

ABSTRAK

Rumusan masalah utama dalam penelitian ini adalah tentang bagaimana implementasi kurikulum muatan lokal *English Conversation* pada SMA Laboratorium Percontohan UPI Kota Bandung. Batasan masalah meliputi perencanaan, pelaksanaan, evaluasi kurikulum, serta faktor pendukung dan faktor penghambat implementasi kurikulum muatan lokal *English Conversation*. Tujuan penelitian ini adalah untuk mendeskripsikan dan menganalisis mengenai implementasi kurikulum muatan lokal *English Conversation* pada SMA Laboratorium Percontohan UPI Kota Bandung. Metode penelitian menggunakan metode deskriptif kualitatif. Subjek penelitian yaitu Kepala Sekolah, Wakil Kepala Sekolah Bidang Kurikulum, Guru Muatan Lokal *English Conversation*, dan Peserta Didik. Teknik pengumpulan data dilakukan dengan observasi, wawancara mendalam, studi dokumentasi, studi literatur, dan triangulasi data. Hasil penelitian menunjukkan bahwa: 1) Perencanaan kurikulum meliputi kebijakan pelaksanaan muatan lokal dari pihak sekolah, silabus dikembangkan sekolah, RPP yang dikembangkan guru cukup baik, bahan ajar dipersiapkan guru dengan baik, pengelolaan kelas tanpa perencanaan yang baik, pembelajaran individual tanpa perencanaan yang baik, program remedial dan pengayaan tanpa perencanaan yang baik. 2) Pelaksanaan kurikulum yang dilakukan terfokus pada proses pembelajaran di dalam kelas, pembelajaran individual baru sebatas pemberian tugas, serta program remedial dan pengayaan tidak dilaksanakan. 3) Evaluasi dilakukan sepanjang proses belajar mengajar, dilihat dari sikap dan tingkah laku peserta didik, keaktifan atau partisipasi mereka dalam belajar, presentasi, dan diskusi, digabungkan dengan nilai tugas, tidak dilaksanakan UTS dan UAS. Pendokumentasian nilai yang dilakukan guru hanya dari hasil ujian lisan dan tugas saja, tidak ada ujian tertulis, penilaian langsung dari keaktifan peserta didik. 4) Berbagai faktor pendukung dan faktor penghambat dalam proses belajar mengajar perlu diberdayakan secara optimal, seperti kemampuan pedagogik guru, motivasi belajar peserta didik, sarana dan prasarana serta kerjasama dengan masyarakat sekitar dan pemerintah daerah sangat mempengaruhi implementasi kurikulum. Rekomendasi yang dapat disampaikan dari hasil penelitian ini adalah perencanaan kurikulum harus dibuat secara menyeluruh tidak hanya terkait dengan pembelajaran di dalam kelas saja, guru senantiasa meningkatkan kompetensinya, Kepala Sekolah SMA Laboratorium Percontohan UPI Kota Bandung diharapkan meningkatkan perannya dalam melakukan pengawasan, mendorong guru dalam upaya mengembangkan kompetensi sekaligus membangun kerjasama dengan pemerintah daerah dan masyarakat dalam memajukan pendidikan.

Kata Kunci: Implementasi Kurikulum, Muatan Lokal, *English Conversation*.

ABSTRACT

This study is restricted to find out how the implementation of English Conversation as local-based curriculum in high school at Lab school UPI Bandung. This focused on planning, implementation, curriculum evaluation, as well as supporting and berries factor the implementation. The purpose of this study is describing and analyzing the implementation of the local curriculum at high school UPI Bandung. The research method were used descriptive qualitative method. The subject of research is including the Principal, Vice Principal of Curriculum, English Teacher, and Students. The data were collected by observation, interview, documentation studies, literature, and triangulation of data. The results showed that: 1) Planning curriculum; includes policies for the implementation of local content from the school, the syllabus, lesson plans developed by teachers sufficiently well, teaching materials prepared teachers with good classroom management, individualized learning without proper planning, remedial and enrichment program without proper planning. 2) Implementation of the curriculum that was focused on the learning process in the classroom, individual learning is merely giving the task, as well as remedial and enrichment programs are not implemented. 3) The evaluation is conducted throughout the learning process, the students' attitude and behavior of students, active or their participation in learning, presentations and discussions, combined with the score of the task, UTS and UAS were not be implemented. Regarding the scoring of learning, its gathering only from the results from the oral examinations and assignments, there is no written test, a direct assessment of active learners. 4) Various supporting and inhibiting factors in the learning process needs to be powered optimally, such as teachers' pedagogical abilities, motivation of learners, infrastructure and cooperation with local communities and local governments greatly affect the implementation of the curriculum. Recommendations that might be delivered from this study is the curriculum planning should be made as a whole is not only related to the learning in the classroom, the teacher constantly improve their competence. Principal of SMA Lab school UPI Bandung is expected to increase its role in supervising, encouraging teachers in an effort to develop competence as well as building cooperation with local governments and communities in promoting education.

Keywords: Curriculum Implementation, Local Content, English Conversation