

PERFORM'S TEACHER OF SPECIAL EDUCATION IN SPECIAL SCHOOL TO IMPLEMENTATION OF 2013'S CURRICULUM

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ABSTRACT

The purpose research to describe of step in action's as evaluation performance through arrangement learning program's plan as development of 2013's curriculum; to describe of perform's teacher in development learning program's plan agree with student's condition and mind set of 2013's curriculum; and judgment about appropriate of perform's teacher to implementer with criterion paradigm's of student's centre, learning process of scientific approach, fungsional and practical. The method used in the evaluation of research models using this type of evaluation research. This type of research evaluation were selected with stake's client centered models. This type of research is considered based on the model of teacher performance conditions which are in special schools have implemented the curriculum in 2013 as should be. Criteria should as a determinant to compare with the reality of the manifestation of the performance of teachers to implement the curriculum of 2013. The data was collected using open questionnaire, interview and observation. Analysis of the data by comparing the facts on the ground with the criteria of an ideal concept of learning in the curriculum 2013. The results showed that the performance of teachers in curriculum development in 2013 through the implementation of learning in Design Learning Program aspect (RPP), which follows the steps to building a RPP that they typically have done. But many still use the "School Base Curriculum" paradigm and not to stitch results of the assessment as a form of design that accommodates the needs of student participants. A part little of teacher has not been able to realize the learning performance through the development of the Design Education Program (RPP) in accordance with the condition of learners with special needs. It was shown less able to make the assessment instrument and evaluation. Judgment about the performance of teachers in curriculum implementation in 2013 through the implementation of learning have not been able to meet the ideal criteria. It was shown having problems to develop instruments of assessment and draw up lesson plans in accordance with curriculum mindset 2013. Likewise, they have not earnestly tries to improve its performance, so there are still many constraints experienced, that the learning process is less varied, less capable of crafting tools evaluation, and make recordings constructs progress of learners neat and functional for the next stage of learning.

Kata Kunci: *Keywords: performance evaluation, curriculum implementation.*