



Evaluation of the 2013 Curriculum Implementation for Physical Education Learning in Madrasah Ibtidaiyah, Wonogiri District Year 2019/2020

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Abstract

The purpose of this study is to determine (1) the condition of students in the implementation of the 2013 curriculum. (2) The condition of teachers who teach in implementing the 2013 curriculum. (3) The conditions of facilities and infrastructure in implementing the 2013 curriculum. (4) Understanding of sports teachers towards 2013 curriculum. (5) Learning planning prepared by the teacher in the implementation of the 2013 curriculum. (6) Implementation of sports learning activities in the implementation of the 2013 curriculum (7) Implementation of sports assessments in curriculum implementation. And (8) The results of authentic assessment which include aspects of attitudes, knowledge, and skills in the implementation of the 2013 curriculum for class IV Madrasah Ibtidaiyah Wonogiri District for the 2019/2020 school year. This study uses the curriculum evaluation method by the Stake's Countenance Model Evaluation Model. The use of this kind of evaluation model based on making judgments about the program being evaluated as well as easy to categorize data based on three stages antecedent, transaction, and outcomes. As for technique of collecting data uses **evaluative technique** by using techniques of inquiry, observation, and documentation. From the research results, it can be concluded that: 1. Antecedent stage (Introduction) (a). The condition of students, seen from the aspect of readiness to take part in lessons and activeness during learning, was not fully yet in accordance with the standard with a percentage of 51.88% and in the sufficient category (b). The condition of the teacher, seen from the aspects of academic qualifications, pedagogic competence, personal competence, social competence, and professional competence, is not fully in accordance with the standard with a percentage of 54.5%, and is in the sufficient category (c). The condition of the facilities and infrastructure, seen from the classrooms and their accessories, the library room, and the props / media in the laboratory are categorized as sufficient with a percentage of 60% (d). The teacher's understanding of the curriculum was not fully in accordance with the standard with a percentage of 54.5% (e). The condition of the lesson planning was not fully in accordance with the standard with a percentage of 72.7%, but it was in the good category. 2. Phase transaction. (A). The implementation of scientific-based integrative thematic learning is in a good category with a percentage of 72.7%. (B). The implementation of authentic assessment has not been fully in accordance with the standard with a percentage of 54.5% and in the sufficient category. (3). Outcomes stage is the result of authentic assessment that has met the standard and is very good category with a percentage of 100%.

Keywords: *Condition of Students; Condition of Teacher; Condition of Facilities and Infrastructure; Understanding of Curriculum; Lesson Plan; Implementation of Assessment; Result of Assessment*

Introduction

The designed curriculum is a set of plans that contain the experiences which students will have while participating in an educational program. Students' experiences in a series of learning activities are under the guidance of the teacher. The teacher is responsible for guiding students during the learning process in implementing a curriculum. Experts provide a definition that is in line with some of the above opinions about the curriculum that: "curriculum as a plan for providing sets of learning opportunities for persons to be educated" (Oliva 1992: 6).

In this case, the curriculum is structured to provide various opportunities for students to learn. Students are given the opportunity to increase their own abilities. Moschetta (2010: 10) defines the curriculum through 4 categories, namely: *educational content or subject matter* (educational content or subject matter), *planned activities*, *planned learning outcomes* (intended learning outcomes), and tasks and concepts (tasks) and concepts. Thus, the 2013 curriculum aims to prepare Indonesians to have the ability to live as individuals and citizens who are creative, productive, innovative, affective and able to contribute toward the life of society, nation, state, and world civilization (Kemdikbud, 2013: 80).

The 2013 curriculum emphasizes character education, especially at the basic level, which will become the foundation for the next level. Character education in the 2013 Curriculum aims to improve the quality of educational processes and outcomes, which leads to the formation of character and noble character of students as a whole, integrated and balanced, in accordance with the competency standards of 2013 graduates that are competency-based as well as character-based, with an educational outcome approach, which leads to the formation of character and noble character of students as a whole, integrated, and balanced, in accordance with the competency standards of 2013 graduates that are competency-based as well as character-based, with a thematic and contextual approach, it is expected that students are able to independently improve and use their knowledge, study and internalizing and also personalizing the values of character and noble morals so that they are manifested in daily behavior. It allows differences in the characteristics of physical education learning in each school is different.

Evaluation is a process used to determine the quality of a program. If the quality of a program is known, then improvements can be made if there are things that are still lacking or not up to standard. Evaluation activities are also a means of determining things that need to be improved. The results of the evaluation can be used as a basis for determining improvements. Of course, with a clear basis, improvement is very possible to do. The definition of evaluation by Stufflebeam (Stufflebeam, Madaus, & Kellaghan, 2002: 35) is "a study designed and conducted to assist some audience to assess an object's merit and worth". A study designed and conducted to help determine the value and usefulness of an object the study process is designed to help assess an object in terms of its benefits.

The important things in evaluation activities are the collection of information and the use of information for decision making. According to Suharsimi Arikunto & Cepi Safrudin (2008: 2), "Evaluation is an activity of gathering information about the work of something which is then used to determine the right alternative in decision making. Curriculum evaluation can be carried out in various stages. In the idea development stage, the concept formulation stage, the implementation / application stage, and the results stage that have an impact on society. This is in accordance with what is expressed by the Ministry of Education and Culture (2013: 93) which states that "curriculum evaluation can be carried out from the period of idea development, document development, implementation stage, to the results stage which has an impact on society". The curriculum has changed according to the times. The curriculum changes according to the context of time. Hamid Hasan (2009: 41) states that curriculum

evaluation is a systematic effort to collect information about a curriculum to be used as material for consideration of the value and meaning of curriculum in a curriculum specific context.

According to Moschetta, the purpose of evaluation (2010: 50) is " *to collect data (result), convert the data into information (that which aids in making a useful decision) and use the information to make a decision* ". The purpose of evaluation is to collect data (results), transform data into information that is used for decision making.

Evaluation result data will be converted into information. This information will be used to make decisions regarding a program. Curriculum evaluation is also used to determine the achievement of curriculum goals and objectives. This is in accordance with what was said by Oliva (1992: 479) that the purpose of curriculum evaluation is, " *to determine whether the curriculum goals and objectives are being carried out* " A program has a definite purpose. The use of the Stake Countenance Model's evaluation model is based on making judgments about the program being evaluated and the ease of categorizing data based on 3 stages of *antecedent, transaction, and outcomes*. Evaluation is done by compare the data in the field with standards in order to obtain a picture that shows the actual situation compared to the standard. Worthen and Sanders (2010: 112) describes the evaluation using an evaluation model *Stake Countenance models* consist of two main matrix that is the matrix description (description) and matrix of considerations (Judgment). Each matrix has 3 stages to differentiate the data collected. The three stages are *antecedent* (introduction), *transaction* (process), and *outcomes* (result).

The implementation of the 2013 curriculum in physical education learning, currently there are obstacles in its implementation at Madrasah in Wonogiri District because the 2013 curriculum is only fully implemented in the new academic year 2019, of course, it is not uncommon for teachers to not understand the 2013 curriculum. Obstacles that exist in the initial implementation stage of the 2013 Curriculum should be explored in-depth immediately to find the most possible solution.

Method

Research on the evaluation of the implementation of the 2013 IV Madrasah Ibtidaiyah curriculum which was conducted in Wonogiri District used the Stake's Countenance Model for the Evaluation of Stake's Countenance. The use of this type of evaluation model is based on making judgments about the program being evaluated and the ease of categorizing data based on 3 stages of antecedent, transactions, and outcomes. Evaluation is carried out by comparing data in the field with standards in order to obtain a picture that shows the actual situation compared to the standard. This evaluation model also allows researchers to be able to provide considerations without having to make decisions. The evaluation stages are: (1) the Preliminary Stage (*Antecedent*), namely a description of the implementation of the 2013 curriculum which includes student conditions, teacher conditions, conditions of supporting facilities and infrastructure, teacher understanding against the 2013 Curriculum, learning planning; (2) Process Stage (*transaction*), namely a description of the 2013 curriculum implementation related to the implementation of Physical Education learning with a scientific approach and implementation of the assessment; (3) *Outcomes* stage , namely the measurement of the results of the assessment which includes aspects of attitudes, knowledge, and skills in the implementation of the 2013 curriculum . This research was conducted at Madrasah Ibtidaiyah throughout Wonogiri District, Wonogiri Regency 2019/2020, namely at Madrasah Ibtidaiyah 1 Wonogiri, Madrasah Ibtidaiyah Asmaul Husna, Madrasah Ibtidaiyah Nurul Islam, Madrasah Ibtidaiyah Al Alim (Hanacaraka), and Madrasah Ibtidaiyah Darul Iman. The research was carried out in May 2020. The population and sample were all MIS in Wonogiri district, namely 5 Madrasah Ibtidaiyah 5 school principals, 11 sports teachers, 160 grade IV students. Data collection techniques are the methods taken to obtain the necessary data so that the data obtained is perfect and can be accounted for. Data collection techniques can be done in various *settings*, various sources, and various ways (Sugiyono, 2007). In this study, researchers used three

data collection techniques, namely questionnaire techniques, observation, and documentation. The data analysis technique used was the data analysis technique according to the Stake model, namely by comparing the results data obtained with predetermined criteria. Researchers describe conditions, activities with descriptions of quantitative data. Research data in the form of a questionnaire added up to obtain a total score. Then the total score is calculated descriptively using the standard deviation of the total score position of the respondents' answers. Criteria for processing questionnaires using criteria from Djemari Mardapi (2008: 123).

Results and Discussion

The data obtained in this study can be divided into three parts, namely antecedent, process (transaction), and outcome (outcomes). At each stage, it will be seen (horizontally) the congruence between the planning (intents) and the implementation result data obtained from field observations. If there is a mismatch, considerations / suggestions / input will be given to the implementation of the 2013 Curriculum according to the conditions in the field.

Table 1. The result data of the implementation of 2013 curriculum evaluation.

Stages	ASPECT	Description matrix		Judgment matrix	
		Intents	Observations	Standards	Judgments
preliminary (Antecedent)	Student conditions	Readiness Follow Learning	5 1.25%	100%	There is consideration
		Liveliness During Learning	5 1.87%	100%	There is consideration
	Teacher condition	Qualification Academic	100 %	100%	There is no consideration
		Competence Pedagogic	54.5 %	100%	There is consideration
		Competence Personality	63.6 %	100%	There is consideration
		Competence Social	54.5 %	100%	There is consideration
		Competence Professional	54.5 %	100%	There is consideration
	Condition Means	Sports Facilities	60 %	100%	There is no consideration
		Sports Infrastructure	P Rasaana Sports	60 %	100%
	Understanding To Curriculum 2013	Understanding To Curriculum 2013	54.5 %	100%	There is consideration
	Planning Learning	Planning learning	72.7 %	100%	There is consideration

Process (<i>Transaction</i>)	Implementation Learning	Implementation learning	72.7 %	100%	There is consideration
	Implementation Assessment Authentic	Implementation Assessment Authentic	54.4%	100%	There is consideration
Result (<i>outcomes</i>)	Result	Result	100%	100%	There is no consideration
	Assessment	Assessment			
	Authentic	Authentic			

From the data presented in the table above, an analysis is carried out to look for *congruence* between the implementation of the 2013 Curriculum which is expected (intended) according to the standards *observed* at each stage.

1. The preliminary stage (*antecedent*) The results of the analysis of the preliminary stage which include student conditions, teacher conditions, conditions of infrastructure, teacher understanding of the 2013 curriculum, learning planning are described as follows:
 - a) The student's condition includes the readiness of students in participating in learning and the activeness of students in participating in learning. Indicators of student readiness in participating in learning consist of 5 sub indicators (with 8 statement items), namely a) enthusiasm in following lessons; b) Learning equipment; c) Regular learning patterns; d) Looking for material outside study hours; and e) Discipline. Indicators for learning activeness consist of 3 sub indicators (6 statement items), namely: a) taking the lesson seriously; b) Active in learning; and c) Orderly during learning. The condition of students who were categorized as very good and good was 51,87%. The difference with the standard is 48,13%. The condition of students related to the readiness of students in participating in learning which was included in the good category, namely 51,25%. The difference with the standard is 48,75%. The condition of students related to the activeness of students in participating in the learning which was included in the good category was 51,87%. The difference with the standard is 49,2%. Student data with good categories is more than data from students with fewer categories
 - b) Teacher conditions. Teacher conditions include academic qualifications, pedagogical competence, personality competence, social competence, and professional competence. Condition teachers as a whole are included in the very good category 54,5%, and the category less 45,5%.
 - c) The condition of the infrastructure as a whole is in very good category 40%, good category 20%, and poor category 40%.
 - d) Teachers' understanding of the 2013 curriculum. Conditions related to curriculum understanding consist of 4 indicators, namely 1) Assessing curriculum / syllabus; 2) reviewing teacher's books and student books; 3) compiling the ideal RPP; and 4) having complete curriculum documents and teaching materials. A total of 9.1% were in the very good category, 45.4% were in the good category, 18.2% were in the poor category, and 27.3% were in the very poor category. The data in the good category were 54.5%.
 - e) Learning planning consists of 9 sub indicators, namely 1) the identity of the subjects; 2) formulation of indicators; 3) formulation of learning objectives; 4) selection of teaching materials; 5) selection of learning resources; 6) selection of learning media; 7) learning model; 8) learning scenarios; and 9) assessment. The conditions for learning planning for categorized data

were very good as much as 18.2 %, 54.5 % in good category, 27.3 % in poor category and 0% in very poor category. The data in the good category were 72.7 %.

2. The process stage (transaction consists of implementing learning and implementing authentic assessment. The learning process consists of 10 indicators, namely a) Conducting perceptions and motivation; b) Describe competencies and plan activities; c) Mastering the material being taught; d) Implementing educational learning strategies; e) Applying a scientific approach ; f) Implementing integrated thematic learning; g) Utilizing learning resources / media in learning; h) Trigger / maintain the involvement of students in learning; i) Ending learning effectively; and j) Using the correct and appropriate language in learning. Conditions related to the implementation of learning obtained 0 % excellent category data, 72.7 % good category, and 27.3 % less category. The data in the good category was 0 %. Implementation of authentic assessment consists of 4 indicators, namely a) Assessment of mastery of knowledge, skills and attitudes by the teacher; b) Assessment by students; c) Processing the value of learning outcomes; and Reporting the value of learning outcomes. The conditions related to the implementation of authentic assessments were 27.3 % in the very good category, 27.7 % in good category, 18.2 % in poor category, and 27.27% in very poor category. Data in the good category were 54.5 %.
3. The results stage (outcomes) is the results of authentic assessment which includes the value aspects of knowledge, skills, and attitudes. Authentic assessment results data in very good category 40 %, 60 % good category, 0% less category, and very poor category 0%.

After describing each stage in curriculum implementation, and comparing the expectations according to the standards with the actual implementation conditions in the field, then look at the gaps between the stages vertically. The following is a process chart for the description of the stake model data.

Table 2. A process chart for the description of the stake model data

The expected circumstances (intended)			Real Circumstances (observed)
<i>Antecedent</i> Student conditions Teacher condition		Conformity	61,6 %
Curriculum understanding Infrastructure conditions Learning planning	100%		
Gap			Gap
<i>Transaction</i> Learning process		Conformity	64,4 %
Implementation appraisal Autentic	100%		
Gap			Gap
<i>Outcomes</i> Rating result		Conformity	100%
	100%		

From the description of the process chart Stake model data, can be analyzed vertical / top down between stages *antecedent* (preliminary), *transaction* (process), and *outcomes* (results). In the expected conditions (intended), the three stages have a percentage of 100% meaning that there is no gap between the three stages. However, in actual (observed) conditions, there is a percentage gap between the three stages. There is a gap between *antecedent* (preliminary) and *transaction* (process). *Antecedent* of 61,6 % and *transaction* of 64,4 %. From these two stages, there was an increase of 2.8 %. Although at the *antecedent* stage there are deficiencies in its aspects, what happened at the *transaction* stage (process) was an increase. It means the process that occurs during learning is getting better. The learning process includes teachers, students, and interactions between teachers and students in learning activities so that each aspect can complement each other to produce a good learning process. Gaps also exist between *transactions* (processes) and *outcomes* (results). *Transaction* (process) with a percentage of 64.4 % while *outcomes* (result) with a percentage of 100%. The gap in the two stages is an increase of 35.6 %. The learning process at the *transaction* stage that was observed during the observation had not been 100% fulfilled, but at the result stage (*outcomes*) had increased. It means the process that occurs run well with the absorption of students so that learning *outcomes* can be fulfilled 100%.

Conclusion

From the research results, it can be concluded that: 1. *Antecedent* stage (Introduction) **a) The** condition of students seen from the aspect of readiness to take part in lessons and activeness during learning has not fully complied with the standard with a percentage of 51,88 % and categorized sufficient. **b) The** condition of the teacher, seen from the aspects of academic qualifications, pedagogical competence, personal competence, social competence, and professional competence, is not fully yet in accordance with the standard with a percentage of 54,5 %, and is categorized as sufficient. **c) The** conditions of the infrastructure, seen from the classrooms and their accessories, the library room, and the props / media in the laboratory are categorized sufficient with a percentage of 60 %. **d) Teachers'** understanding of the curriculum is not fully in accordance with the standards with a percentage of 54.5 %. **e) The** condition of the lesson planning was not fully in accordance with the standard with a percentage of 72.7 %, but it was in the good category. 2. *Transaction* stage **a) The** implementation of scientific-based integrative thematic learning is in the good category with a percentage of 72.7 %. **b) The** implementation of authentic assessment is not yet fully in accordance with the standard with a percentage of 54.5 % and in the sufficient category. 3 Stage *outcomes*. The authentic assessment results have met the standard and are categorized very well with a percentage of 100%.

The implication of evaluation research for this curriculum shows that the implementation of the 2013 class IV MI curriculum in Wonogiri District for the 2019/2020 academic year has not met all aspects in each stage (100%) according to standards. However, it appears that several aspects in each stage have been categorized as sufficient, good and very good. Therefore, the findings from this study are expected to be used as material to improve the performance of all parties in the implementation of the 2013 Curriculum. In the end, the implementation of the 2013 curriculum can run according to the standards set by the government. Policy stakeholders, in this case the Department of Youth and Sports Education (Disdikpora) Wonogiri Regency, the Ministry of Religion of Wonogiri Regency and School Supervisors can use the findings of this study to take policies and further steps in increasing the achievement of the 2013 curriculum implementation. Improve the elements of curriculum implementation in schools which include teachers, students, learning activities, and infrastructure. The principal must be able to carry out administration, management, development, supervision, and professional services for the implementation of learning activities. Improvement starts from each aspect at each stage so that it can work together well to achieve the goals of implementing the 2013 curriculum.

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