

ABSTRAK

Fransiskus Soda Betu (2018). **Evaluasi Implementasi Kurikulum 2013 Pada Mata Pelajaran Seni Budaya Tingkat Sekolah Menengah Pertama (Smp) Di Kota Ende – Flores - Nusa Tenggara Timur.**

Penelitian evaluatif ini dilatarbelakangi oleh kondisi di mana implementasi Kurikulum 2013 tidak begitu mudah dilaksanakan dengan berbagai alasan, baik dari pihak guru maupun siswa dan faktor lain. Penelitian ini berkaitan dengan mengevaluasi implementasi kurikulum pada mata pelajaran Seni Budaya Sekolah Menengah Pertama di Kota Ende - Flores - NTT. Masalah umum yang dievaluasi, yaitu bagaimana implementasi Kurikulum 2013? Secara spesifik dirumuskan: bagaimana kesesuaian perencanaan pelaksanaan pembelajaran dengan Standar Isi dan Standar Proses, pelaksanaan pembelajaran dengan Standar Proses, dan hasil penilaian serta tanggapan siswa dengan standar Penilaian? Tujuan penelitian ini adalah mengevaluasi sejauh mana implementasi Kurikulum 2013 tersebut berjalan. Metode penelitian evaluatif dalam penelitian ini memakai model evaluasi Stake Countenance, yang meliputi matriks deskripsi dan matriks pertimbangan dalam tiga tahapan, yaitu *antecedents, transaction, and outcomes*. Teknik pengumpulan data meliputi observasi pelaksanaan pembelajaran dan wawancara kepada lima guru di lima SMP kota Ende (SMP Negeri 2 Ende Selatan, SMPK Jos Soedarso Ende, SMP Negeri 1 Ende, SMPK Frateran Ndaa Ende, dan SMPK St. Ursula Ende) serta kuesioner untuk tanggapan siswa. Selanjutnya, hasil penelitian, yaitu (1) kelima SMP memiliki kesesuaian rencana pelaksanaan pembelajaran dengan Standar Isi dan Standar Proses dalam kategori baik. (2) Kelima SMP memiliki kesesuaian pelaksanaan pembelajaran dengan Standar Proses dan Standar Penilaian dalam kategori baik. Kelima SMP memiliki kesesuaian pelaksanaan penilaian pembelajaran dengan Standar Penilaian dalam kategori baik. Namun demikian, terdapat beberapa kekurangan, seperti belum secara optimal memanfaatkan buku pegangan murid, beberapa hal yang kurang dalam pengelolaan kelas, perlunya menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikut. (3) Kelima SMP memiliki kesesuaian hasil pencapaian pembelajaran dengan Standar Penilaian, walaupun salah satu sekolah perlu melanjutkan dengan remedial dan pembelajaran lanjut bagi siswa yang belum tuntas. Selain itu, respon siswa terhadap proses pembelajaran berada pada kategori baik yang menunjukkan bahwa mayoritas siswa memiliki tanggapan positif terhadap pembelajaran Kurikulum 2013. Namun demikian, masih terdapat pula tanggapan yang belum positif terhadap pembelajaran Seni Budaya. Kesimpulannya, Kurikulum 2013 telah diimplementasikan sesuai Standar Isi, Standar Proses, dan Standar Penilaian. Rekomendasi kepada para guru supaya semakin optimal merencanakan, melaksanakan, dan mengevaluasi pembelajaran; kepada satuan pendidikan, dinas P dan K untuk secara aktif mendukung dengan berbagai bentuk dukungan.

Kata Kunci: Evaluasi, Implementasi, Kurikulum 2013, dan Seni Budaya

ABSTRACT

Fransiskus Soda Betu (2018). Evaluation Of 2013 Curriculum Implementation Cultural Arts Lesson In Junior High School In The City Of Ende - Flores - East Nusa Tenggara.

The background of this evaluative research is the condition where the implementation of the 2013 Curriculum is not so easy to implement with a variety of reasons, both from the teacher and students and other factors. This research relates to evaluating the curriculum implementation in the Middle School Cultural Arts subjects in Ende City - Flores – NTT. General problems that is evaluated, namely how about 2013 curriculum implementation? Specifically formulated: how is the suitability of the learning implementation plan with the Content Standards and Process Standards, the implementation of learning with the Process Standards, and assessment with the Rating standard? The purpose of this study is to evaluate the extent to which the implementation of 2013 Curriculum on Cultural Arts subject of Junior High School in the city of Ende - Flores - East Nusa Tenggara. The evaluative research method in this study uses a Stake's Countenance evaluation model, which includes the description matrix and consideration matrix in three stages, namely antecedents, transactions, and outcomes. The research instrument included observation of the implementation of learning and interviews with five teachers in five Ende city junior high schools as well as questionnaires for student responses. There are 5 junior high schools: State Junior High School 2 South Ende, Catholic Junior High School Jos Soedarso Ende, State Junior High School 1 Ende, Catholic Junior High School Frateran Ndao Ende, Catholic Junior High School Santa Ursula Ende. Furthermore, the results of the research are (1) The five Junior High Schools have the suitability of the implementation of learning with the Content Standards and Process Standards, as indicated by the good category values. (2) The five junior high schools have the conformity of the learning implementation with the Process Standards and Assessment Standards, as indicated by the good category values. The five Junior High Schools have the suitability of the implementation of the assessment of learning with the Assessment Standards, as indicated by the good category values. However, there are some disadvantages, such as not optimally utilizing the student handbook, some things in classroom management, the need to inform the plan of learning activities for the following meeting. (3) The five junior secondary schools have a corresponding learning outcome achievement with the Assessment Standards, although one school needs to continue with remedial and advanced learning for the unfinished student. In addition, the students' response to the learning process lies in both categories indicating that the majority of students have positive responses to the learning of the 2013 Curriculum. In conclusion, the 2013 curriculum has been implemented in accordance with the Content Standards, Process Standards, and Assessment Standards. Recommendation: teachers need to be more optimal in planning, implementing, and evaluating learning; education units and Education and Culture agencies need to actively support with various forms of support.

Fransiskus Soda Betu, 2018

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Keywords: Evaluation, Implementation, Curriculum 2013, and Cultural Arts

Fransiskus Soda Betu, 2018

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