

EVALUATIVE STUDY ON LEARNING ACHIEVEMENT OF THE IMPLEMENTATION OF A NEW CURRICULUM IN INDONESIA

Oleh: Slamet Suyanto, Djukri

ABSTRAK

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ABSTRACT

This research aims at evaluating the results on the implementation of the new curriculum in Indonesia, namely Curriculum of 2013 in senior high schools. The focus is on the aspects of knowledge, attitudes, and skills. The research was a survey in eight schools in Yogyakarta Special Province, one of the barometers of Education in Indonesia. The schools are chosen purposively, those are schools that implement the new curriculum of 2013. The respondents were 100 teachers. The aspects of the achievements included knowledge, attitudes, and skills. The instrument was questionnaires, observation checklist, and document study rubrics. The data were analyzed quantitatively and qualitatively. The results indicate that all schools (100%) implement the evaluation on competencies required in the new curriculum, including attitudes, knowledge, and skills. The evaluation technique includes test and non-test. The non-test techniques are observation, project, product, assignment, and portfolio assessment. The results of the evaluation show differences among the schools. Two schools score more than 3.75 on 4.0 scale of the knowledge and six schools score 3.0-3.25. The evaluation on the knowledge aspect mostly is missing metacognitive knowledge as it is suggested by the curriculum. The results of evaluation on the aspects of attitudes and skills show normative results between good and very good category. There is no evidence that the new curriculum brings about phenomenal changes in students' achievement.

Keywords: new curriculum, Indonesia, student achievement, assessment

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