

# Evaluation of the Implementation of 2013 National Curriculum in Madrasas through the Context, Input, Process, Product Model at the Ministry of Religion of South Sulawesi Province for Academic Year 2019/2020

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**ABSTRACT**---- *This study aims to obtain a comprehensive picture of the evaluation of the implementation of the 2013 national curriculum in madrasah through the context, input, process, and product model of South Sulawesi's province for the 2019/2020 academic year. By using the context, information, process, and product models developed. This study specifically aims to: (1) find out how the 2013 curriculum is implemented based on its context, (2) know the implementation of the 2013 curriculum based on its input (input), (3) understanding the performance of the 2013 curriculum based on its implementation (process), and (4) knowing the level of achievement (product) of the 2013 curriculum implementation. However, in this article, only the first objective is presented. This study also wanted to know the advantages and disadvantages of the 2013 curriculum and its relevance to the present and future situation. Through a focus group discussion using the questionnaire method, observation sheets, interview guidelines, and documentation studies, the conclusion is that the implementation of the 2013 curriculum has been running according to the context. All supporting factors are ready before the 2013 curriculum is implemented in madrasas throughout the cell. This study also found that the 2013 curriculum has certain advantages, especially its emphasis on the aspect of character building of students so that the 2013 curriculum is still worth maintaining because it is still relevant today and in the next few years while correcting some of the weaknesses that accompany the implementation of the 2013 curriculum, especially limitations. Educators (teachers) both in number and in quality.*

**Keywords**---- implementation evaluation, 2013 curriculum, context model

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## 1. INTRODUCTION

### 1.1. Background

One of the efforts to improve Indonesia's quality of education is carried out through improvements in the curriculum. The development of the curriculum in Indonesia is based on the historical development of education itself. At the time of colonialism, the characteristic of the curriculum was to create or develop human resources to assist and support the colonial mission at that time. [1] reveals that the development of the curriculum in the country in a socio-historical perspective is divided into four periods, namely: 1) the period before independence, 2) the old order period, 3) the new order period, and 4) the reform period. Thus, it can be said that the curriculum is not new in the world of formal education.

The history of education in Indonesia, since independence until now, has implemented at least ten different curricula. Three curricula were used after 2000 or during the reform period; namely, the 2004 competency-based curriculum, which was later adjusted in 2006 to the unit level curriculum, and the latest is the 2013 curriculum. The Ministry of Education

and Culture has been preparing the 2013 curriculum preparation process since 2010. The change of the 2006-Education Unit Level Curriculum to the 2013 curriculum is an effort to renew the curriculum for the increasingly complex front [2]

Implementing the 2013 curriculum for all primary and secondary education units is one of the central and very strategic steps in the context of strengthening character towards a civilized Indonesian nation. In the guidebook for assisting in the implementation of the 2013 curriculum, it is stated that "the 2013 curriculum is believed to be able to encourage the realization of Indonesian people who are dignified, civilized, cultured, have character, have faith and fear one God, noble character, physically and mentally healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic, responsible, and able to face various challenges that arise in the future" [3]

Even though there is criticism of the 2013 curriculum, the Ministry of Religion circles that foster madrasas still use the 2013 curriculum until this year (2020) with various reinforcement, especially in terms of assessment, strengthening literacy, and the character of students (interview with dr. H. Wahyuddin Hakim, m. Hum ka. The Ministry of Religion District. Bone, January 13, 2019, at 10.30 am). Namely, madrasas have implemented the 2013 curriculum in accordance with the guidelines for the 2013 curriculum itself, but scientific research is needed to evaluate whether the 2013 curriculum has been implemented properly according to the 2013 curriculum guidelines. This thought is the background of the importance of evaluating the implementation of the 2013 curriculum in madrasas, which has been implemented for the last seven years until this year.

Based on the above background, the researchers concluded the need to conduct research related to the 2013 curriculum in terms of evaluating the 2013 curriculum that has been applied or implemented at this time with the research title "evaluation of the implementation of the 2013 national curriculum in madrasas through the context, input, process, product model at the provincial ministry of religion. South Sulawesi in 2018/2019".

## **2. LITERATURE REVIEW**

### **2.1. Theoretical Study of the Curriculum**

#### **2.1.1. Understanding Curriculum**

When talking about education in schools and madrasas or formal education, we need to talk about curriculum, because the curriculum is "the heart of education" which contains what the teacher will teach or what students will learn according to educational goals" [4]. The curriculum, in general, is "all learning experiences that are planned (planned) and unplanned (unplanned) that students go through during informal school education" [5].

Some other experts view the curriculum as a set of educational or teaching plans. [6] states that the curriculum is an activity plan, namely a set of plans that provide guidance for teaching. The curriculum is also differentiated between; curriculum as a plan (curriculum plan) with a functional curriculum. The curriculum is not only a written plan (curriculum document) for teaching but also something functional that operates in the classroom (functional or operative curriculum) that guides and regulates the environment and activities that occur in the classroom Beauchamp [6].

From some of the formulations of the definition or concept of the curriculum above, it can be concluded that the definition of curriculum is a set of teaching plans that contain the objectives to be achieved, the content of teaching materials to be presented, teaching activities, teaching methods or approaches, teaching tools, assessment teaching and a schedule of teaching activities, as a guide in the implementation of teaching and learning activities or the learning process. This understanding is used as a theoretical basis in this study.

#### **2.1.2. Foundations and principles of curriculum development**

In Presidential Instruction number 1 of 2010 concerning the acceleration of the implementation of national development priorities, it is emphasized that "improvement of curriculum and active learning methods based on national cultural values to shape the nation's competitiveness and character" [3]. It is further argued that "the general policies for the development of education and culture for 2015-2019 are as stated in the 2015-2019 national mid-term development plan concerning *nawacita*" curriculum arrangement is intended to (1) improve the quality of life of Indonesian people, (2) carry out a character revolution nation, (3) increasing people's productivity and competitiveness in the international market, (4) strengthening diversity and strengthening Indonesia's social restoration. This is the foundation for curriculum development in 2013.

The current curriculum principles also need to be considered because they can provide direction for the implementers in their application in the field. In general, there are five principles of curriculum development, namely, the principle of relevance, the principle of continuity, the principle of flexibility, the principle of effectiveness and the principle of efficiency. Relevance implies that the components contained in the curriculum must match. The principle of continuity

implies that all components listed in the curriculum need to be developed in an integrated manner between the level of education and the same level/class. [7] states, "continuity has to do with articulation of content one level to another. Each time the content is extended and expanded further".

Furthermore, the principle of flexibility means that the curriculum being developed must be flexible so that the curriculum can be adapted to changing situations and conditions without sacrificing the essential goals of education to be achieved. In certain situations, the curriculum can change at any time.

Herein lies the principle of flexibility in curriculum development; in other words, that the curriculum should not be rigid.

### 2.1.3. Curriculum components

The curriculum is essentially a system with the following components:

- a. Destination
- b. Learning materials/experiences
- c. Organization
- d. evaluation

### 2.1.4. Implementation of the curriculum

The main objective of implementing the curriculum is to produce learning experiences for students. To make this happen, the teacher must prepare a lesson plan early by referring to the current curriculum. Preparation of learning implementation plans as an effort to realize real activities in the learning process.

### 2.1.5. Monitoring and evaluation

A curriculum that has been implemented and its use in schools needs to be monitored to ensure that the curriculum has been implemented properly in the field as expected. Curriculum evaluation is useful for: knowing the learning success of students, improving learning and learning programs, and measuring the level of achievement of educational goals.

Changes in curriculum, curriculum management, and the role of teachers in implementation of the curriculum. Within a certain period, it is necessary to evaluate the implementation of a curriculum in order to determine whether the current curriculum is effective.

Sometimes, there are changes and/or changes to the curriculum without going through an assessment first. The implementation of the 2013 curriculum has entered its sixth year, so an evaluation is needed to determine whether the curriculum is effective or not through scientific research.

### 2.1.6. Curriculum Changes

A curriculum is said to undergo change when there is a difference in one or more curriculum components between two specific periods, which is due to a deliberate attempt for a better curriculum. Changing the curriculum often means helping to change people, namely teachers, educational builders, and those who take care of education. That is why curriculum change is also considered social change. Curriculum change is also referred to as development or curriculum innovation. Before a curriculum is changed, it is better to conduct an assessment or evaluation first.

### 2.1.7. Curriculum Management

The curriculum management cycle includes; planning, organizing, classroom implementation, monitoring and evaluation [8]. A curriculum is designed from the planning stage, then organized, then implemented in the classroom, during implementation monitoring, and finally, evaluation.

Referring to the theory above, the implementation of the 2013 curriculum in madrasah is currently at the implementation and monitoring stages. At this time, it is feasible to carry out the final stage in the curriculum management cycle, namely the 2013 curriculum evaluation. The results of this assessment are very much needed because they will be very meaningful input in order to improve the current curriculum. The results of the assessment are expected to be one of the

recommendations.

### 2.1.8. The role of the teacher in curriculum implementation

In order for this to be carried out well, the teacher must first understand the curriculum so that it can present it in the form of meaningful experiences for students in the classroom.

**Table. 1 the various roles of teachers in the teaching and learning process (curriculum implementation)**

<i>Conveyor Of Knowledge</i>	<i>Ability Trainer</i>	<i>Learning Partner</i>	<i>Guiding Director</i>
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Source: [6]

### 2.1.9. Overview of the 2013 curriculum in madrasah

In 2013, the government, through the ministry of education and culture, adopted a new policy in curriculum development, namely changing the 2006 education unit level curriculum to a new curriculum called the 2013 curriculum. It is called the 2013 curriculum because it was developed in 2013 and officially implemented in the 2014 academic year. 2015. It should be understood that the development of the 2013 curriculum is a further step in the development of the KBK in 2004 and the education unit level curriculum in 2006 [5].

In the 2013 curriculum, the preparation of the curriculum began by determining the SKL based on the readiness of students, the goals of national education, and the needs of students in society. After the competencies are determined, then the curriculum is determined, which consists of a basic curriculum framework and a curriculum structure. Education units and teachers are not given the authority to compile a syllabus but are compiled at the national level (this is the national content of the 2013 curriculum).

When the 2004 KBK and the 2006 education unit level curriculum were implemented in schools, automatically the curriculum was also implemented in madrasahs, while the implementation of the 2013 curriculum experienced a few pros and cons among educational academics and teachers in schools and madrasahs, although the 2013 curriculum was also implemented in the 2013 curriculum. Madrasah gradually and comprehensively starting in the 2014/2015 academic year, based on kma no. 117 of 2014, which was later confirmed by a circular of the director-general of education number: d3.1 / pp.00 / 5172/2014, dated December 4, 2014, concerning the implementation of the 2013 curriculum at madrasahs.

### 2.1.10. Comparison of the 2013 curriculum with the 2006 Education unit level curriculum

**Table 2. comparisons between the 2013 curriculum and the 2006 education unit level curriculum**

<i>Characteristics of the 2013 Curriculum</i>	<i>Characteristics of the 2006 Education Unit Level Curriculum</i>
<i>1. The pass certificate is determined first, then the content standard.</i>	<i>1. The content standard is determined first, then a certificate of passing.</i>
<i>2. Soft skills and hard skills are balanced 3. In integrated thematic primary schools 4. The number of pension guarantees is greater 5. Adopting a scientific approach</i>	<i>2. more emphasis on the knowledge aspect 3. At the thematic primary school level, class i-iii 4. The amount of pension benefits is less 5. Process and elaboration approaches</i>

### 2.1.11. Implementation of the 2013 curriculum during the Covid-19 pandemic and distance learning

The government, in this case, the ministries and institutions that carry out formal schooling and outside school pathways, made adjustments to learning policies during the Covid-19 pandemic. At the Ministry of Education and Culture, the minister of education and culture of the Republic of Indonesia issued decision number 791/2020 concerning guidelines

for implementing curriculum in educational units in special conditions. Schools in all units May 1) still refer to the 2013 national curriculum or 2013 curriculum, 2) use the emergency curriculum, and or 3) simplify the curriculum independently.

The Ministry of Religion also published a study guide during the Covid-19 pandemic with the same name as the emergent curriculum in the spirit of the curriculum in school units under the auspices of the Ministry of Education and Culture. The guide is a guideline for all madrassas in carrying out learning during this covid period. This guide is published based on the Director-General of Education's Decree number 2791 of 2020 regarding emergency curriculum guidelines for madrassas (director of KSKK Madrasah Ahmad Umar, 2020). In the observations of researchers, all madrassas during the Covid-19 pandemic studied online or distance learning. There are a total of 7,653,376 data packages of 35GB for mi, Madrasah Tsanawiyah, and my students, and 20GB for ra students (Ministry of Trade press release data is attached). This dissertation does not intend to conduct research on the emergency curriculum during the Covid-19 pandemic.

### 2.1.12. Overview of curriculum evaluation & curriculum evaluation models

Curriculum evaluation is intended as a process of considering giving value and meaning to a curriculum [9]. In other words, in this context, the curriculum is a document or written curriculum. From this evaluation activity, the evaluator concludes that a curriculum is very easy to understand and implement by teachers in the field (in class).

**Table 3. Definitions of curriculum evaluation based on the objectives and scope of the study**

<i>No.</i>	<i>Evaluator</i>	<i>Definition Of Curriculum Evaluation</i>
1.	<i>Tyler (1949 in [10])</i>	<i>It is the process for determining the degree to which These changes in behaviour are actually taking place.</i>
2.	<i>[11]</i>	<i>Evaluation is concerned with making a judgment about things.</i>
3.	<i>Stufflebeam (1983 in [12])</i>	<i>It is the process of delineating, obtaining, and providing. Useful information for judging decision alternatives</i>

### 2.1.13. Curriculum evaluation models

In fact, many curriculum evaluation models are developed by experts. The evaluation model arises because of the continuous explanation effort derived from the development of measurement and the human desire to try to apply the principles of evaluation to a more abstract scope in the sciences of education, behaviour and art [13]. Curriculum experts [6] make an inventory of at least seven curriculum evaluation models, namely, research model evaluation, objective model evaluation, mixed model evaluation, epic model, context model, input, process, product, Cipoi model, and the 3p (program-process-product) model. In this study, it does not intend to put forward all the models mentioned, but one model that is considered the most appropriate in this study will be selected, namely the context, input, process, product model developed by Stufflebeam in [6] because this model most widely used by curriculum evaluators in the last period. This model will be discussed further on research methods.

## 2.2. Previous studies

Research conducted by [14] with the title of 2013 curriculum implementation research in piloting schools and independent implementers needs to be evaluated to maintain consistency in achieving the curriculum goals itself. The results showed that the preliminary stage or implementation readiness, including the readiness of teachers, books, infrastructure, and learning plans, was very good (95%), the process stage, which included learning activities and learning evaluation, was very good (90%), and implementation results which included response students and learning outcomes are also very good (94%).

Research conducted by [15] state that there is a significant influence between the implementation of the 2013 curriculum and student learning outcomes in sociology subjects, with the coefficient of determination from the calculation results known to be 0.823 or 82.3%.

Research conducted by [16] with the title of the 2013 curriculum implementation at SMA Negeri 2 Magelang. The results of the research show 1) the implementation of the 2013 curriculum has gone according to the objectives, namely increasing student understanding, student skills, student activeness, discussion skills and changes in student character, 2)

difficulties faced by teachers in implementing the 2013 curriculum related to media and assessment of student learning outcomes and learning resources in completing student assignments, 3) efforts to overcome learning difficulties in implementing the 2013 curriculum.

Based on the results of the above research, it can be concluded that research on the 2013 curriculum, especially in evaluating the implementation of the 2013 curriculum in madrasas, has not been done much, so that the researchers concluded that it is very necessary to conduct research by evaluating the implementation of the 2013 curriculum with a context, input, process, product model. The researcher emphasizes that there is a need for an ongoing curriculum evaluation, especially the 2013 curriculum, to see how far the curriculum has been implemented and the need for a curriculum improvement process after seeing the results of this curriculum evaluation.

### 2.3. Limitation of terms (definition)

Based on the theoretical study that has been stated, the definition of the context model, input, process, the product is the actual situation, condition, and situation in madrasas when a curriculum policy will be implemented, especially with regard to madrasah readiness in implementing a curriculum and various supporting factors, including the 2013 curriculum.

### 2.4. Research conceptual framework

The 2013 curriculum, which is applied in madrasas, is assumed to be very appropriate because of its emphasis on values and/or character, which have been the special characteristics and the noblest goals of the management of madrasas so far. The special character in the 2013 curriculum is closely related to madrasas so far. That is why research using the context, input, and process product model with four components (context, input, process, and product) is deemed very suitable for use in research implementation of the 2013 curriculum at this madrasah.

The four components are an inseparable unit. The evaluator must develop it systemically. The implementation of these four components is highly expected in this evaluation process. The implementation of this evaluation will be more comprehensive when viewed from the four components as a whole so that the conclusions that will be produced will be more comprehensive regarding the program. The model can be drawn:

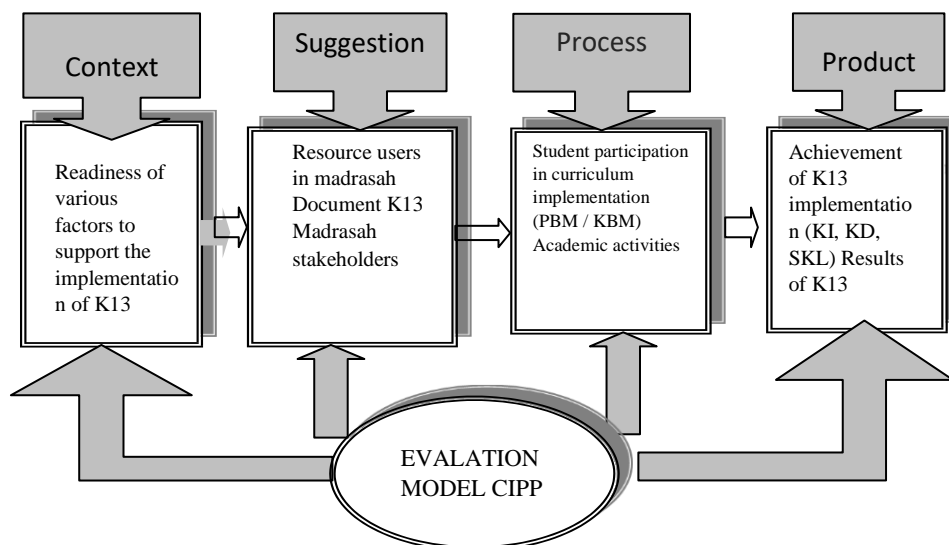


Figure 1. the components of the context, input, process, product model. Source: [17]

## 3. RESEARCH METHODS

### 3.1. Approach and type of research

This research uses evaluative research with an approach to the evaluation of curriculum programs through context, input, process, product models. The underlying premise is that evaluation aims to assist the decision-maker and/or decision-maker to improve and/or improve the quality of the curriculum. This curriculum evaluation model is known as "the context, input, process, product model", a sequential acronym for context, input, process, and product. The context, input, process, product model rests on the definition that curriculum evaluation is a process of drawing, obtaining, and providing



information for the determination of several alternative decisions (Stufflebeam et al. in Ansyar, 2017: 486). Experts in this model consider that the context, input, process, product model is the most comprehensive in evaluating the curriculum. Research design and evaluation criteria

### 3.2. Evaluation criteria

The criteria used in this study refer to the criteria for the successful implementation of the 2013 curriculum. The determination of success requires an assessment criterion based on the components or factors that influence the implementation of the 2013 curriculum in the madrasah. Context component with the following criteria:

- a) Readiness of madrasahs in implementing the 2013 curriculum and its supporting factors
- b) The 2013 curriculum program is compiled through book 1 (curriculum document). Madrasa Ibtidaiyah, Madrasah Tsanawiyah, Madrasa Aliyah that is the sample in this study.
- c) The relevance of the 2013 curriculum program compiled through book 1 with the implementation of learning in Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah that is the sample in this study. With the criteria for the readiness of the various factors mentioned earlier, it will be evaluated whether it is ready to support the implementation of this 2013 curriculum.

### 3.3. Place and time of research

The location or location of this research is in a madrasah in South Sulawesi, which is scattered in all district and city locations, so the madrasah locations that were selected as sample sites or locations have been selected according to certain zones, which are considered to be representative of each zone in South Sulawesi. The head of the regional office of the Ministry of Religion of South Sulawesi usually maps the location of madrasahs in this area; they are divided into four zones or locations that indicate geographic proximity of districts/cities. The zone is divided into four areas called zone I, which includes; Makassar, Gowa, Takalar, Jeneponto, Maros, and Pangkep (6 districts/cities), zone II includes bosowa (bone, soppeng, wajo, sinjai) plus bulukumba, bantaeng and selayar or seven districts, zone iii includes the tappareng event which consists of, pare-pare, sidrap. Pinrang and Barru or four districts/cities, and zone IV covering all districts/cities in Luwu Raya plus North Toraja, Tana Toraja, and Enrekang (7 districts/cities).

This research schedule is also important to provide clues about the intensity of time in conducting research by researchers in the field. Thus, this research has been carried out for one semester, namely (January to July 2020) or in the even semester of the 2019/2020 academic year.

### 3.4. Population and research sample

#### 3.4.1. Research population

The population in this study were all noodles, Madrasa Tsanawiyah, and Madrasah Aliyah in South Sulawesi. From the preliminary survey, data was obtained that all madrasah in South Sulawesi has used the 2013 curriculum, except for a few private madrasahs that still use the 2006-education unit level curriculum because they have never received training on this 2013 curriculum. However, according to the head of the curriculum in the field of madrasah education at Ministry of Religion that in the last 2018/2019 academic year, all madrasahs had used the 2013 curriculum [18]. Here is the data on the number of madrasahs in South Sulawesi with almost even distribution in all districts existing city.

Table 4. Data on the number of madrasahs in South Sulawesi

<i>Madrasah Ibtidaiyah</i>	<i>Madrasah Tsanawiyah</i>	<i>Madrasah Aliyah</i>	<i>Total</i>
698	745	397	1.840

Source: bid. Penman of the Ministry of Religion of South Sulawesi 2018

#### 3.4.2. Research sample

This research uses the purposive sampling technique because there is a deliberate choice of the target madrasah or those

that have become the sample based on certain considerations in order to obtain a sampling unit that has the desired characteristics in sampling. The considerations used as a sample are Madrasa Ibtidaiya, Madrasa Tsanawiya, Madrasa Aliya, which are piloting the 2013 curriculum project in South Sulawesi with the assumption that the madrasah is a madrasah that has gone through all stages of curriculum implementation, including planning, implementing, mentoring, and monitoring the implementation of the 2013 curriculum so that it is considered to have sufficient data to assess the components of the context, input, process, product to be studied. Based on the above considerations, the madrasah sample data in this study can be seen in the following table:

**Table 5. List of madrasas that were sampled in the research evaluation of the implementation of the 2013 curriculum for the 2019/2020 school year**

<i>No</i>	<i>Nama of The Madrasa</i>	<i>Location</i>
1.	<i>Man 2 model Makassar</i>	<i>Zona I Kota Makassar</i>
2.	<i>Mts neg ma'rang</i>	<i>Zona I kab. Pangkep</i>
3.	<i>Min galesong</i>	<i>Zona I kab. Takalar</i>
4.	<i>Man 2 watampono</i>	<i>Zona II kab. Bone</i>
5.	<i>Mts neg. Pitumpanua</i>	<i>Zona II kab. Wajo</i>
6.	<i>Min batu-batu soppeng</i>	<i>Zona II kab. Shopping</i>
7.	<i>Man 2 pare-pare</i>	<i>Zona III kota pare-pare</i>
8.	<i>Mts neg. Mangempang barru</i>	<i>Zona III kab. Barru</i>
9.	<i>Min pinrang</i>	<i>Zona III kab. Pinrang</i>
10.	<i>Man baraka enrekang</i>	<i>Zona IV kab. Enrekang</i>
11.	<i>Mts neg. Palopo</i>	<i>Zona IV Kota palopo</i>
12.	<i>Min makale tator</i>	<i>Zona IV kab. Tator</i>

### 3.4.3. Data collection techniques

This research is a descriptive, evaluative study, which aims to provide a description of reality in accordance with the existing facts, so the data analysis technique used is descriptive analysis. The data collected will be analyzed using quantitative and qualitative descriptive techniques, by presenting the results of descriptive statistical calculations in the form of a table based on the percentage obtained from the results of the assessment, then the context data consisting of analysis of the relevance of the program to the environment in which the program is implemented is revealed qualitatively/narratively.

The data obtained from the questionnaire and observation methods were analyzed using certain categorizations, for example, high, medium, and low. There are also categories such as good, bad, bad, or ever, rarely, never, and so on. It is called good, high, ever, if the respondent's answer is above 75% of the total respondents who answered the questionnaire, moderate or not good if the answer is about 50 to 74% of the number of respondents, moderate is bad, low or not good if the respondent's answer is below 50%.

The data obtained by the method of discussion and/or interview in this research is descriptive analysis, namely by describing and interpreting the data from each person invited to the discussion and/or interview. This data analysis technique is inspired by or based on the theory of Miles and Huberman, which he calls a "flow model", which is an analysis flow from a data collection, reducing, displaying data, then concluding or a conclusion.

The results of the FGD are briefly transcribed and then summarized according to the problems and/or topics that have become a special study during the FGD.

## 4. RESEARCH RESULTS

The implementation of the 2013 curriculum at madrasas in South Sulawesi for the 2019/2020 academic year was analyzed through a model of context, input, process, a product with problem formulations: how to evaluate the context (context), input, process, product implementation 2013 curriculum at madrasas in South Sulawesi?. Analyze each stage of the context, input, process, product model as follows:



4.1. Context evaluation (context) of 2013 curriculum implementation in madrasahs in South Sulawesi.

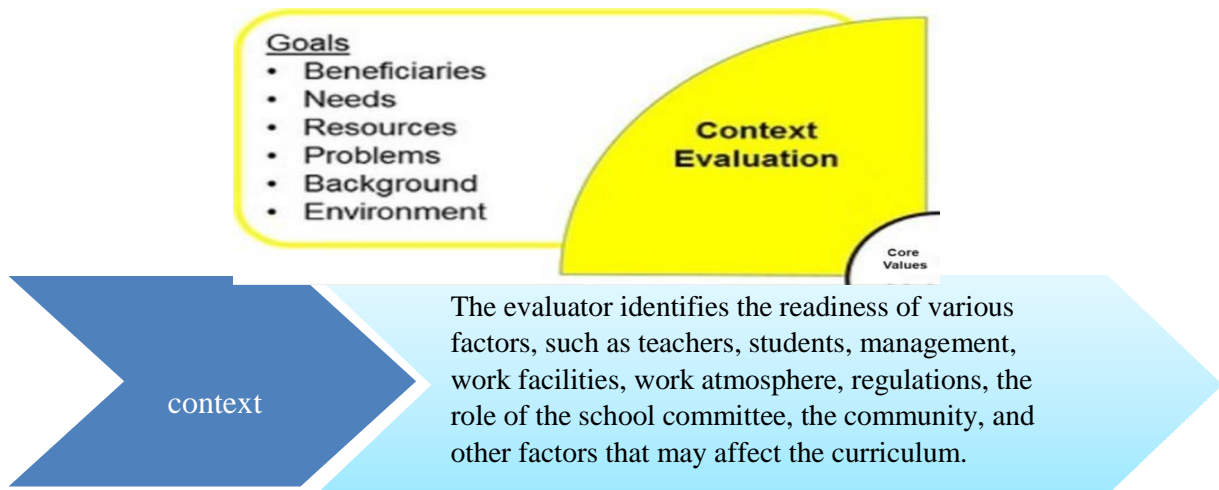


Figure 2. 2013 curriculum implementation

First, the context evaluation leads to the identification of the strengths and weaknesses of the 2013 curriculum implementation in each madrasah. The main objective of the context evaluation is to assess the whole state of the madrasah, identify weaknesses, make an inventory of strengths that can be used to cover weaknesses, diagnose problems faced by each madrasah, and determine solutions.

Context evaluation is a goal (goals) which includes components: benefits (beneficiaries), needs (needs), resources (resources), problems (problems), background (background), and environment (environment).

Through limited discussions with teachers, madrasah principals and relevant Ministry of Religion officials and through the FGD, which was held on July 7, 2020, findings and conclusions were obtained that: the implementation of the 2013 national curriculum has advantages, especially in terms of building the character of students from an early age, because of this 2013 curriculum. It does carry the main theme of character building which is in accordance with the main characteristics of madrasah, while in the previous curriculum, teachers only developed explicit knowledge and skills, which became a bill to be included in the report card scores and/or determinants of graduation.

In the 2013 curriculum, aspects of spiritual and social attitudes become bills in the report cards (ki-1 and ki-2) and determine the graduation of students. These results indicate that the advantages of the 2013 curriculum, as stated by experts, are that the 2013 curriculum is indeed applied in order to shape the nation's competitiveness and character, the 2013 curriculum is a curriculum that is in accordance with the ideals of the Indonesian nation, which aims to not only form cognitive abilities and skills, but also attitudes or characters, not only humans are smart and skilled, but also prioritize attitudes and values in the form of spiritual attitudes and social attitudes.

Table 6. Readiness of madrasah teachers in implementing the 2013 national curriculum in madrasah

No.	Questions / statements	Alternative choices/answers			%		
		A	B	C	A	B	C
1	Since what school year did you start implementing the 2013 national curriculum at this madrasah?	9	3	0	75	25	0
2	Have you followed the 2013 curriculum socialization from external parties (Ministry of Education and Culture, Ministry of Religion, PT Damm or others)?	9	3	0	75	25	0

3	Have you taken technical guidance on the 2013 curriculum from external parties (Ministry of Education and Culture, Ministry of Religion, PT, and or others?)	9	3	0	75	25	0
4	Do you understand well the signs for the 2013 curriculum before it is implemented?	8	4	0	66,7	33,3	0
5	Are you ready to develop learning tools (Syllabus, Lesson Plan, And Learning Evaluation Instruments) That Use The 2013 National Curriculum?	10	2	0	83,4	16,6	0
6	Are you ready to carry out the learning according to the learning tools (syllabus, Lesson Plan, and evaluation instruments) that have used the 2013 curriculum guidelines?	11	1	0	91,67	8,3	0

The results of this study indicate that the teacher as a key figure in the implementation of a new policy must be well prepared so that there must be massive socialization and technical guidance so that the 2013 curriculum is really well socialized among teachers, for whom it is hoped that the implementation of the 2013 curriculum can run as well. It should be. Another thing that really supports the implementation of the education process properly, especially the implementation of a new curriculum, is the madrasah infrastructure, namely madrasah facilities and infrastructure, in the form of learning buildings or study classrooms, libraries, laboratories and other supporting facilities. The following is a description of the condition of madrasah facilities and infrastructure as in the following table:

**Table 7. Madrasah facilities and infrastructure conditions to support the implementation of the 2013 curriculum**

Number	Observed facilities and infrastructure	Condition			%		
		A	B	C	A	B	C
1	The madrasa buildings are in the form of study rooms, workrooms for leaders, teachers, and staff employees.	10	2	0	83,4	16,6	0
2	Laboratorium and facilities	6	4	2	50	33,4	16,6
3	Building and/or library room with a collection of library materials.	11	1	0	91,7	8,3	0

4	Field ceremony	10	2	0	83,4	16,6	0
5	Student room (student council, scouts, and youth red cross)	10	2	0	83,4	16,6	0
6	Art room	7	3	2	58,4	25	16,6
7	Mosque and or prayer room	10	2	0	83,4	16,6	0
8	Work atmosphere and workplace conditions	12	0	0	100	0	0

Source: processed from observation sheets (12 madrasah).

Thus the results of this study in terms of the context (context) of madrasahs in the implementation of the 2013 curriculum, both when this policy was implemented at the beginning of its implementation and during the implementation of the 2013 curriculum. The purpose of evaluating this context is to see and/or find out the strengths and weaknesses of madrasahs as evangelists in implementing this 2013 curriculum. From the results of the research based on the context according to the context, input, process, product model, it can be argued that the context for implementing the 2013 curriculum is appropriate and running as it should, according to the 2013 curriculum guidelines itself. From this study, it can be seen that the assessment based on this context provides excellent value in terms of the state of the madrasah in implementing this 2013 curriculum.

## 5. DISCUSSION

The context stage includes several parts; one part of this stage is about the 2013 curriculum itself compared to other curricula that have existed before. The educational curriculum in Indonesia is increasingly developing, experiencing improvements [19]. This development can be seen from the 2013 curriculum, which has not only focused on competence in its goals but also changes in attitudes, knowledge and skills. In its implementation, the 2013 curriculum is most dominant in increasing the creativity of teachers and students [20]

Facilities and infrastructure are important elements in the learning process. However, the ideal facilities and infrastructure are facilities and infrastructure that are sufficient for the total student ratio [21]. The results showed that practical facilities and infrastructure on learning motivation had a very high effect [22]. In general, madrasahs in South Sulawesi already have the facilities and infrastructure to support the implementation of the 2013 curriculum in madrasahs. Maintenance of infrastructure for guarding or preventing damage to an item so that the goods are in good condition and ready to use (Setyaningih, 2018) The success of students informing spiritual and social attitudes, mastering knowledge and sharpening skill sharpness is very coloured and determined by the teacher in providing guidance, direction, guidance, exemplary, habituation and creating a conducive climate (Wahyudin, 2018).

The success of implementing the 2013 curriculum is related to teacher readiness. The main actor who can influence teachers is the principal of the madrasah (Ahmad, 2014). Previous research suggests that the implementation of supervision carried out by madrasah principals with teachers is very effective in order to improve teacher performance in pedagogical abilities (Ramadona & Wibowo, 2016; Imah, 2018; Susilo & Sutyo, 2019). After more than ten years of issuance of policies related to school committees, namely since the issuance of the Minister of Education Decree number 044 / u / 2002 concerning education boards and school/madrasah committees and government regulations number 17/2010 concerning the management and administration of education, the existence of the school committee / Madrasahs in most schools or madrasahs are still active as madrasah partners and assistants in realizing the achievement of improving the quality of education. The community, through the madrasah committee under the supervision of the Ministry of Religion of the Regency City and the LPMP education quality assurance institution,) as the coordinator of curriculum implementation (Wahyudin, 2018).

Inhibiting factors for curriculum implementation in several areas where madrasah committees are still lacking in understanding of curriculum development or implementation because madrasah committees are only a substitute for participants (Dewi, 2014). The role of the madrasah committee in providing various considerations (advisory) in policymaking is carried out by madrasahs, especially policies related to components in the madrasah system, such as curriculum preparation, human resource development (teachers and employees), programs related to students, development of facilities and infrastructure madrasah, the implementation of the learning process (Hanafi & Ma'sum, 2015). The committee has a role in providing supporting facilities and infrastructure in implementing the curriculum in madrasahs (Syamsuddin, 2018). The leadership of the head of the madrasah at the education unit level greatly determines the success of the implementation of the curriculum, the role of the head of the madrasah, especially in facilitating teachers (Wahyudin, 2018).

The problem faced by educators is not how to make students learn, but students are already involved in learning all the time. Rather, it is a way of helping students learn certain information, skills and concepts that will be useful in later adult life. How do we give students the appropriate stimuli to focus their attention and mental effort so that they will acquire important skills? That is the main problem of teaching (Slavin, 2014). Solving these problems certainly requires an instructional design in its application. Learning system design includes; analyzing, designing, developing, implementing, and evaluating (Miftah, 2013). The results of the study also show that learning designed with certain methods has a positive effect on the learning process and outcomes (Fajriyah, 2019; Wahyulestari & Suwardi, 2014).

The product that is expected to be produced by teachers is book one curriculum 2013. Development of book one must pay attention to guidelines on how to develop a school-scale curriculum that still refers to the 2013 national curriculum. In addition, curriculum development should not be arbitrary or just follow the directions of the national curriculum. Curriculum development must pay attention to several elements, including students, education units and society, the role of curriculum developers, especially teachers and also applying the principles of curriculum development, including relevance, flexibility, collaboration, continuity, efficiency, and effectiveness (Purwadhi, 2019; Sulthon, 2014).

The things above are sometimes not considered in curriculum development, even though they are important in the process of analyzing needs in curriculum development (Fajriyah, 2019). The importance of book-1 in implementing curriculum and learning in madrasah cannot be ruled out. The availability of book-1 in schools is one indicator to see the implementation of the 2013 curriculum in these schools.

Thus a brief discussion of the results of this study. This discussion is a narrative of the sharpening of the results of the 2013 curriculum research in madrasahs in the province of South Sulawesi for the 2019/2020 academic year that has been carried out by researchers in the context of writing this dissertation.

## **6. CONCLUSIONS AND SUGGESTIONS**

### **6.1. Conclusion**

Based on the research results described in chapter iv, it can be concluded that by using the context, input, process, product evaluation model, which consists of 4 stages, namely: context, input, process, and product, it can be said that the context stage The first consists of a general review of the 2013 curriculum and a review of the benefits and needs of the 2013 curriculum in madrasah. The second is the facilities and infrastructure at school; the third is the readiness of the teacher in making book documents (syllabus and Lesson Plan) and implementing the 2013 curriculum itself. The input stage consists of the readiness of the committee and the head of the madrasah; the process stage consists of the process of implementing learning in the classroom by the teacher as seen from the lesson plan and its implementation in the field or in the classroom. The last stage is the product stage, which is expected to be able to achieve the objectives of the 2013 curriculum in its entirety.

At the context stage, the preparation process for implementing the 2013 curriculum has gone well. This is evidenced by the holding of a 2013 curriculum review and review before making a decision to implement the curriculum in the madrasah. In addition, the facilities and infrastructure of the madrasah, with 100% having a class building for learning, 80% eliminating the laboratory room, etc., are sufficient to support the implementation of learning with the 2013 curriculum, as well as the readiness of teachers as many as 91% who feel ready to apply the 2013 curriculum and 75%. Per cent because madrasah teachers have attended the 2013 curriculum socialization and guidance, both internally and externally.

From the results of this study, it is found that in the 2013 curriculum, ki-1, which contains the spiritual dimension and ki-2, which contains the social dimension, becomes the main orientation or emphasis in the 2013 curriculum and becomes a bill in the assessment and even determines student graduation and class promotion. At every level and unit of madrasah. Are these factors the determinants so that some madrasahs appear to be superior, especially the relatively large number of enthusiasts attending madrasah from year to year when compared to schools? This situation has been going on for the last five years, whether due to the influence of the 2013 curriculum implementation or other factors. Madrasahs have been

developing the tagline, "madrasas superior, great, and dignified".

## **6.2. Suggestions**

At the context stage, it is suggested that madrasas that do not yet have the facilities and infrastructure that support learning must be immediately equipped in order to accelerate and facilitate the implementation of this 2013 curriculum. Furthermore, at the input stage, the school committee is not only a participant but is able to become advisory, supporting, controlling, mediating.

Finally, the results of this study should serve as input for all madrasah stakeholders, especially the authorities in the development and development of madrasas in South Sulawesi, in order to become better, more accomplished, more dignified and become a great madrasa today and in the future.

## **6.3. Implications of research results**

The results of this study, of course, have implications for the sustainability of the implementation of the 2013 curriculum in madrasah, that until now and in the future, it does not require changes and or replacement of a new curriculum as in the past. The results of the recommendations show that there is a need for enhancing and fostering the 2013 curriculum in madrasas, especially in relation to the development of teacher competence in implementing the 2013 curriculum in the field, regarding several things that need to be paid attention to policymakers of 2013-curriculum implementation in the field.

He deficiencies found during the implementation of the 2013 curriculum are recommended to curriculum supervisor officials to continue to advocate for budgeting to increase the capacity of madrasah in implementing the 2013 curriculum in the field, such as the construction and completeness of madrasah laboratories and other centres of excellence.

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