ABSTRAK

Tengku Hafinda, Tesis, 2017, Evaluasi Implementasi Kurikulum Muatan Lokal Sekolah Dasar Negeri Kota Meulaboh.

Penelitian ini dilatarbelakangi oleh masih belum optimalnya implementasi kurikulum muatan lokal di Sekolah Dasar Negeri Kota Meulaboh. Penelitian ini bertujuan untuk melakukan evaluasi terhadap implementasi kurikulum muatan lokal Sekolah Dasar Negeri Kota Meulaboh. Permasalahan pokok pada penelitian ini berkenaan dengan bagaimana hasil evaluasi implementasi kurikulum muatan lokal pada Sekolah Dasar Negeri Kota Meulaboh. Komponen implementasi kurikulum muatan lokal yang dievaluasi meliputi: kondisi pengembangan kurikulum, kondisi ketersediaan dokumen kurikulum, status guru, latar belakang akademik guru, kesesuaian latar belakang akademik guru, lama mengajar guru, kompetensi pedagogik guru, kompetensi kepribadian guru, kompetensi sosial guru, kompetensi profesional guru, respon siswa dan hasil penilaian guru terhadap kemampuan peserta didik. Model evaluasi yang digunakan yaitu model evaluasi *context, input, process, dan product* (CIPP). Evaluasi dilakukan dengan mengumpulkan informasi yang berupa data komponen implementasi kurikulum untuk kemudian dianalisis rata-rata persentase aspek dengan menggunakan analisis deskriptif. Instrumen yang digunakan yaitu angket, lembar observasi dokumen dan lembar observasi nilai siswa. Populasi terdiri dari enam sekolah yang menerapkan Kurikulum 2013 dan responden terdiri dari enam kepala sekolah, sembilan belas guru dan enam puluh siswa. Hasil penelitian evaluasi implementasi kurikulum muatan lokal pada Sekolah Dasar Negeri Kota Meulaboh menunjukkan bahwa kondisi pengembangan kurikulum berkategori baik (59%), kondisi ketersediaan dokumen kurikulum berkategori tidak baik (13%), status kepegawaian guru berkategori tidak memadai (26%), latar belakang akademik guru berkategori sangat memadai (94%), kesesuaian latar belakang akademik guru berkategori tidak memadai (6%,) lama mengajar guru berkategori sangat memadai (89%), kompetensi pedagogik berkategori sangat tinggi (90%), kompetensi kepribadian guru berkategori sangat tinggi (98%), kompetensi sosial guru berkategori sangat tinggi (96%), kompetensi profesional guru berkategori sangat rendah (28%), respon siswa berkategori sangat tinggi (86%) dan hasil penilaian guru terhadap kemampuan peserta didik berkategori sangat tinggi (83%). Simpulan hasil penelitian menunjukkan bahwa belum semua komponen evaluasi dalam masing-masing aspek evaluasi berkategori baik. Rekomendasi dari penelitian ini untuk peneliti selanjutnya agar dapat melanjutkan mendeskripsikan secara komprehensif implementasi kurikulum muatan lokal dengan ruang lingkup, jumlah sekolah, sampel dan jumlah responden lebih luas dan lebih banyak dengan mempertimbangkan persebaran sekolah dengan muatan lokal berbeda.

Kata Kunci: *evaluasi, implementasi kurikulum, dan kurikulum muatan lokal.*

ABSTRACT

Tengku Hafinda, Thesis, 2017, An Evaluation of Local Content Curriculum Implementation of Elementary Schools in Meulaboh.

This research was motivated by the fact that local content curriculum implementation in schools, was not yet optimal. This research aimed to evaluate local content curriculum implementation of elementary schools in Meulaboh. The main problem of this research was how the evaluation results of the implementation of local curriculum in Meulaboh Elementary School. The components evaluated of curriculum implementation in this research are: curriculum development conditions, curriculum document conditions, teacher status, teacher academic background, suitability of teacher academic background, teacher teaching period, teacher pedagogical competence, teacher personality competence, teacher social competence, teacher professional competence, student responses, and the results of teacher assessment of the ability of learners. This research was evaluated study using *context input, process, and product* models' (CIPP). Evaluation is done by collecting information in the form of data component of curriculum implementation to then analyzed average percentage aspect by using descriptive analysis. The instruments used were questionnaires, document observation sheets and student value observation sheets. The population consisted of 6 schools pilotting Curriculum 2013 and respondents consisted of 6 headmasters, 19 teschers and 60 students were chosen using purposive sampling technique. The results of the research indicate that: the condition of curriculum development is sufficient category (59%), availability of curriculum documents categorized not good (13%), teacher status is inadequate category (26%), teacher academic background is very adequate category (94%), suitability of teacher academic background is inadequate category (6%), teachers teaching period is very adequate category (89%), teacher pedagogical competence is very high category (90%), teacher personality competency is very high category (98%), teacher social competence is very high category (96%), teacher professional competence is very low category (28%), student responses is very high category (86%) and the results of teacher assessment of the ability of learners category is very high (83%). The results showed that not all components of the evaluation in the evaluation of each aspect of good category. Recommendations from this study for further research in order to continue to comprehensively describe the implementation of local curriculum with the scope, the number of schools, the sample and the number of respondents wider and more taking into account the distribution of different schools with local content.

Keywords: *evaluation, curriculum implementation, and local content curriculum.*