



The Evaluation Implementation Of Education Unit Level Curriculum In MI Bahrul Ulum Palemwatu Menganti Gresik

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Abstract. Education Unit Level Curriculum (KTSP) is an operational education curriculum which arranged by and held in each education unit. MI Bahrul Ulum Palemwatu Menganti Gresik as an educational institution has been applying KTSP curriculum since 2007. The implementation of a curriculum needs to be monitored and evaluated. This evaluation is important to be implemented aims to get information whether a curriculum has been implemented properly.

This research generally aims to know the implementation of KTSP curriculum and describe it factually about plans of Education Unit Level Curriculum in MI Bahrul Ulum Palemwatu Menganti Gresik. This research is an evaluation research which uses Countenance Stake model that is a research which emphasis on two description main points and a judgement. The data collected by interview technique, documentation, and observation with triangulation technique to the validity of the data.

Based on the results of the weighting of the principles of curriculum development to get the value of 4.062, document components with a value of 4.117, with a value of 4.642 syllabus development, the development of the syllabus with the value of 4.642, the principle of development with a value of 4.642 RPP, RPP preparation with a value of 4.645, RPP component with a value of 5.0.

Result of the research shows a plan and a implementation of KTSP curriculum in MI Bahrul Ulum Palemwatu Menganti Gresik is good because it has been appropriated with the principle of development and implementation of KTSP curriculum. However, to improve the quality and purpose of education unit needs evaluation and monitoring the curriculum implementation annually.

1. Introduction

The most effective way to build human resources is through education. The fate of the nation of Indonesia depends on the quality of education that children dikecap Indonesia now, primarily through education a formal welcome at the school. Therefore the school need to organise a quality education so it can produce quality graduates. The quality of education are determined by the input and process. As a tool to achieve the goal of education is the curriculum. The curriculum is a component that is very important in education. The curriculum is used as a reference for the Organization of the education and one of the indicators of the quality of education.

Currently, Indonesia has already done the revision primary and secondary education curricula in the year of 2006 the diterapkannya appears and KTSP before implementing Curriculum-based Competence (KBK). The revision of the curriculum aims to realize the curriculum in



accordance with the the demands and needs of the community as well as to anticipate the the development of the times. The existence of the appropriate curriculum and right is expected to achieve the goal of education maximum. Changes that the Government has done with the implementation of Curriculum unit level Education. Curriculum unit level education born to answer the problems appear in the world of education. Teachers and schools given the autonomy to develop curriculum in accordance with the school's potential, problems and the needs of the school, but still refers to the standard national education.

As the operational curriculum are arranged and implemented in each educational unit, then each unit of education should be able to develop KTSP in components in accordance with the guidelines for the preparation of the Guide from KTSP Standards National Education (BSNP). The component is includes the vision, mission and objectives of the unit level of education, structure and charge, educational calendar, syllabus until on the plan of implementation of the learning. As operational curriculum, things that reflect the character of the school should look clear and legible in the curriculum.

Competency-based curriculum (KBK) that enacted simultaneously in all levels of schools established in 2004 and again in 2006 through regulation of the Minister of national education republic of Indonesia number 22 year 2006 number of standard contents for unit regulation of primary and secondary education Minister national education 23 year 2006 number of standard the competence of graduates for basic education unit and intermediate and 24 year 2006 regarding the implementation of the Regulation of the Minister of national education) known with the name of unit level Education Curriculum (KTSP) is a concrete step in order meet the demands of the national education reform. Curriculum Unit Level Education (KTSP) the curriculum is made based on the standard Contents and standards of Competency Graduates product standards National Education (BSNP). in the curriculum the teacher is given autonomy in describing the curriculum and students as subjects in the teaching and learning process. [9]

The teacher is expected to be more creative in the presence application of KTSP. Teachers are required to plan own study and implement and assess learning in accordance with specified standards to achieve established competencies. Based on the results of research, monitoring and evaluation, many problems arise in the application of the curriculum as stated by Majid and Andayani (2004) in Muslich (2011; 5) states "in the process learning, the teacher does not focus on results (output) that must be achieved, but just meeting the target administration according to the implementation instructions and instructions technical". In addition, inadequate quality of sources human power that is able to describe KTSP in units education, not yet fully teachers understand KTSP in full, both in terms of concept and application in field. [17]

The ideal curriculum must be followed by quality human resources that run the curriculum that is. If human resources are running the curriculum is not good then the curriculum won't has a significant effect on improvement education quality. Supervision and development activities continuous teacher self is very important to foster teachers to be more professional. In curriculum evaluation programs not only evaluate student learning outcomes and processes learning but with regard to design and implementation of curriculum, capabilities and performance teacher, ability and progress of students, facilities, facilities and other learning resources.

In accordance with the title that the author adopted is evaluation KTSP curriculum, because of the curriculum evaluation program concerning various aspects so as to limit space the



scope of the discussion that the author will do in this study, the author will examine the evaluation curriculum regarding implementation curriculum. Based on the author's interview with curriculum vice headmaster school in the MI Bahrul Ulum in Palemwatu Menganti Gresik Roikhanah, S.P in the curriculum used at school Bahrul Ulum to the KTSP curriculum, namely the Curriculum Education Unit Level. Through this KTSP it implements special education programs learning activities according to characteristics, diversity of potential and needs of students.

In accordance with the results of the interviews conducted researcher on December 5, 2015 with a representative the principal of the curriculum field Roikhanah Miriyati, S.Pdi, there is a difference in understanding about teacher KTSP is still very diverse, of course impact on its implementation in the field, especially in instructional activities or learning activities teach. This problem is also faced by the teacher at MI Bahrul Ulum Palemwatu Menganti Gresik. Roikhanah Miriyati, S.Pdi as deputy head of the school (waka) field the curriculum in the school says, the teacher is at the school still doesn't understand the curriculum KTSP, this is because the teachers are not ready at the school with curriculum changes, changes the curriculum from KBK to KTSP is considered too fast and hurry without seeing the readiness and ability of the teacher in each region. Observation results or observations also show that most of them the teacher still does not understand learning through contextual approach and based learning educational unit level, both concept and its application. Opinions and results of the interview are on support the results of Haslita Rahmawati (2010) research in His thesis entitled "Difficulties of teachers encountered teacher in learning based on KTSP curriculum "show in implementing the KTSP curriculum includes learning experience planning difficulties of 62.2%, implementation of learning having difficulties 77.4%, learning evaluation having difficulties 67.8% and lack of prepare in preparing material and learning devices also in compiling instruments, applying methods learning in the implementation of learning. Thing this causes the teacher to experience difficulties in implement KTSP curriculum. As well as statements this is supported by the conclusion of Prof. Sutjipto, Chancellor Jakarta State University (UNJ) said "that 50% of teachers in Indonesia have standardization and competence, these conditions are still felt lacking in curriculum change "(Jurnalnet, 16/10/2005). Even though these two things are very related to implementation the curriculum that is currently in effect, which is the second this is certainly very influential on the process learning that has an impact on the quality of learning outcomes students. [17]

Development of activities to realize Standards Subject competencies in MI Bahrul Ulum Palemwatu Menganti Gresik have been arranged comprehensive, as stated in the document school curriculum. But the development of documents the school curriculum itself has never been evaluated implementation. Then an evaluation is needed implementation to find out curriculum implementation KTSP at MI Bahrul Ulum Palemwatu Menganti Gresik.

Evaluate the implementation of document development schools don't just stop on subjects general but also in the development of RPP. Development The lesson plan in MI Bahrul Ulum Palemwatu was carried out by the teacher every beginning of the semester. This development will implemented for deep learning activities period of 6 months. RPP development is mandate contained in Government Regulation Number 32 In 2013 Chapter IV Article 20 which states that "Planning the learning process includes syllabus and plan for implementing learning that contains at least learning objectives, teaching materials, teaching methods, learning resources and results assessment learn. [8]

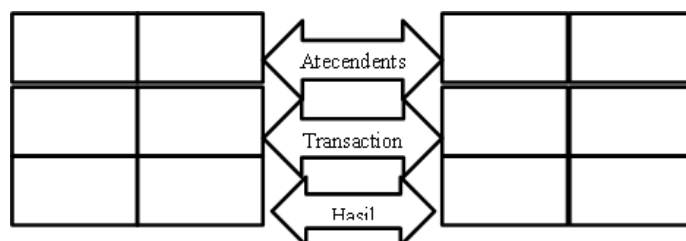
The implementation of a curriculum needs to be monitored and evaluated. This evaluation is important to aim at to get information about what is a curriculum has been implemented

properly or not. At present there is rarely an evaluation of KTSP in schools. Therefore, researchers do research with the title "Implementation Evaluation Education Unit Level Curriculum at MI Bahrul Ulum Palemwatu Menganti Gresik ". Through existence This evaluation is expected to be a reference for the teacher, headmaster, curriculum waka and school supervisor engaged in curriculum. This too done to improve the system implementation existing curriculum implementation. And adjustments between the curriculum as a document with process.

2. Method

Fernandes (1984) in Arikunto (2014; 43) Stake evaluation model at the time of the implementation of two main things, namely (1) description and (2) judgment. By stake, the evaluation model is illustrated in the form of a diagram, evaluation of description and assessment as follows: In evaluations, evaluators must be able to identify three, namely (1) atendants which are interpreted as contexts (2) transactions that are interpreted as processes and (3) results. According to the stake evaluator, two comparisons must be made, namely: 1) Compare the results of evaluations with what happens with other programs, with the same target object. 2) Comparing the conditions of the results of the program implementation with the standards treated for the program evaluated, based on the objectives achieved. [2]

Image: Evaluation Model Countenance Stake (Source: Arikunto, 2014:43)



The data collection technique is the most important step in the research, because the purpose of the research is to obtain data, so in this qualitative research the data collected is in the form of written or oral words and the behavior of the people observed. The methods used for the process of collecting data in research are: 1) Interviews or free guided interviews based on interview guidelines which only contain outlines of things to be asked. This type of research is also commonly referred to as semi-structured interviews. The purpose of this type of interview is to determine the problem more openly (Sugiyono, 2010; 233). 2) Documentation, can be in the form of writing, drawing, rules or policies, works or achievements of students or the school (Sugiyono, 2010; 240). With documentation can support the results of observations and interviews to be more trusted. According to Arifin (2008) "documents are divided into primary, secondary and tertiary documents which have different values of authenticity or authenticity. Primary documents usually have more value and weight than secondary documents. Conversely, secondary documents also have more values and weights than tertiary documents, and so on ". 3) Participation observation, observations where researchers are involved with the daily activities of people who are being observed or used as research data sources (Sugiyono, 2010; 227). With this participatory observation, the data obtained will be more complete, sharp and know at the level of meaning of each visible behavior. In connection with this research, researchers used a method of passive participation, meaning researchers came to the location of the activity under study, but



were not involved in their activities. In making observations researchers do not use standardized instruments, but only in the form of observation signs (observation guidelines). It is better to carry out research using more than one method or instrument, so that one weakness can be closed with the good of the other. To check the validity of the data in the study can be used triangulation techniques, meaning that data obtained from the same source using various techniques (observation, interviews and documentation). According to Sugiyono (2010; 241) triangulation is defined as "combining data collection techniques from various techniques for collecting data and data sources that already exist. [20]

3. Result and Discussion

MI Bahrul Ulum Palembang Menganti Gresik is one of the leading SDI / MI in the Menganti area of Gresik City. MI Bahrul Ulum Palembang is located on Palembang Menganti Street, Kab. Gresik. MI Bahrul Ulum Palembang was established in 1952 with Accreditation A having a school area of 2,617M2. MI Bahrul Ulum Palembang lead by H. Nur Kholis, M.Pdi. has a vision of "Becoming a Professional Madrasah, Achieving and Equally Based on Islam." With this vision it is hoped that the school will make students: a. Having potential students. b. Carry out teaching and learning activities in PAIKEMI (effective and fun and Islamic creative active learning). c. Motivating the learning spirit of students. d. Improve human resources, natural resources, educators and education staff. e. Have Islamic faithful students. f. Have students who are Islamic moral.

The realization of the school's vision and mission is simply illustrated by adjusting the condition of the community into the environment. MI Bahrul Ulum Palembang lies in the condition of the community that is thick with religious values. The thick religious atmosphere was seen in students who were obliged to use the headscarf and female teachers were also required to wear a headscarf. This illustrates the values of schools that are Islamic in school policy. MI Bahrul Ulum Palembang also has a tradition of shaking hands with teachers before lesson activities begin. It also trains students to cultivate respect for the teacher as well as planting character. It is a routine activity that is praying together before beginning the lesson and special session which is held every Friday.

MI Bahrul Ulum Palembang students in the 2014/2015 school year has 380 students consisting of 81 first grade students, 81 class II students, 54 third grade students, 58 fourth grade students, 55 fifth grade students, 51 grade VI students. To educate students to be able to master the expected competencies, MI Bahrul Ulum Palembang is also supported by educators who are in accordance with their fields. There are 29 teaching staff in MI Bahrul Ulum Palembang with 22 qualifications of qualified S1 educators, 7 qualified S2 educators.

Based on the weighting results on the principle of development, KTSP obtained a value of 4,062, a component of KTSP document with a value of 4,117, development of syllabus with a value of 4,642, development of syllabus with a value of 4,642, development of RPP with a value of 4,642, preparation of RPP with a value of 4,645, RPP component with a value of 5.0. The results of the study show that the planning and implementation of the KTSP curriculum at MI Bahrul Ulum Palembang Menganti Gresik was said to be good because it was in accordance with the principles of the development and implementation of the KTSP curriculum. However, to improve the quality and objectives of the education unit, it is necessary to evaluate and monitor the implementation of the curriculum every year.



4. Conclusion

From the overall description that has been stated in the previous chapters regarding the implementation of the Education Unit Level Curriculum at MI Bahrul Ulum Pelemwatu, conclusions can be drawn:

- 1) The principle of developing KTSP curriculum documents in MI Bahrul Ulum Pelemwatu has met the standards of implementation and can be categorized well in accordance with Government Regulation No.19 of 2005 which regulates KTSP.
- 2) The development of syllabus documents carried out by teachers at MI Bahrul Ulum Pelemwatu Menganti has fulfilled the principle of the relevance of changing times and has been in accordance with the standard criteria developed (Regulation of the Minister of National Education No. 41 of 2007 concerning Process Standards for primary and secondary education units). The development of syllabus components carried out by the teacher is in accordance with minimal components.
- 3) Development of the RPP Component which includes the RPP Development Platform, the RPP Development Process and RPP Documents compiled by teachers at MI Bahrul Ulum Pelemwatu Menganti in accordance with development standards and can be categorized very well by evaluators because they are in accordance with (Government Regulation Number 19 of 2005) .
- 4) The implementation of the learning process at MI Bahrul Ulum Pelemwatu Mentanti Gresik is in accordance with the learning steps that refer to the RPP.

Suggestion

- 1) Teachers should not just fulfill administrative targets in making learning plans.
- 2) Conduct curriculum evaluations in each new school year.
- 3) In developing the teacher syllabus you should not be too guided and guided by the ministry of religion because the character of students and the learning environment is different.
- 4) Make planning learning carefully in each meeting.

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