

Evaluation of High School Curriculum in Central Java

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Abstract

This study evaluates the competence of high school (SMA) teachers in implementing the 2013 curriculum including aspects: KTSP documents, RPP documents, learning process and learning assessment. The evaluation was carried out for high school teachers who became Model Schools and Impact Schools in all Regencies/Cities in Central Java Province on a scale of 0-5. The results show the acquisition of various values. Evaluation of Education Unit Level Curriculum documents (KTSP) shows varieties of quantitative values. The lowest score obtained was 2.76 (Wonogiri Regency), while the highest achievement score was 3.95 (Jepara Regency and Klaten Regency). The average KTSP document obtained as an achievement in Central Java Province is 3.50. The evaluation of the Learning Implementation Plan (RPP) document shows a varied quantitative value. The lowest score obtained was 3.06 (Boyolali Regency), while the highest score was 3.97 (Jepara Regency). The average value of Syllabus documents and RPP obtained as achievements of Central Java Province is 3.69. Evaluation of the learning process shows quantitative values vary. The lowest score obtained was 2.52 (Pekalongan), while the highest score was 3.99 (Grobogan Regency). The average value of the Learning Process obtained as an achievement of Central Java Province is 3.57. Evaluation of learning assessment results shows varying levels of achievement. The lowest value obtained was 2.75 (Boyolali Regency), while the highest achievement value was 4.00 (Jepara Regency). The average value of the learning assessment obtained as an achievement in Central Java Province is 3.55. The competence of high school teachers in Central Java in implementing the 2013 curriculum still requires assistance and guidance so that competence increases.

Keywords: Curriculum evaluation, High school level, Central Java Province

1. Introduction

Curriculum is – or should be – at the heart of educational practice. In many countries, the curriculum has become a central core of education policy, manifested in recent years in the development of new and innovative forms of national curriculum policy and a renewed emphasis on the important role of teachers as curriculum makers (Priestley & Philippou, 2019). Priestley & Philippou believe that education is a vital component in efforts to both create better and more cohesive societies, and to address the economic, social and environmental conditions that potentially destabilize modern societies.

In a recent discussion paper (OECD, 2018), has identified the important role of education in addressing a number of challenges. The first of these is identified as environmental. The second is economic. The third challenge is social. The development of “new curriculum” continues the trend of positioning education systems more widely, and curriculum in particular, as drivers of economic development and national competitiveness (Priestley & Biesta, 2013). The ‘new curriculum’ is characterized by a number of common features, albeit with local variation in different national contexts. A new focus on the centrality of the learner, accompanied by the development of active forms of pedagogy and a view of teachers as facilitators of learning (Sinnema & Aitken, 2013). Specifically for the Education curriculum in Indonesia, Law Number 20 of 2003

concerning the National Education System Article 1 point 19 explains, curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used to guide the implementation of learning activities for achieve certain educational goals.

In 2013, the Ministry of Education and Culture of the Republic of Indonesia has formulated an education policy on curriculum changes. Changes in the curriculum are reasonable and rational in an effort to adjust students with changes that occur in the world. The government began to implement a new curriculum starting in the 2013/2014 school year and is targeted to be implemented in all education units in the 2019/2020 school year. The implementation of the 2013 curriculum is based on the thinking of future challenges namely the challenges of the 21st century marked by centuries of science, knowledge-based society and future competencies.

The preparation of the 2013 curriculum focuses on simplification, thematic-integrative with reference to the 2006 curriculum. In this case several problems were identified, including; curriculum content is still too dense, as indicated by the large number of subjects and materials whose breadth and degree of difficulty exceeds the level of the child's age development; not fully competency based yet in accordance with the demands of the functions and objectives of national education; competence has not holistically described the domain of attitude, skills and knowledge; the curriculum has not accommodated some of the competencies needed in accordance with the development needs (e.g. character education, active learning methodology, soft skills and hard skills balance, entrepreneurship); not sensitive and responsive yet to social changes that occur at the local, national, or global level; the learning process standards do not yet describe a detailed learning sequence so that opportunities for interpretation are diverse and lead to teacher-centered learning again; assessment standards have not led to competency-based assessments (processes and results) and have not explicitly demanded regular remediation; and KTSP need more detailed curriculum documents so as not to cause multiple interpretations. Changes to the curriculum in its implementation require the support of all relevant stakeholders; as is the case with supervision by school supervisors.

As an institution that carries a mandate as an institution that carries out the process of guaranteeing and mapping the quality of education in Indonesia, Central Java Education Quality Assurance Institute (LPMP) has developed instruments and implemented curriculum supervision since the introduction of the Competency Based Curriculum (KBK) in 2004, which then continued with the Education Unit Level Curriculum (KTSP) in 2006 until the entry into force of the 2013 Curriculum. Implementation model and curriculum supervision instruments have been developed by LPMP of Central Java so that it can help supervisors carry out academic supervision and managerial supervision to make it easier to implement. It also has a more effective role in helping education units and greater benefits in improving the quality of learning.

This research was conducted by utilizing curriculum supervision instruments that have been developed by LPMP of Central Java as a data collection tool, so that the validity of the instrument has a high degree of trust. This evaluation research was carried out by taking a sample of 70 high schools in all regencies / cities in Central Java Province. Of the 70 high schools that became the study sample consisted of 35 high schools that became Model Schools which implementing the Internal Quality Assurance System (SPMI) and 35 high schools that became the SPMI Impact Schools.

2. Method

This evaluation research was conducted by survey method using instruments that have been compiled by LPMP of Central Java to high school teachers whose school become SPMI Model Schools and Impact Schools in all Regencies / Cities in Central Java

Province. The survey was conducted from August to November 2018. Data analysis was based on respondents' answers to open questions through a questionnaire that was followed up by in-depth interviews. A list of questions was sent to as many as 70 high schools during this time period and 100% of respondents answered as expected. Based on information from respondents, researchers conducted in-depth interviews with 70 respondents consisting of 35 high school teachers from the SPMI model school and 35 high school teachers from the Impact school to follow up on the written answers they had sent previously. Information gathering from respondents was carried out in each high school education unit, both schools models and impact schools which are supervised by school supervisors with a sample of 2 (two) high school levels in each district / city of Central Java Province.

3. Result and Discussion

Data and information related to the portrait of high school teacher competencies both in model schools and impact schools in each City/Regency in Central Java Province in implementing the 2013 curriculum which includes aspects of: KTSP documents, RPP documents, learning and assessment of learning the researchers present as follows:

Education Unit Level Curriculum Documents

The KTSP document as a whole is divided into three indicators, namely: school curriculum (9 components), curriculum preparation and management mechanism (4 components) and curriculum evaluation (6 components). Each indicator is further divided into several components and sub-components. (more clearly and completely, indicators, components and sub-components can be seen in the attached supervision instrument). The values obtained related to the KTSP document of high school level based on the results of data analysis are presented in the following table.

Table 1. Data Analysis Result of High School Level KTSP Documents of Each City/Regency Based on the Province Average Achievement

Reg./City	KTSP Document	Note	No	Regency/City	KTSP Document	Note
Banjarnegara	2,78	K	19	Pemalang	3,71	B
Banyumas	3,73	B	20	Purbalingga	3,91	AB
Batang	3,33	K	21	Purworejo	3,53	C
Blora	3,53	C	22	Rembang	3,48	K
Boyolali	2,98	K	23	Semarang	2,81	K
Brebes	3,26	K	24	Sragen	3,79	B
Cilacap	3,58	C	25	Sukoharjo	3,40	K
Demak	3,49	K	26	Tegal	3,15	C
Grobogan	3,72	B	27	Temanggung	3,51	C
Jepara	3,95	AB	28	Wonogiri	2,76	K
Karanganyar	3,81	B	29	Wonosobo	3,93	AB
Kebumen	3,68	C	30	Magelang City	3,42	K
Kendal	3,58	C	31	Pekalongan	2,95	K

Reg./City	KTSP Document	Note	No	Regency/City	KTSP Document	Note
				City		
Klaten	3,95	AB	32	Salatiga	3,45	K
Kudus	3,39	K	33	Semarang City	3,76	B
Magelang	3,83	B	34	Surakarta	3,33	K
Pati	3,80	B	35	Tegal City	3,49	K
Pekalongan	3,80	B		Central Jva	3,50	

Based on the data in table 1, it shows that from 35 regencies/cities in Central Java Province the quantitative value of KTSP documents varies. The lowest value obtained was 2.76 (Wonogiri Regency), while the highest achievement value was 3.95 (Jepara Regency and Klaten Regency). While the average obtained as an achievement of Central Java Province is 3.50. The predicate scale obtained is lacking (K), sufficient (C), good (B) and very good (AB). For the predicate of lacking (K), the recommendation given is that teachers need improvement in evaluating the RPP through IHT and mentoring. For sufficient (C) predicate, the recommendation given is the need to increase evaluation of book documents 1,2 and 3 as well as the involvement of all parties in carrying out the evaluation through FGD. For good (B) predicate, the recommendation given is the need to strengthen in the preparation of KTSP documents, need to analyze the results of the assessment, need to socialize the program for the preparation of the program in the coming year. For a very good (AB) predicate, the recommendation given is the need for development in the preparation of KTSP documents, all components have met the requirements, the results of the BK program evaluation need to be disseminated to all parties.

Document of Syllabus and Learning Implementation Plans

The overall syllabus and Learning Implementation Plan (RPP) documents are divided into eight indicators, namely: syllabus development (3 components), RPP development (5 components), learning objectives (2 components), learning material (1 component), learning methods (3 components), media, tools and learning resources (4 components), learning steps (5 components) and assessment (2 components). Each indicator is further divided into several components and sub-components. (more clearly and completely, indicators, components and sub-components can be seen in the attached supervision instrument). The scores obtained related to the syllabus and high school level RPP document based on the results of data analysis can be seen in the following table.

Table 2. Results of Data Analysis of Syllabus and Learning Implementation Plans Documents for High School Level in Each Regency/City Based on Provincial Average Achievements

Reg./City	Syllabus and RPP Documents	Note	No.	Reg./City	Syllabus and RPP Documents	Note
Banjarnegara	3,77	B	19	Pemalang	3,40	K
Banyumas	3,77	B	20	Purbalingga	3,88	B
Batang	3,91	AB	21	Purworejo	3,83	B
Blora	3,91	AB	22	Rembang	3,78	B

Reg./City	Syllabus and RPP Documents	Note	No.	Reg./City	Syllabus and RPP Documents	Note
Boyolali	3,06	K	23	Semarang	3,29	K
Brebes	3,64	C	24	Sragen	3,55	C
Cilacap	3,87	B	25	Sukoharjo	3,74	B
Demak	3,66	C	26	Tegal	3,60	C
Grobogan	3,92	AB	27	Temanggung	3,78	B
Jepara	3,97	AB	28	Wonogiri	3,46	K
Karanganyar	3,83	B	29	Wonosobo	3,89	B
Kebumen	3,55	C	30	Magelang City	3,64	C
Kendal	3,94	AB	31	Pekalongan City	3,19	K
Klaten	3,91	AB	32	Salatiga	3,36	K
Kudus	3,59	C	33	Semarang City	3,79	B
Magelang	3,78	B	34	Surakarta	3,86	B
Pati	3,58	C	35	Tegal City	3,82	B
Pekalongan	3,51	C		Central Java	3,69	

Based on the data in table 2, it shows that from 35 regencies/cities in Central Java Province the quantitative scores of syllabus documents and lesson plans varies. The lowest score obtained was 3.06 (Boyolali Regency), while the highest achievement score was 3.97 (Jepara Regency). While the average obtained as an achievement of Central Java Province is 3.69. The predicate scale obtained is lacking (K), sufficient (C), good (B) and very good (AB). For the predicate of lacking (K), then the recommendations given are that the teacher needs improvement in the preparation of the lesson plan, especially in determining the steps of learning and assessment. For predicate of sufficient (C), the recommendation given is that they need to improve in preparing lesson plans, assessments to achieve KI-2 (social attitudes) using observation, self-assessment, peer-to-peer and journal assessment techniques. For predicate of good (B), the recommendations given are the need to strengthen in preparing lesson plans, strengthening character education (PPK); literacy, and 21st century skills (4C) need to be considered. For predicate of very good (AB), the recommendation given is that the need to develop teacher competence in the preparation of syllabus and lesson plans, especially in the design of learning steps.

Learning

Overall learning is divided into four indicators, namely: preliminary activities (5 components), core activities (13 components), closing activities (6 components) and conformity with RPP (1 component). Each indicator is further divided into several components and sub-components. (more clearly and completely, indicators, components and sub-components can be seen in the attached supervision instrument). The values obtained relating to high school level learning based on the results of data analysis can be presented in the following table.

Table 3. Analysis Results of Learning Data for Senior High Schools in Each Regency/City Based on Provincial Average Achievements

Reg./City	Learning	Note	No.	Reg./City	Learning	Note
Banjarnegara	2,84	K	19	Pemalang	3,26	K
Banyumas	3,77	B	20	Purbalingga	3,95	AB
Batang	3,40	K	21	Purworejo	3,83	B
Blora	3,92	AB	22	Rembang	3,68	C
Boyolali	2,56	K	23	Semarang	3,68	C
Brebes	3,59	C	24	Sragen	3,73	B
Cilacap	3,42	K	25	Sukoharjo	3,58	C
Demak	3,83	B	26	Tegal	3,53	C
Grobogan	3,99	AB	27	Temanggung	3,81	B
Jepara	3,88	B	28	Wonogiri	3,49	K
Karanganyar	3,82	B	29	Wonosobo	3,69	C
Kebumen	3,16	K	30	Magelang City	3,61	C
Kendal	3,89	B	31	Pekalongan City	2,52	K
Klaten	3,95	AB	32	Salatiga	3,18	K
Kudus	3,80	B	33	Semarang City	3,82	B
Magelang	3,57	C	34	Surakarta	3,67	C
Pati	3,79	B	35	Tegal City	3,60	C
Pekalongan	3,12	K		Central Java	3,57	

Based on table 3 data it is known that from 35 regencies/cities of Central Java Province the quantitative score of learning varies. The lowest score obtained was 2.52 (Pekalongan City), while the highest score was 3.99 (Grobogan Regency). While the average obtained as an achievement of Central Java Province is 3.57. The predicate scale obtained is lacking (K), sufficient (C), good (B) and very good (AB). For the predicate of lacking (K), the recommendation given is that the teacher needs to improve in doing reflection and assessment and submit a plan of learning activities for the next meeting. For sufficient (C) predicate, the recommendation given is that the teacher needs to increase in the implementation of learning, both at the preliminary, core and closing stages. For good (B) predicate, the recommendation given is that teachers need to be strengthened in the implementation of learning, both at the preliminary stage, the core and closing activities. For the very good (AB) predicate, then the recommendation given is that the teacher needs to develop in applying various learning methods according to the characteristics of the learners and KD learned and develop their competence in terms of the use of language in the learning process.

Learning Assessment

Overall learning assessment is divided into five indicators, namely: planning (2 components), assessment instruments (3 components), implementation (3 components), analysis and follow-up (3 components) and reporting (2 components). Each indicator is

further divided into several components and sub-components. (more clearly and completely, indicators, components and sub-components can be seen in the attached supervision instrument). The score obtained related to the evaluation of high school learning based on the results of data analysis can be presented in the following table.

Table 4. Analysis Result of High School Level Learning Assessment Data of Each Regency/City Based on Provisional Average Achievements

Reg./City	Assessment	Note	No.	Reg./City	Assessment	Note
Banjarnegara	2,81	K	19	Pemalang	3,35	K
Banyumas	3,68	C	20	Purbalingga	3,72	B
Batang	3,50	K	21	Purworejo	3,84	B
Blora	3,97	AB	22	Rembang	3,78	B
Boyolali	2,75	K	23	Semarang	3,25	K
Brebes	3,33	K	24	Sragen	3,68	C
Cilacap	3,90	B	25	Sukoharjo	3,35	K
Demak	3,58	C	26	Tegal	3,73	B
Grobogan	3,72	B	27	Temanggung	3,88	B
Jepara	4,00	AB	28	Wonogiri	2,88	K
Karanganyar	3,95	AB	29	Wonosobo	3,45	K
Kebumen	3,57	C	30	Magelang City	3,53	C
Kendal	3,93	AB	31	Pekalongan City	3,07	K
Klaten	3,93	AB	32	Salatiga	2,99	K
Kudus	3,42	K	33	Semarang City	3,43	K
Magelang	3,73	B	34	Surakarta	3,90	B
Pati	3,73	B	35	Kota Tegal City	3,25	K
Pekalongan	3,73	B		Central Java	3,55	

Based on table 4 data, it is known that from 35 districts/cities in Central Java Province the quantitative score of learning assessment varies. The lowest score obtained was 2.75 (Boyolali Regency), while the highest achievement score was 4.00 (Jepara Regency). While the average obtained as an achievement of Central Java Province is 3.55. The predicate scale obtained is lacking (K), sufficient (C), good (B) and very good (AB). For the predicate of lacking (K), the recommendation given is that teachers need to improve their competence in implementing learning assessments, especially improvements in planning, preparing assessment instruments, conducting assessments, and in compiling reports on learning assessment results through IHT (In House Training). For sufficient (C) predicate, the recommendation given is that teachers still need improvement in preparing assessment plans for the achievement of students' competencies and in assessing aspects of skills in accordance with the planned instruments, using instruments that are prepared and outlined in the assessment document through IHT. For good (B) predicate, the recommendation given is that teachers need to strengthen their competence in implementing learning assessment, specifically increasing competence in assessment

planning, compiling assessment instruments, and in conducting analysis and follow-up of learning assessment results through IHT (In House Training). For a very good (AB) predicate, the recommendation given is that the teacher needs to develop a document for the preparation and implementation of a follow-up program according to the results of the learning analysis.

4. Conclusion

Regencies/Cities where the score of the teachers' KTSP documents is still below the average of provinces with low predicate, the teacher needs an improvement program in the preparation of KTSP and RPP documents through in-house training and mentoring programs. Regencies/cities that have received sufficient predicate, need an increase in evaluation of book documents 1,2 and 3 and the involvement of all parties in carrying out the evaluation through focused discussion. Regencies/Cities that have received a good predicate, require strengthening in the preparation of KTSP documents, analysis of assessment results, and socialization program for program arrangement in the coming year. Regencies/Cities that have received very good predicate, require development in the preparation of KTSP documents, all components have met the requirements, the results of the evaluation of teacher career guidance programs need to be disseminated to all parties.

Regencies/Cities whose score of the teachers' RPP documents are still below the provincial average with a predicate lacking, requires improvements in the preparation of the lesson plans, especially in determining learning and assessment steps. For those who get sufficient predicate, it requires improvement in preparing lesson plans, assessments to achieve KI-2 (social attitude) using observation assessment techniques, self-assessment, peer-to-peer evaluation and assessment journals. For those who get the good predicate, it requires strengthening in preparing lesson plans, strengthening character education (PPK), literacy, and 21st century skills (4C). for those who get a very good predicate, it requires the development of teacher competencies in the preparation of syllabus and lesson plans, especially in the design of learning steps.

Regencies/Cities whose acquisition scores are still below the provincial average so that they receive a predicate of lacking, then it requires improvement in doing reflection and assessment and submit a plan of learning activities for the next meeting. For those who get a predicate of sufficient, it requires an increase in the implementation of learning, both at the preliminary stage, core and closing activities. For those who get a good predicate, it requires reinforcement in the implementation of learning, both at the preliminary stage, core and closing activities. For those who get the predicate of very good, it requires development in applying various learning methods according to the characteristics of the learners and basic competences learned and developing competencies in terms of the use of language in the learning process.

Regencies/Cities whose score are still below the provincial average so that they receive a predicate of lacking, then teachers need to improve their competence in implementing learning assessments, especially improvements in planning, preparing assessment instruments, conducting assessments, and in preparing reports on learning assessment results through IHT. For those who have received the predicate of sufficient, it is necessary to increase in compiling an assessment plan for the achievement of students' competencies and in assessing the aspects of skills according to the planned instrument, using the instruments compiled in the assessment document through IHT. For those who received the predicate of good, it is necessary to strengthen their competence in the implementation of assessment of learning, especially increasing competence in planning assessment, preparing assessment instruments, and in conducting analysis and do the follow-up to the learning assessment results. For those who received a very good predicate, it is necessary to develop a document to compile and implement a follow-up program according to the results of the learning analysis.

Based on the conclusions that researchers can formulate above, the overall recommendations that can be given are, for schools, they need to facilitate teachers to improve competence in the preparation of KTSP, Syllabus and RPP documents, implementation of learning and assessment design. For education/government authorities, they need to provide support for schools to improve competence in the preparation of KTSP, Syllabus and RPP documents, implementation of learning and assessment design. For LPMP, it is necessary to conduct quality assurance for schools to improve competence in the preparation of KTSP, Syllabus and RPP documents, implementation of learning and assessment design.

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