Evaluation of the 2013 Curriculum Implemented by Physical Education Teachers

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***Abstract*—The 2013 curriculum implies the need for a learning process guided by scientific or scientific approaches. Students are more active in constructing their knowledge and skills. The purpose of this research is to evaluate the implementation of the 2013 Curriculum in Senior High Schools in Lampung Province, Indonesia. The research method used CIPP model (context-input-process-product). The subjects are the teachers of the physical, sports, and health education in Lampung Province. Research instruments used questionnaires, observations, in-depth interviews, and documentation. Data analysis used qualitative and quantitative analysis of percentage. The Implementation of Learning and Evaluation of Curriculum 2013 in Physical, Sports, and Health Education by High School Teachers in Lampung Province regarding the Aspect Context, and Input has already fulfilled the expected standards. However, in the aspects of Process and Product, the implementation has not fulfilled the expected standards. This research is useful as a reference for teachers of physical, sports, and health education in Senior High School in conducting an evaluation based on the 2013 curriculum of high school students in Lampung Province.**

Keywords*—evaluation, implementation, curriculum 2013, physical, sports, and health education.

I. INTRODUCTION

Education has a very important role in creating a quality of human resources. To be able to create qualified human resources, it needs an educational curriculum program. The curriculum is part of the plan in the learning activities [1,2] to improve education outcomes [2,4]. This curriculum includes a physical education curriculum.

Implementation of physical education curriculum is determined by the competence of educational teachers in preparing the model of learning and preparing an assessment of learning outcomes. Data show that teacher competence and teacher preparation for physical education teaching has become a major problem internationally [5,6]. In addition, curriculum implementation may be appropriate depending on infrastructure, principal support, and government support [7,8].

The 2013 curriculum is arranged because of the decline of Indonesian character in recent years. Corruption, drug abuse, murder, violence, thuggery, etc. are evidence that shows the low quality of education and human resources and the low moral and spiritual foundations of the nation's life [9].

The 2013 curriculum was officially launched on 15 July 2013. The implementation has been implemented in the academic year 2013/2014 in certain schools or is still limited. The school-based curriculum was implemented since the academic year 2007/2008.

The curriculum used before the 2013 curriculum is the 2006 curriculum. There is a difference with the 2013 curriculum regarding the Graduate Competency Standards (SKL) which are already determined before the content standards are determined. Graduates competency aspect should be balanced between soft skills and hard skills including attitude competence, knowledge, and skill, a higher number of lessons per week and assessment standard using authentic assessment like measuring all attitude competence, knowledge, and skill.

But behind the existing differences, there is a common essence between the Curriculum 2013 with KTSP. For example, the scientific approach (Scientific Approach) which is essentially student-centered learning. Students seek knowledge instead of receiving knowledge. The process is not the problem in the curriculum, but the implementation in class are the problems.

The 2013 curriculum is developed by continuing the development of school-based curriculum by encompassing integrated attitude, knowledge and skill competencies (Kemdikbud 2012). Steps to strengthen the implementation of the 2013 curriculum consist of: (1) preparing a learning handbook for students and teachers, (2) preparing teachers to understand the use of prepared learning resources and other resources they can exploit, and (3) strengthening the role of mentoring and monitoring by central and regional learning implementation.

The implementation of the 2013 curriculum in Lampung Province is not fully adequate so that there are problems such as the limited number of books. There are still many teachers who have not received training. The teachers are not ready to leave the previous curriculum, so it is difficult to adapt to the new curriculum. The physical education teacher

taught more emphasis on the cognitive and psychomotor aspects, and they were not accustomed to teaching with more emphasis on the affective aspect.

To know the suitability of curriculum implementation of the 2013 curriculum by a physical teacher in senior high schools in Lampung Province, evaluation was needed. To evaluate this curriculum program, the researchers use evaluation with context, input, process, and output (CIPP) methods[10]. This research will be useful for the teachers of physical, sports, and health education as it concerns the concept of learning system and evaluation of curriculum 2013 so that the teachers can improve the learning process.

II. METHODS

This research uses evaluation method. Evaluation is a systematic process for determining value based on data collected through measurement [11]. Researchers use mix methods where quantitative and qualitative research frameworks are used simultaneously, but with a qualitative approach as the main approach.

This research design uses CIPP model (context, input, process, and product) [10]. The CIPP evaluation research model can be used to get information related to context, input, process, and product. Questionnaire context aspect has 12 questions, input aspect has 20 items, process aspect has 30 questions, and product aspect has 12 questions.

The questionnaire on the aspect of context covers the suitability of curriculum content with schools, community needs, business needs and industry needs, and curriculum implementers. The questionnaire on the aspect of input covers curriculum components, curriculum feasibility, completeness of facilities and infrastructure, completeness of syllabus, understanding of curriculum implementers, eligibility subjects, and allocation of time subjects. Questionnaire on aspects of the process includes curriculum management, learning activities, discipline and creativity of students and the ability of teachers. The questionnaire on the aspect of product includes the competence of learners, graduate competence, learners' learning interest and academic culture.

The subjects of the study were Teacher of Physical Education of State Senior High Schools consisting of 17 State Senior High Schools with 56 physical teachers. Sampling technique in this research used purposive sampling. There are 19 high school physical education teachers as research subjects.

Instruments used in this study are questionnaires and interviews. Instruments are tested to investigate its validity and reliability. The data analysis technique used z-score which is then converted into T-score [12]. Data is processed descriptively with computer analysis of excel program. The result is processed by using quadrant of the Glickman model to determine the appropriateness of the program being studied [13].

Description of data on evaluation of the implementation of the 2013 Curriculum presented includes meaning value, standard deviation, and frequency distribution. The previously collected data is analyzed and tabulated first. The data collected is also processed into several categories according to the specified category. The next step is to calculate each item of each component so that the value of the evaluation components of the 2013 curriculum can be measured.

III. RESULTS AND DISCUSSION

The result of data analysis which has been done can be presented in recapitulation result of score calculation of aspect of context, input, process, and product in Table 1.

TABLE I. DESCRIPTION OF DATA VIEWED FROM ASPECTS OF CONTEXT, INPUT, PROCESS, AND PRODUCT

Statistics	Context	Input	Process	Product
Mean	50.26	73.32	101.74	39.79
SD	3.16	7.24	11.41	4.18
Min	45	55	85	33
Max	56	86	127	51

Based on Table 1, it can be explained that in the aspect of context, the data tend to be centered on the score 50.26. This means that the average score obtained by all respondents is 50.26. The maximum score is 56, the standard deviation is 3.16, and the lowest score is 45. For the input aspect, the data tendency focuses on the score 73.32. This means that the average score obtained by all respondents is 73.32, the maximum score is 86, the standard deviation 7.24, and the minimum score is 55. For the process of aspect, data tendency focuses on the score of 10174. This means the average score obtained by all respondents is 101.74. The maximum score is 127, the standard deviation is 11.41, and the minimal score is 85. For the product aspect, the data tendency focuses on the score of 39.79. This means the average score obtained by all respondents is 39.79. The maximum score is 51, the standard deviation is 4.18, and the minimum score is 33.

The appropriacy of the Implementation of 2013 Curriculum in State Senior High Schools in Lampung Province by the teachers of physical, sports, and health education in the of Aspect of Context, Input, Process, and Product are listed in Table 2.

TABLE II. FREQUENCY DISTRIBUTION OF THE APPROPRIACY OF THE 2013 CURRICULUM IMPLEMENTATION SEEN FROM THE ASPECTS OF CONTEXT, INPUT, PROCESS, AND PRODUCT

No	Interval	Frequency %				Inform.
		Contx	*Input*	*Proc*	*Product*	
1	12-21,6	0	0	0	0	Very inappropriate
2	21,7-31,2	0	0	0	0	Inappropriate
3	31,3-40,8	0	15.80	64	64	Less appropriate
4	40,9-50,4	50	78.94	326	32.6	Appropriate
5	50,3-60	42	5.26	34	3.4	Very Appropriate
		100	100	100	100	

In the context of aspect, the teachers' performance has supported the implementation of the 2013 curriculum at state senior high schools in Lampung Province. This shows aspects of school vision, school mission, school environment and school program which support the implementation of the 2013 curriculum at State Senior High Schools in Lampung Province. It can be said that the effectiveness of the implementation of the 2013 curriculum in state Senior High Schools in Lampung Province regarding the context components is appropriate. This means that factors related to the context aspect are quite contributing to the implementation of the 2013 curriculum.

In this regard, schools need to maintain and even improve the conformity of context of aspect which in this case consist of appropriacy of curriculum contents with vision and mission as well as school goals, community needs: Social, economic and cultural, state of science and latest technology and field of education; condition of the development of learners: psychology, self-development, knowledge, skills and attitudes.

According to Kaufman & Thomas [14], the context aspect in the program evaluation activity is a variety of things that externality exists, and as a condition which already exists in a program (antecedent variable). However, it will be able to affect the process of implementation and achievement of the objectives of a program that has been designed. What is covered in the context of a program being evaluated here is the existence of the values and norms prevailing in a society in which the program is developed and the existence of community expectations for a designed program that is usually manifested in the form of vision and mission.

According to some teachers, the contents of the 2013 curriculum required a lot of cost in the learning process. However, the economic conditions of society are limited so that the implementation of the contents of the 2013 curriculum is hindered.

In the input aspect, it is seen that state senior high schools in Lampung Province are appropriate in supporting the implementation of curriculum 2013. This shows that aspects of the curriculum component such as curriculum eligibility, syllabus completeness, curriculum implementation understanding, subject eligibility, time allocation of subjects are all appropriately implemented. The completeness of facilities and infrastructure is still less appropriate. This is due to the limited learning facilities such as libraries, tables, and chairs; supporting factors such as teaching staff, theoretical space, pre-presence facilities, technicians, administrators; availability such as teaching materials, media, and textbooks and other things related to the 2013 curriculum such as teacher books and student books.

Implementation of the curriculum should consider the factors of infrastructure facilities, student conditions, learning process, the process of assessment and learning outcomes, principal support, government support and school committee support.

According to some teachers, the contents of the 2013 curriculum are less in line with the completeness of components, curriculum constructs, and curriculum documents. The 2006 curriculum that is published requires the completeness of several components to support the implementation of the learning process of the 2013 curriculum. The limitation of components in senior high school is very often encountered. This is possible because of geographical location, equity, and fund limitations.

In the process component, the teachers' implementation appears to be inappropriate in supporting the implementation of the curriculum 2013. This shows that aspects of curriculum managers in schools: the preparation of the KBM schedule and the implementation of each lesson, learning materials, the use of a scientific approach, the substance of the material that supports the student's ability, the weight of the material, as well as the space and equipment usage are still less appropriate.

Not only planning, the implementation of learning also need to get attention by understanding the setting of class conditions such as organizing the KBM, the atmosphere of KBM, mastery of the class, and the use of media; the utilization of media such as the use of reference resources and the number of teachers using the media; and assessment of learning outcomes like teachers' ability to examine learning outcomes. It can be said that the effectiveness of implementation of the 2013 curriculum at state senior high schools in Bandar Lampung regarding process variables is still less appropriate. This means that factors associated with process variables adequately contribute to the implementation of the 2013 curriculum. In this regard, schools need to improve the process aspect. This can be done by improving the process of planning the teaching and learning process.

Teachers are an inseparable part of the learning and teaching process. Therefore, the interest of students in learning is influenced by the teacher. The ability of teachers play an important role in conditioning and delivering subjects or implementing the curriculum. Teachers should be able to explain, provide examples, and make students understand the teachings. Therefore, the ability of teachers is very influential on the success of a school in implementing the curriculum. The problem faced by teachers of Physical Education in Bandar Lampung from the above data is concerned with the ability that is still lacking in implementing the 2013 curriculum related to Physical Education.

The result of evaluating the Implementation of the 2013 curriculum in senior high schools in Lampung Province seen from the aspect of context and input is appropriate with the expectation. However, the result of evaluating the Implementation of the 2013 curriculum in senior high schools in Lampung Province seen from the aspect of process and product is not yet appropriate with the expectation. This is because the ability of physical teachers in the teaching process which is not in line with the 2013 curriculum's planning. Therefore, the ability of teachers in preparing lesson plan is not appropriate with the objectives of curriculum 2013.

Additionally, the teachers in assessing learning outcomes using assessment tools are not in line with what is taught. This is supported by the results of research by [5,6,15,16,17] which stated that the ability and authentic assessment of

physical education teachers in planning and implementing physical education is not yet adequate.

Strategies to overcome the above constraints need to be improved using training to develop and implement a learning model in accordance with the 2013 curriculum. Training needs to be enhanced to develop an authentic assessment of physical education learning in accordance with the 2013 curriculum.

IV. CONCLUSION

Based on the results and discussion mentioned above, it can be concluded that:

1. Implementation of the 2013 curriculum of Physical Education of state senior high schools in Lampung Province regarding the Aspect Context and input is in accordance with the expected standard.
2. Implementation of the 2013 curriculum of Physical Education seen from aspects process and the product has not fulfilled the standards.

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