the 2013 Curriculum objectives, as many as 4 people (50%) did not understand and 4 people (50%) already understood. Then regarding the relationship between the basic framework, curriculum standards, and 2013 Curriculum objectives, as many as 5 people (63%) did not understand and 3 people (38%) already understood.

#### 4.1.3 Students

The results of the answers obtained from interviews with nine students from three schools, representing Class X, XI, and XII, six people said they had never received socialization about the 2013 Curriculum from schools, and three more people said they had received socialization about the 2013 Curriculum from the school. All of the students said they liked learning history and saw history as a means for us to take lessons from the past. However,

students do not yet have an understanding that is able to connect between the goals at the opening of the 1945 Constitution, the goals of national education, the goals of the 2013 curriculum, the goals of history subjects, and the goals of learning history.

## **4.2 Input Component**

### **4.2.1 Curriculum Basic Framework**

The results of the documentation study show that the basic curriculum framework which contains a philosophical basis, a sociological basis, a psychopedagogical basis, a rational basis, and a juridical basis has been listed in the 2013 Curriculum document in the form of Permendikbud Number 59 of 2014 concerning the 2013 Curriculum for SMA/MA and Permendikbud Number 36 of 2018 concerning Changes Based on the Regulation of the Minister of Education and Culture Number 59 of 2014 concerning the 2013 Curriculum for SMA/MA.

### **4.2.2 Curriculum Standard**

The results of the documentation study show that curriculum standards that contain Graduate Competency Standards (SKL), Content Standards, Process Standards, Assessment Standards, KI, and KD have been listed in the 2013 Curriculum document in the form of: (1) Permendikbud Number 20 of 2016 concerning Graduate Competency Standards (SKL) for Elementary and Secondary Education ; (2) Permendikbud Number 21 of 2016 concerning Content Standards for Elementary and Secondary Education; (3) Permendikbud Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes; (4) Permendikbud Number 23 of 2016 concerning Educational Assessment Standards; (5) Permendikbud Number 24 of 2016 concerning Core Competencies (KI) and Basic competencies (KD).

### **4.2.3 Curriculum Goals**

The results of the documentation study show that the objectives of the opening of the 1945 Constitution, the objectives of national education, the objectives of the 2013 Curriculum, the objectives of history subjects, and the objectives of learning history have been stated in the preamble to the 4th paragraph of the 1945 Constitution, Law no. 20 of 2003 concerning the National Education System, Permendikbud Number 59 of 2014 concerning the 2013 SMA/MA Curriculum which was later replaced by Permendikbud Number 36 of 2018 concerning Amendments to the Regulation of the Minister of Education and Culture Number 59 of 2014 concerning the 2013 SMA/MA Curriculum, Subject Guidelines History, and lesson plans for learning history.

## **4.3 Process Components**

In terms of planning, all teachers have met the completeness of the Graduate Competency Standards (SKL), Core Competencies (KI), Basic competencies (KD) and Lesson plan (RPP) documents. Then in terms of learning, all teachers get a good predicate with improvements in certain parts. Then in terms of assessment, all teachers get a sufficient predicate so that coaching is needed because teachers do not understand a variety of assessment techniques.

## **4.4 Product Components and Learning Outcomes**

The learning outcomes of all students reached the KKM score for knowledge, attitudes, and skills. Also, the achievement of students' history learning in Class XII Social Sciences is proven to be very low below the Minimum Completeness Criteria (KKM) score.

## **5. Conclusion**

The results showed that there was a systemic bias in the implementation of the High School History Subject Curriculum in the 2013 Curriculum in DKI Jakarta Province. From the context side, it was found that the understanding of curriculum developers, teachers, principals, and students regarding the 2013 Curriculum still did not show a complete and comprehensive picture. Then the input obtained findings, in terms of document effectiveness, the existence of regulations that contain the basic framework, standards, and curriculum objectives are still partial and have not shown integration with each other. Then in the process of obtaining findings, teachers are still trapped in administrative burdens and have not been able to carry out planning, learning and assessment authentically. Furthermore, in the product, findings were obtained, student learning outcomes were only seen as limited to the Minimum Completeness Criteria (KKM) which had not yet led to historical awareness. Meanwhile, in terms of

outcomes, the findings show that learning outcomes show a low average value of historical awareness, inversely proportional to the high average value of learning outcomes.

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