

An Evaluation Content In Curriculum 2013 At High School Stella Duce Dua Yogyakarta

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Abstract. This study aims to reveal: (1) the effectiveness of implementing the curriculum in the aspects of goal, content, learning activities, and evaluation, and (2) curriculum discrepancy, this research is a program evaluation using a discrepancy evaluation with the quantitative approach. The program evaluation refers to the national standard criteria for education 2016. The instrument validation used the Aiken formula, and Microsoft Excel with the Pearson formula and reliability used Alpha Cronbach. Data analysis uses descriptive statistics. The results of the study show that (1) the average percentage of the efficient application of curriculum objectives is 82%, curriculum content is 83%, learning activities in the curriculum is 81%, and curriculum evaluation is 88% curriculum evaluation; (2) the highest gap in the administration of the curriculum in High School Stella Duce Dua Yogyakarta is in the aspect of learning activities in the curriculum with the discrepancy of 19%.

Keywords: curriculum evaluation, discrepancy evaluation

1 Introduction

The 2013 curriculum, in its implementation, experienced multiple challenges and obstacles. At the beginning of the performance of the 2013 curriculum, there are pros and cons. It is caused by the assumption that it does not appropriate with the expectations and the condition in the field. As one of the defining factors of the success of the 2013 curriculum, the teacher still feels confused with the implementation of the 2013 curriculum [1], [2]. 2013 curriculum evaluation development needs to be done through the accompaniment and supervision sustainably. As part of the curriculum development, curriculum evaluation is conducted at the beginning of the idea of curriculum development, document development, and implementation until the curriculum result already impacted the community [3]. Curriculum evaluation is a crucial component to assess how far and good the implementation and the learning process goes. Besides, curriculum evaluation can measure the effectiveness level of implementation in the school. With the evaluation, it can be seen whether the target can be achieved or not so that the feedback will be obtained and the weaknesses can be fixed [4].

There are several essential goals in curriculum evaluation: (1) knowing how far a student can achieve the progress which already determined, (2) assessing the curriculum effectiveness, (3) defining factors of cost, duration, and curriculum success level [5]. All of the aspects lead to the success of educational goals through the curriculum. At least, there are two factors on the 2013 curriculum success. The first one is determinant. It is the suitability between the competence of the teacher and educational staff and between curriculum component and textbook. The second one consists of three elements, (1) availability of books as teaching materials and learning sources that integrate the curriculum formation standards [6].

Related to the importance of the teacher's role in the 2013 curriculum implementation, it aims to encourage the student to act better in observing, asking, thinking logically, and communicating what they got after through learning activity. On this side, the teacher plays a significant role in applying each learning process in the 2013 curriculum. The teacher's role as an implementer of the curriculum is affected by the support of academic staff to cultivate the curriculum implementation. Based on the description above, the researcher can identify the problem and obstacle that happen on the performance of the 2013 curriculum in SMA Stella Duce Dua Yogyakarta through the 2013 curriculum evaluation and follow-up the difficulties encountered in the implementation of the 2013 curriculum.

This evaluation is held to serve information about the good and the flawed process of the activity result. Evaluation is a systematic and continual process for gathering, describing, interpreting, and presenting information used as a basis for making decisions [7]. Safruddin and Arikunto said that evaluation is an activity to collect information about how things work, which later on the data used to decide the proper alternative way to take a decision [8]. Besides as an alternative way in making a decision, evaluation can interpret as an activity that is usually done for assessing the feasibility of a plan, implementation, and result of a program or policy [9]. Arifin said that evaluation is a systematic and sustainable process to define the quality (value and meaning) from the things based on the particular consideration and criteria to make a decision [10]. To make a decision, evaluation can be interpreted as a process to define the result achieved in several planned activities to achieve the goals. Based on Fitzpatrick, Sanders, and Worthen, evaluation is an activity to decide an object (valuable and acceptable) by identifying, clarifying, and amplifying the criteria [11]. All the requirements above are essential things. Evaluation is not only an activity to define the value, but Banner defines that evaluation as a learning program through collecting information. The information collected later on will be used as a base to make a decision [12]. As a base, evaluation has a procedure. Kossoff and Fink said that an evaluator uses a specific approach to assess service programs and provide information about the goals, expectations, activity, result, effect, and cost [13], [14], [15].

Malcolm Provus develops an evaluation model entitled Discrepancy Evaluation Model and use it in the research, which the subject of the curriculum. Generally, curriculum defines as an administration tool in the school to achieve the education goals. In a different meaning, the curriculum comes from Latin, *cure*, which means track, and *culum*, which means horse. Those points that curriculum is a track that a horse should pass while it is competing. The definition of the curriculum has various interpretations. As stated by Howell & Nollet, "a curriculum is a structured set of learning outcomes, or tasks, that educator usually goals or objectives. The student is expected to learn the information specified in the curriculum to have the skills needed to transition from childhood into adult life. The curriculum is intended to prepare students to succeed in society" [16], [17].

The curriculum is seen as a set of curriculum education goals and has an important role. Therefore, the education goal will achieve. Curriculum-based on Seel & Dijkstra defined that curriculum as a plan and instruction in a learning process (Sell & Dijkstra, 2004). The learning plan will give the student needs a detailed explanation of how the learning process is held. "Curriculum development results in the construction of resource units, unit plans, courses, and other curriculum guides those teachers and students can utilize to help them learn more effectively." [18], [19]. The curriculum should be developed to simplify and facilitate the learning process [20].

The curriculum facilitates a learning process that needs to be explained in detail. Outline what students should learn in a specific school subject over the course of their study in a document published by an educational system. The curriculum makes all of the learning plans for students through the program caused by the education unit as a document that can bring students or lessons to achieve the education goals [20]. Based on Wright, Judith, & Johnson, the education unit designed and planned the curriculum with load materials taught to students [21]. The curriculum is seen as an element covering students, teachers, and learning method that is used.

Elements that consist in a curriculum are a design provided by the school to achieve education goals. Omar Hamalik states that curriculum is an education program provided by the school institution [22]. Based on the education program, students do various learning activities to support the development and growth, which adjust with the education goals. In other words, a curriculum is a school program that provides an educational environment to growing up. That is why the curriculum is arranged so that students can do many kinds of learning activities [21], [23], [23], [24].

The curriculum is not limited to several subjects but also all the things that can affect the development of students, such as school building, learning tools, library, school staffs, paintings, schoolyard, and many more. Based on the explanation above, curriculum activities are not only in the classroom but also outdoors. The modern view explains that extracurricular and extracurricular activity has no clear division. From the several explanations above, it can be concluded that curriculum is all held by an educational institution that involves all the elementary education and involves all the documents and learning processes related to the learning method used.

2 Research Methods

This research is categorized as evaluative research by using the discrepancy evaluation model. The discrepancy evaluation done by curriculum program involves goals, content, process, and assessment towards learning result based on Permendikbud 2016 No 20, 21, 22, 23. The result of the curriculum program can be seen through the evaluation combatively. Later on, the result will be compared with the criteria program as a reference of fruitfulness. After measuring and achieving the implementation program, it can be concluded that as information, it becomes a program recommendation for the school. The kind of approach in this research is helped by using the quantitative method [25]. Assessment and program results showed numeric symbols such as average, percentage, and frequency distribution. All the quantitative data from the various measurement scale analyzed using statistic descriptive [26]. This research is done in the Stella Duce Dua Yogyakarta senior high school with evaluation subject of all XI students who are done the learning process by using the 2013 curriculum. Number of students in the XI class is 127 students. In detail, the amount of respondent based on their own classes are XI IPA= 27, XI IPA 27, XI IPS 1 = 28, XI IPS 2= 28, XI BB= 17.

Later on, collected data analyzed by using descriptive quantitative analysis. Questioner data analyzed quantitatively while interview data and documentation complete the questioner data. The analysis result of the curriculum will compare with the criteria that are already set. It can be seen through Table1.

Table 1. Criteria of Measurement Result

Score	Result Category
$X \geq \bar{x} + 1.S.Bx$	Very Positive/Very High
$\bar{x} + 1.S.Bx > X \geq \bar{x}$	Positive/High
$\bar{x} > X \geq \bar{x} - 1.S.Bx$	Negative/Low
$X < \bar{x} - 1.S.Bx$	Very Negative/Very Low

2.1. Curriculum Component Analysis

Curriculum component analysis is done to know the category in every component already set in the school. Curriculum frequency distribution is based on the type of curriculum component [27]. It can be seen in Table 2.

Table 2. Frequency Distribution of Curriculum Component

No	Range of Score	Category	Objectives		Content		Learning Activity		Evaluation		Total	
			N	%	N	%	N	%	N	%	N	%
1	3,67-5,00	Very High	104	82%	110	87%	100	79%	119	94%	108	85%
2	3,00-3,66	High	22	17%	14	11%	25	20%	6	5%	17	13%
3	2,33-2,99	Low	1	1%	3	2%	2	2%	2	2%	2	2%
4	1,00-2,33	Very Low	0	0%	0	0%	0	0%	0	0%	0	0%
Total			127	100%	127	100%	127	100%	127	100%	127	100%

Table 2 shows the information on frequency distribution based on four curriculum components: goals, content, learning activity, and evaluation. Based on information in table 2, it can be seen that the category of frequency curriculum goals is 82% which very high, 17% high, 1% deficient, 0% deficient. The category of curriculum content frequency is 87%, which is very high, 11% high, 2% low, and 0% deficient. Besides, the learning activity is 79% very high, 20 % high, 2 % low, 0 % deficient. On curriculum evaluation is 94% very high, 5% high, 2% low, 0% very low. Information in Table 2 shows the 127 respondent's answers contain very high, high, low, very low.

The information in Table 2 shows the respondent's choice of answers in each category. Each category contains very high, high, low, and shallow criteria. One hundred twenty-seven respondents' responses can be seen in Figure 1.

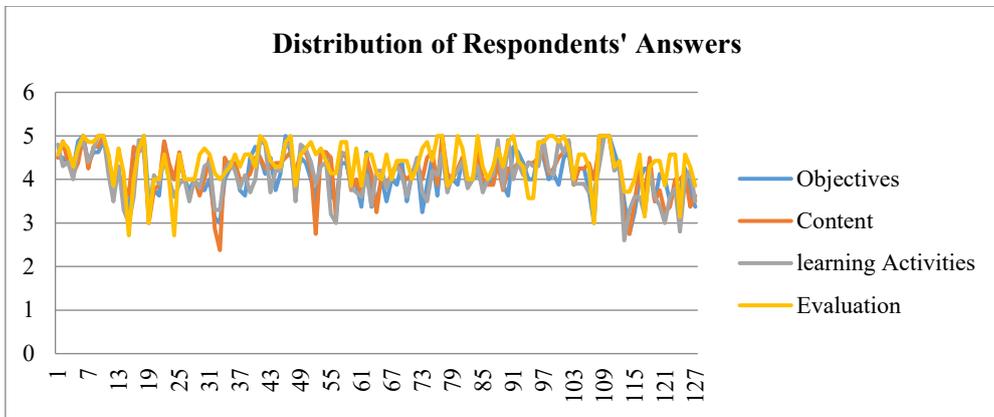


Figure 1. Distribution of Respondent's Answer

Figure 1 shows the average distribution of respondent's answers in choosing the score of curriculum component. The answer distribution not only gives information of four categories but also give information about the score distribution in each curriculum component, which is: range of score 3,67-5,00 or 85% very high, range of score 3,00-3,66 or 13% high, range of score 2,33-2,99 or 2% low, and content of score 1,00-2,33 or 0% deficient.

2.2. Analysis of Component Goals

Analysis of component goals of curriculum is a legal analysis of graduate competency [28]. Based on the analysis done on the curriculum goals component, the average result is 4,09, which in the interval of 3,67-5,00. The result of component goals can be seen in Table 3.

Table 3. Component Objectives of Curriculum

Component	Total score	Average	Percentage	Category
Objectives	4165	4,09	82%	Very High

Based on the analysis result in table 3, the category is very high. The average is 4,09. Therefore, an objective component of the curriculum is in the very high class. The result can be seen in Figure 2.

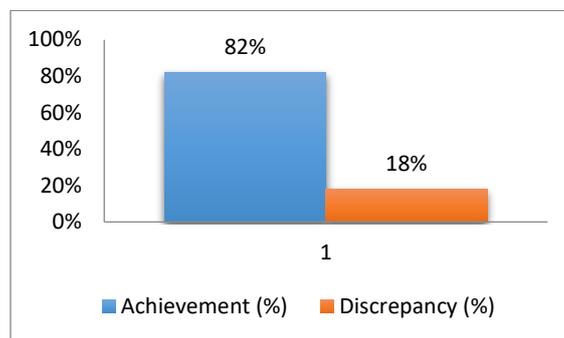


Figure 2. Achievement of an Objective Component of Curriculum

Figure 2 displays achievement and curriculum discrepancy in the objective components. The research results explain that graduate competition has an average of 4,09 with 82% achievement and a difference of 18% so that graduate competency has a very high category.

2.3. Content Component Analysis

Content component analysis of curriculum is a formal content analysis [29], [30]. Analysis result on the curriculum content got an average of 4,16 % in the 3,67-5,00 interval. The calculation of the content component of the curriculum can be seen in Table 4.

Table 4. Content Component of Curriculum

Component	Total score	Average	Percentage	Category
Content	4231	4,16	82%	Very High

Based on the result analysis in Table 4, the component content of the curriculum has a very high category. The average is 4,16. The content component of the curriculum can be seen clearly in Figure 3.

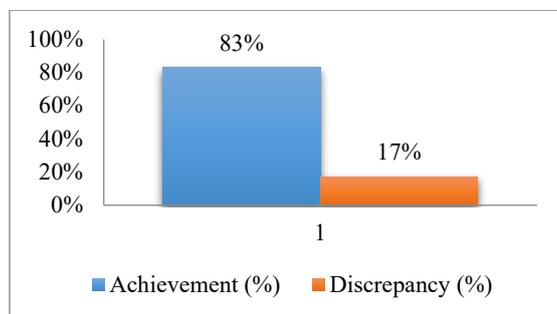


Figure 3. Component Content of Curriculum

Figure 3 displays the achievement result of the component content curriculum. The result above explains that component content of curriculum has an average of 4,16, achievement 83%, and discrepancy 13%, so that curriculum content has a very high category.

2.4. Analysis Component of Learning Activity

Analysis of learning activity is a standard analysis process on the curriculum. Analysis result of learning activity in a curriculum get an average of 4,07, and the calculation is in the 3,67-5,00 interval. The result can be seen in Table 5.

Table 5. Learning Activity Component

Component	Total score	Average	Percentage	Category
Learning Activity	5174	4,07	81%	Very High

Based on the analysis Table 5, the average learning activity component is 4,07, so that the element of the learning activity category is very high. The result can be seen in Figure 4.

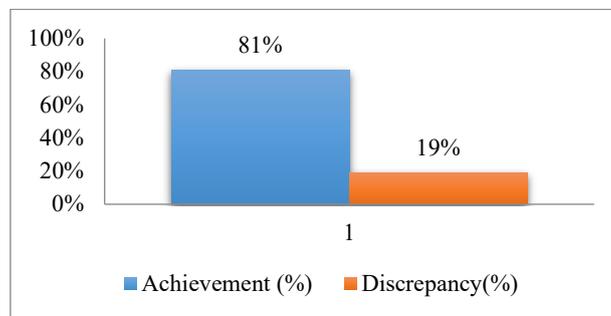


Figure 4. Component of Learning Activity

The analysis of Figure 4 on the learning activity component shows that learning activity has an average of 4,07, achievement 81 %, and discrepancy 19%, so that learning activity component has a very high category.

2.5. Analysis Component of Learning Result Evaluation

Curriculum evaluation analysis is a formal analysis of curriculum assessment. Based on the analysis done, the evaluation curriculum's average component is 4,38, and the calculation is in 3,67-5,00 intervals. The result can be seen in Table 6.

Table 6. Evaluation Component

Component	Total score	Average	Percentage	Category
Evaluation	3898	4,38	88%	Very High

Based on the analysis result in Table 6, the category is very high. The average evaluation component is 4,38. Based on the development, the category of evaluation component of learning result is very high. It can be seen in Figure 5.

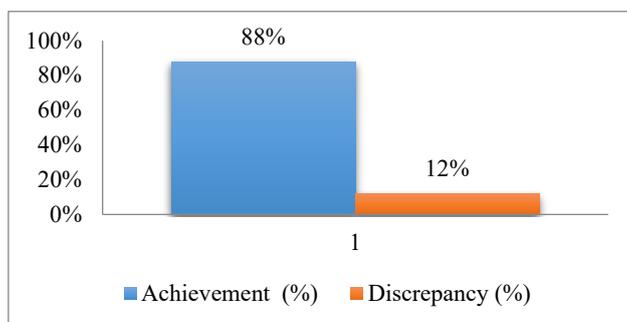


Figure 5. Evaluation Component

Based on Picture 5, the average component evaluation is 4,38 with the achievement of 88% and a discrepancy of 12 %, so that evaluation component has a very high category.

3 Results and Discussion

3.1. Analysis Component of Discrepancy Curriculum

Analysis component discrepancy is an analysis of the decreased level of curriculum implementation. This analysis is done to know how high fell level in every curriculum component. Curriculum discrepancy can be seen clearly in Table 7.

Table 7. Component of Curriculum Discrepancy

No	Component	Total Score	Average	Percentage	Discrepancy
1	Objective	4165	4,09	82%	18%
2	Content	4231	4,16	83%	17%
3	Learning Activity	5174	4,07	81%	19%
4	Evaluation	3898	3,38	88%	12%
	Average	4367	3,925	84%	17%

Based on Table 7, the most significant discrepancy is in the component of learning activity, which is 19%, while the minor difference is in the evaluation component, which is 12%. Table 7 displays curriculum components that consist of objectives, content, learning activity, and evaluation (Bonee, 2014; Nordin, 2013). Based on the discrepancy in all curriculum components, the curriculum is a result curriculum that has not been done yet. Analysis of curriculum discrepancy can be seen in Figure 6.

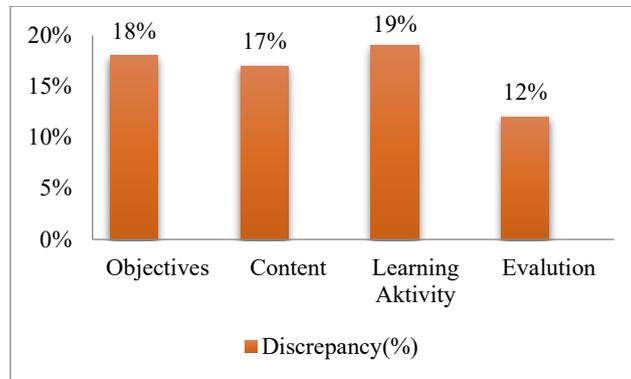


Figure 6. The discrepancy of Curriculum Component

Based on the analysis in Figure 6, every curriculum component has various discrepancies. Objectives components have an average of 4,09 with a distinction of 18%. The content component has an average of 4,16 with a contrast of 17 %. Element of learning activity has an average of 4,07 with a discrepancy of 19%. The evaluation component has an average of 3,38, with a distinction of 12 %. This result gives information that the highest difference of component curriculum is in learning activity which is 19%. Second, it is an objective component of 18%, and third is the content component which is 17%. Fourth, it is the evaluation component which is 12%. How big the discrepancy is can be seen in Figure 7.

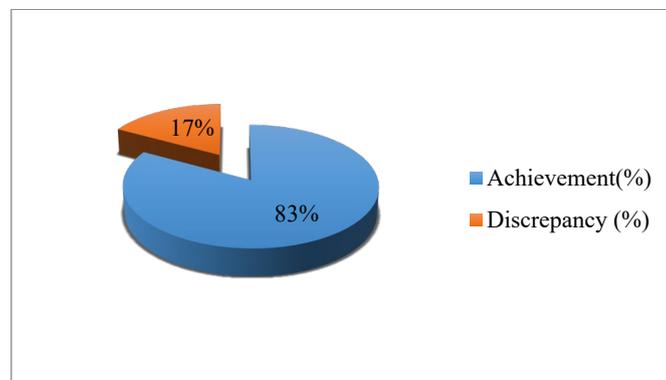


Figure 7. Curriculum Discrepancy

Based on Figure 7, the discrepancy that has not been done yet in Stella Duce Dua Yogyakarta senior high school is 17%. In other words, a curriculum that has not been applied is 17%.

3.2. Objective Component

Implementing the curriculum component to the aspects of goals in Stella Duce Dua Yogyakarta's high school is 82% appropriate. It means that graduate competency standards in national education standard number 20 of 2016 have been applied in the school. A value of 82% is obtained from students who experience how a teacher uses graduate competency

standards directly. Most of the students said that teachers and schools in implementing the curriculum were right as the analysis results. Most students consider that schools and teachers are guided by graduate competency standards in implementing the curriculum.

3.3. Content Components

Implementing the curriculum component to the aspects of goals in Stella Duce Dua Yogyakarta's high school is 83% appropriate. It means that the content standards in the national education standard number 21 of 2016 have been applied in schools. This 83% suitability is obtained from the opinion of most of the students of class XI. It can be concluded that schools in implementing curriculum content are appropriate with the curriculum content standards, as evidenced by the analysis results.

3.4. Learning Activity Components

Implementing the curriculum component to the target aspects of Stella Duce Dua Yogyakarta's high school is 81% appropriate. The standard process contained in the national education standard number 22 of 2016 has been applied in schools. Opinions of most students from schools in the implementation of learning activities are appropriate with the standard process. It can be concluded that the analysis result, which achieves 81%, has been approved.

3.5. Learning Evaluation Component

Implementing the curriculum component to the target aspects in Stella Duce Dua Yogyakarta's high school is 88% appropriate. It means that evaluation of the curriculum in the national education standard number 23 of 2016 has been applied in schools. Most students' opinions in that school in implementing learning activities are appropriate with the standards of the process. The result of the analysis, which achieves 88%, means that it is already fit.

4 Conclusion

Based on the result of the research and discussion that has been explained, it can be concluded that: 82% learning objective which implemented by the teacher in Stella Duce Dua Yogyakarta's high school is very effective. The standard of graduate competency guides the implementation of the curriculum. 83% of learning content implemented by teachers in Stella Duce Dua Yogyakarta's high school is also very effective. 81% of the learning activity implemented by the teacher in Stella Duce Dua Yogyakarta's high school is very effective. The standard of graduate competency guides the implementation of the curriculum. 88% of evaluation of learning results implemented by teachers in Stella Duce Dua Yogyakarta's high school is very effective. The standard guides the implementation of the curriculum involves various aspects. Discrepancy of implementation curriculum is 17%, it is: (1) objectives discrepancy 18%, (2) Content Discrepancy is 17%, (3) Discrepancy of learning activity is 19%, (4) Evaluation discrepancy is 12%.

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