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Literature Study: Problems of Learning Evaluation in Achieving Educational Goals in the 2013 Curriculum Era

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Abstrak

Institusi pendidikan dan guru menghadapi tantangan dan juga tuntutan yang semakin meningkat, terutama untuk mempersiapkan siswa menghadapi situasi yang berbeda dan perubahan lebih cepat. Perubahan yang terjadi berkaitan dengan perkembangan ilmu pengetahuan dan juga teknologi. Dalam hal ini peneliti telah melakukan penelitian melalui penelitian deskriptif dengan menggunakan metode kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini disesuaikan dengan tujuan penelitian ini yaitu penelitian kepustakaan (Library Research) atau studi literatur. Dalam penelitian ini sumber data diambil dari dokumen-dokumen yang relevan seperti buku, jurnal atau artikel ilmiah yang berkaitan dengan topik yang dipilih. Menurut Kemendikbud, mengenai kurikulum 2013 adalah program kurikulum nasional sejak dari tahun 2013 atau 2014. Dan kurikulum 2013 merupakan program kurikulum nasional yang telah dikembangkan selama bertahun-tahun dan telah memenuhi dua dimensi kurikulum, yaitu rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara-cara yang digunakan untuk kegiatan pembelajaran (Kemendikbud, Kurikulum 2013). Evaluasi pembelajaran adalah serangkaian proses atau kegiatan yang dilakukan secara sistematis, yang tujuannya adalah untuk memperoleh informasi tentang kegiatan pendidikan yang telah diselesaikan. Tujuan pendidikan yaitu untuk mencerdaskan kehidupan bangsa melalui pendidikan yang berkualitas sedemikian rupa sehingga individu menjadi lebih mandiri, menguasai keterampilan tertentu, kepercayaan, dsb. Kurikulum 2013 merupakan program kurikulum nasional yang dikembangkan selama ini yang memenuhi dua dimensi kurikulum, yaitu perencanaan dan penetapan tujuan, isi dan bahan pembelajaran, dan metode kegiatan pembelajaran.

Kata Kunci: *Evaluasi, Tujuan Pendidikan, Kurikulum 2013*

Abstract

Educational institutions and teachers face challenges and increasing demands, especially to prepare students for different situations and changes faster. Changes that occur are related to the development of science and technology. In this case, researchers have conducted descriptive research using qualitative methods. The data collection technique used in this study is adjusted to the purpose of this study, namely library research or literature study. This study uses data sources from relevant documents such as books, journals, or scientific articles related to the chosen topic. According to the Ministry of Education and Culture, the 2013 curriculum is a national curriculum program since 2013 or 2014. And the 2013 curriculum is a federal curriculum program that has been developed over the years and has fulfilled two dimensions of the curriculum, namely plans and arrangements regarding objectives, content, and learning materials, as well as the ways used for learning activities (Ministry of Education and Culture, Curriculum 2013). Learning evaluation is a series of processes or activities carried out systematically, the purpose of which is to obtain Information about educational activities that have been completed. Education aims to educate the nation's life through quality education so that individuals become more independent and master specific skills, beliefs, etc. The 2013 curriculum is a national curriculum program developed so far that meets two curriculum dimensions: planning and goal setting, learning content and materials, and learning activity methods.

Keywords: *Evaluation, Educational Objectives, Curriculum 2013*

INTRODUCTION

Educational institutions and teachers face challenges and ever-increasing demands, especially to prepare students to adapt to situations and changes. The development of science and technology contributes to the changes that occur (Alfiyanto & Hidayati, 2022), especially about how the moral values of society will change and change. This will not happen if Education is always focused on the goals set.

The function of Education is to eliminate all sources of public suffering due to ignorance and backwardness, and the role of Education in Indonesia clearly states that national Education has the function of developing various abilities and shaping the character of a good nation, family, and civilization in an educational environment (Sujana, 2019). From the functions described above, it can be concluded that Indonesian National Education focuses on forming attitudes and character and transforming the nation's philosophical values. This is intended to increase the sense of nationalism and be able to compete in the international realm.

The tasks and objectives of Education in Indonesia are regulated in Law No. Year 2003 on the national education system. This Constitution covers everything related to implementing general Education in Indonesia, including the understanding of Education, tasks and objectives, types of Education, education levels, educational standards, and others (Ministry of Education

and Culture, 2013). Therefore, the direction of Education in Indonesia has been set in such a way. Referring to the National Education System Law No. 20 of 2003, the function of Education in Article 3 states that "National Education functions to develop skills within the framework of the national education system and shape the superior character and civilization of the nation, educational difficulties for the life of the nation.", aims to develop the potential of students who believe in God Almighty, fear God, have a noble character, healthy, knowledgeable, capable, creative, independent, democratic and responsible (Ministry of Education and Culture, 2013).

Then, the purpose of Indonesian national Education is in line with Law No. 20 of 2003, namely, Education starts from a person as he is (perceived) and aims to strive towards the realization of someone who should (ideal) become (potential) by looking at various possibilities as they are. The purpose of Education is for people to have faith and fear in God Almighty, have a noble character, healthy, intelligent, feel strong-willed, and be able to work. Responsive to various needs and able to control one's passions, personality, society, and culture (Sujana, 2019).

In 2013 the Government launched the 2013 Curriculum in the learning process. The 2013 curriculum program is more focused on students. Students are expected to be able to control the learning process in the classroom better. This shows that students have the potential to grow and think independently because one of the characteristics of effective learning is cultivating the idea that children learn in the most meaningful way based on feeling and having new skills and knowledge. In the 2013 curriculum, educators act as facilitators whose job is to arouse or stimulate, help students to want to learn and form their knowledge, while the role of students is active when learning and understanding lessons (Wahyuni & teti berliani, 2019).

RESEARCH METHODS

This study aims to identify and describe implementation problems in assessing learning outcomes to achieve educational goals in the 2013 curriculum learning era. In this case, researchers have conducted descriptive research using qualitative methods. Qualitative data-based research uses existing theories as explanatory material and ends with an approach (Nurdin i. and Hartati s., 2019). The data collection technique used in this study is adjusted to the purpose of this study, namely *library research* or *literature study*. This study obtained data from relevant documents such as books, journals, and scientific papers with selected topics. The data collection technique used in this literature survey is to look for data about things and variables in the form of notes, books, articles and essays, journals, etc. (et al. H.hermawan, 2019).

RESULTS AND DISCUSSION

1. Learning Evaluation

The word evaluation comes from English, which means value or price (I Idrus., 2019). Evaluation is a series of processes or activities carried out systematically to obtain Information about educational activities that have been carried out (Astuti, 2022). In general, there are two types of learning evaluation activities, namely, research and measurement of the development of student learning outcomes. Therefore, assessment needs to be done as well as possible so that there are no errors in measuring and assessing student academic development or learning outcomes. Suchman said, "Estimates due to the process determine the outcome. Several activities have been completed and developed to support the realization of the objectives". Another definition is presented by Stutflebeam, saying that "assessment is a process of the description of finding and providing information that is very useful in identifying election decision makers."

Educators must be able to distinguish between learning outcome evaluation activities and learning evaluation activities (Miftha Huljannah, 2021). Evaluation of learning outcomes Focuses on comprehensive Information where the assessment results in students achieve are available to the goals set (Halimah & Adiyono, 2022). Although learning assessment is a systematic acquisition process, Information about the effectiveness of Learning activities helps students achieve predefined goals optimally. It is how the results are evaluated. Learning determines whether the results are good or lousy Learning activities. During the evaluation, Learning makes a distinction between good and bad learning activity processes (Mukhtar & Rusmini, 2003)

Here it can be seen from some of the definitions above to the conclusion that estimation is also a tool for weighing to determine the value and meaning of something can be a person, thing, activity, state, or based on specific units of agreed criteria and can be considered. Suppose the strategy of guidance and counseling services to improve students' self-esteem: a literature study. In that case, the definition refers to "learning outcomes," assessment is the action or process of determining the value of one's (student) learning success in implementing learning.

2. Educational Objectives

Education aims to educate people's lives through more quality education so that individuals become more independent, have character, master specific skills, have faith and piety, and master science and technology in their fields (Astuti, 2022). The purpose of national Education, MPRS Decree No.XXVI / MPRS / 1966 concerning the strategy of learning and counseling services to improve students' self-esteem: Religious, educational, cultural, and literary studies based on the Preamble of the 1945 Constitution formulated that the purpose of

Education is actual Education as Pancasila. Later Law No. 2 of 1989 affirmed this formation of the national goal of educating the life of the Indonesian nation and nation which is developing entirely, namely one person Believing and fearing God Almighty (YME) and virtuous, are skills and information, physical and spiritual health, a strong personality both independent and responsible community and nationality (Sujana, 2019).

So Education in Indonesia is more likely to develop attitudes is a social and religious priority in its implementation. According to the first precept of Pancasila, namely God Almighty, the Commandment is being processed that Indonesia significantly improves mental attitude and recognizes the existence of God Almighty.

Education is also expected to strengthen faith and devotion to God Almighty and facilitate political, economic, socio-cultural, and defense development and progress (Firmansyah, Iman, 2019). In this case, Education is expected to increase children's knowledge about ideology, politics, religion, economy, society, and culture and defend rights and rights so that individuals, communities, and governments use progress to realize national development. Understand the point of view. So, we must not deviate from the goals and framework of national development if the purpose of national development is to advance the development of Indonesian people who are experienced in the technology field and have faith in and Education of the nation.

3. Curriculum Era 2013

Era means a period in history, the number of years between critical historical events, in the season after KBBI Edition V. The 2013 curriculum era experienced pros and cons. The 2013 curriculum is considered not ready to be adopted by students and educators. Led by the Minister of Education and Culture, Anies Baswedan, the implementation of the 2013 Curriculum was temporarily suspended. Schools were asked to re-implement KTSP 2006 because many were unprepared for the 2013 curriculum. Meanwhile, at that time, schools in Indonesia had distributed 2013 curriculum books and had entered the middle of the school year.

The objectives of the 2013 curriculum require learners to think more creatively, innovatively, quickly, and responsively, and the 2013 curriculum also trains students to develop courage in themselves. Students are taught logical problem-solving skills. In addition, the 2013 Curriculum stipulates or includes elements of life in society, nation, state, and religious aspects to shape students' character.

Learning planning The 2013 curriculum provides opportunities for students to improve their abilities in skills that will enhance attitudes (religious and social), knowledge, and skills needed for life and society, nation, and prosperity. (Permendikbud No. 104 of 2014 concerning

Learning). The 2013 curriculum provides three assessments, including aspects of knowledge, ability, and attitudes and behavior. The 2013 curriculum, especially learning materials, was simplified, and additional material was added. So that the material can be optimized and found in lessons in Indonesian, social studies, PPKn, etc. Meanwhile, the addition is mathematical material.

4. Problems of Learning Evaluation in the 2013 Curriculum Era in Achieving Educational Goals

Based on the Ministry of Education and Culture, the 2013 curriculum has been a national curriculum program since 2013 or 2014. And the 2013 curriculum is a federal curriculum program that has been developed over the years and has fulfilled two dimensions of the curriculum, namely plans and arrangements regarding objectives, content, and learning materials, as well as the ways used for learning activities (Ministry of Education and Culture, Curriculum 2013). However, there are many obstacles faced by teachers during the implementation of the 2013 curriculum, namely:

- a. The talent of educators when arranging lesson plans (RPP) refers to the existing layout and format is said to be lacking;
- b. The talent of educators when disseminating material using *a scientific learning approach* is still not optimal because the teacher's understanding is still at the *rudimentary (superficial)* level and teachers still use traditional learning methods; and
- c. Teacher aptitude when carrying out evaluations so far is still limited to cognitive aspects, ignoring students' emotional and psychomotor aspects.

This is contrary to what is expected in implementing the 2013 curriculum. The Government expects that in the implementation of the 2013 curriculum, teachers must be able to:

- a. Develop lesson plans that are interesting and involve students in participating in the learning process actively;
- b. Achieving a learning process based on scientific learning, where learning focuses on 5 M activities, namely: observing, questioning, concluding, trying, and communicating; and
- c. Carry out learning assessments that focus on cognitive, affective, and psychological dimensions.

Therefore, as professional educators, teachers must have professional thoughts, actions, and words, especially when dealing with students in the learning process (R. Wahyuni and T. Berliani, 2019: 64-65). As Permendikbud Number 23(3) Number 1 of 2016 states, in assessing elementary school learning outcomes, students must pay attention to attitudes, knowledge, and skills.

The nature and purpose of the 2013 curriculum assessment are well known, but teachers face difficulties in carrying out the 2013 curriculum assessment regarding attitudes, knowledge, and skills. Problems arise with the teacher himself or with students. In addition to teachers having difficulty evaluating assessments in observation techniques, teachers also have issues with self-assessment methods. Teachers have difficulty when students are not careful in answering self-assessments. Evaluation. Teachers also have problems assessing information literacy in oral exams. In its implementation, teachers take much time to do oral exams. Usually, the results of oral exams are not as good as written exams because students are better prepared to take written exams than written exams. There are weaknesses in implementation that require an extended period, are difficult to do in large spaces, lack of storage of student work, and difficulty controlling student honesty (kunandar, 2013).

CONCLUSION

Learning evaluation is a series of processes or activities carried out clearly, the purpose of which is to obtain Information about educational activities that have been completed. The evaluation must be carried out properly so that there are no errors when measuring and evaluating the development of student learning outcomes. Educators must be able to separate learning outcome assessment activities from learning assessment activities. Educators must be able to distinguish between assessment of learning outcomes and actions. The purpose of Education is to educate the nation's life through Education to be of such quality that individuals become more independent and master specific skills, beliefs, etc.

In the Government of science and technology, Education is also expected to strengthen faith and devotion to God Almighty and encourage development and progress in politics, economy, socio-culture, and defense. The purpose of the 2013 curriculum is for students to think creatively, be more innovative, be faster and responsive, and have courage. Learning Curriculum 2013 provides opportunities for learners to develop their potential in skills that improve attitudes (spiritual and social), knowledge, and skills necessary to live and socialize, become a nation, and grow. The 2013 curriculum is a national curriculum program developed so far that meets two curriculum dimensions: planning and goal setting, learning content and materials, and learning activity methods.

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