

The implementation of the 2013 Curriculum in 10th grade of SMA Negeri 1 Nabire in the 2020/2021 academic year: A narrative inquiry

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Abstract: This study aims to (1) determine the 2013 Curriculum-based learning planning; (2) know the implementation of 2013 Curriculum-based learning implemented in SMA Negeri 1 Nabire; (3) know student learning outcomes based on the 2013 Curriculum at SMA Negeri 1 Nabire; (4) knowing the obstacles experienced when implementing the 2013 Curriculum in the learning process at SMA Negeri 1 Nabire; (5) knowing the efforts made to overcome obstacles when implementing the 2013 Curriculum in the learning process at SMA Negeri 1 Nabire. This research is descriptive. This study uses a population, with one teacher being a class X teacher of English at SMA Negeri 1 Nabire. The variable of this research is the implementation of the 2013 Curriculum in the learning process. Data collection techniques using interviews by telephone. The data analysis technique used descriptive quantitative data analysis techniques.

Keywords: implementation, 2013 curriculum, planning, implementation, assessment of student learning outcomes.

Introduction

Human Resources (HR) quality greatly determines a nation's progress. The quality of human resources (HR) depends on the quality of education and the role of education in creating a smart, peaceful, open, and democratic society. Therefore, the components of the national education system must always be developed following the needs and developments that occur at the local, national, and global levels. One of the important components of the education system is the curriculum.

The presence of the 2013 Curriculum as a new curriculum in the world of national education is expected to further enhance the previous curriculum, namely KTSP (School-based curriculum). This improvement is carried out to improve the national education system so that it is always relevant and competitive. In addition, it is also expected to be able to solve various problems of the nation, especially in the field of education so in this case. Schools must strive for the successful implementation of the 2013 Curriculum through various programs and developments carried out. The development of facilities and strengthening of school management needs to be done so that the implementation of the curriculum can run well. The government also needs to carry out a strategy for implementing the curriculum with adequate socialization and training so that the 2013 Curriculum is not only a futile program (Imbiri, 2020).

Government in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 concerning the process standards of primary and secondary education (2013) explains that in implementing the learning process in the 2013 curriculum in education units must be held interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for the initiative, creativity, and independence under the talents, interests, and physical and psychological development of students.

It can be said that the learning process is one of a series of activities that are important in achieving the success of learning and the formation of student competencies which are carried out by teachers as educators and students as learners in learning activities using existing educational facilities and



facilities to achieve these goals. Has been determined in the curriculum so that, in this case, the parties concerned and concerned should always be responsive to the dynamics that occur in the world of education.

Although the government carried out the socialization of the 2013 curriculum before its implementation, researchers assume that not all teachers can properly understand the change in the KTSP curriculum to the 2013 curriculum. The government should have socialized this new curriculum regularly so that all teachers and schools and teachers can understand it. Ready to do it.

Even though the teacher's task is lighter than the KTSP model curriculum because the government has prepared the syllabus and lesson plans, if the teacher makes the slightest mistake in implementing them, what happens is that the goals that are predicted from the curriculum itself are difficult to achieve.

Methods

Based on the objective of the study entitled "Implementation of the 2013 Curriculum by English Teachers in the Learning Process at SMA Negeri 1 Nabire" a qualitative descriptive case study research was used in which data are in the form of words or pictures rather than numbers. This study belongs to a case study because the researcher describes a phenomenon under the actual situation experienced by the research participants in terms of how he put his efforts into implementing the 2013 Curriculum at SMA Negeri 1 Nabire Papua in its actual situation and experienced by research subjects. The data obtained as a reference in describing the implementation of the 2013 Curriculum were obtained based on the results of observations, interviews, and documentation, with the researcher himself as the key instrument. The data included planning, implementing, and implementing activities. Assessment of student learning based on the 2013 Curriculum and the data is presented in the form of words.

This study takes a case in SMA Negeri 1 Nabire Papua. Data and information were obtained through qualitative evaluative studies with qualitative and descriptive approaches. The results of this study are a description of the implementation of the 2013 curriculum at SMA Negeri 1 Nabire, which involved the principal, the vice-principal of the curriculum, and English teachers, as well as some 10th-grade students of SMA Negeri 1 Nabire Papua.

From another angle, this research also adopted principles of narrative inquiry because it relied more on one individual teacher's experiences in implementing the 2013 Curriculum in his actual setting. The experiences revealed through interviews can serve as valid data for this research tradition. Narrative inquiry is a research methodology that focuses on understanding one's experience such as an in-depth study of an individual teacher's experiences over time and in the context of his teaching. The introduction of narrative inquiry as a research methodology has reshaped the field of qualitative research through its close attention to experience as a narrative phenomenon; through the importance of the relational engagement of researchers and participants; and through the attention to relational ethics which are at the heart of the inquiry (Clandinin et al., 2016).

Results and Discussion

Results

Based on the analysis of data from observation and interview, the implementation of the 2013 Curriculum in the lesson plan could be presented as follows.

Developing Lesson Planning

Developing lesson plans is mandatory for teachers before teaching. With carefully planned lesson plans, teachers can develop effective learning experiences for students. The learning process begins with planning aimed at creating a good, conducive, and targeted learning atmosphere to achieve the desired learning objectives. In this regard, teachers are required to develop program development, syllabus, and assessment systems as well as learning tools before the learning process begins.

In SMA Negeri 1 Nabire, the teacher makes strategic plans, including choosing the method and

technique approach, selecting the media used so that the material conveyed can be accepted by students well, preparing learning resources, making evaluation plans, and preparing learning tools as a reference in learning activities.

Developing the learning activities

The 2013 curriculum is a simplification effort with integrative thematic learning prepared to produce a generation ready to face the future. As the curriculum is structured to anticipate future developments, the emphasis is on encouraging students or students to be able to do process skills better. Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Process Standards for Elementary and Secondary Education (2016) states that learning at the elementary and secondary school levels based on the 2013 Curriculum accommodates integrated thematic learning, integration across subjects, across aspects of learning, and cultural diversity.

In developing the learning activities that constitute students' learning experiences, the teacher adopts the suggested scientific approach, which includes observing, asking questions, gathering or experimenting, associating/reasoning/processing information, and presenting/communicating. The 2013 Curriculum suggests applying learning models such as inquiry, project-based learning, and cooperative learning. Learning activities carried out in the process of observing are reading, listening, listening, and seeing (without or with tools). Competence developed is training seriousness, thoroughness, and seeking information.

The method of observing prioritizes the meaningfulness of the learning process (meaningful learning). This method has certain advantages, such as presenting real media objects, making students happy and challenged, and being easy to implement. Questioning activities are carried out by asking questions about the information that is not understood from what is observed or questions to obtain additional information about what is observed (starting from factual questions to hypothetical questions). The competencies developed are to develop creativity, curiosity, the ability to formulate questions to form critical thoughts that are necessary for intelligent living, and lifelong learning. Students must try or conduct experiments to obtain authentic learning outcomes, especially for the appropriate material or substance. Students must also have process skills to develop knowledge about the natural surroundings and be able to use the scientific method and be scientific to solve the problems they face daily.

Developing Learning Assessment

Assessment is an integral part of learning. Thus, assessment helps students become more knowledgeable, critical, competent, and responsive. Through assessment, teachers can develop competencies or talents possessed by each student. The competencies that are expected and mastered by students after the teaching and learning process are attitudes, skills, and knowledge competencies.

In developing the assessment, the English teacher in SMA 1 Nabire adopts authentic assessment by putting more emphasis on both processes and results with various assessment instruments that are tailored to the demands of competencies in the Competency Standards (SK) or Core Competencies (KI) and Basic Competencies (KD) (Cahyono, 2017; Kunandar, 2013).

In authentic assessment, students are asked to apply concepts or theories in actual situations according to the abilities or skills possessed by students. Therefore, teachers must pay attention to the balance between the assessment of attitudes, skills, and knowledge competencies that are adapted to the development of student characteristics according to their level. For example, for PAUD, TK and SD, SMP, and SMA, the portion is more on soft skills (eg abilities that need to be trained and measured, including observing, achievement motivation, willingness to work hard, discipline, communication, etiquette, and so on) assessment of hard skills (measurement of mastery of knowledge and skills).

Data gathered from the interview reveals that the authentic assessment developed by the teacher fulfills the following activities: (1) Measuring all aspects of learning, namely performance and results or products; (2) Conducted during and after the learning process takes place; (3) Using various methods and sources; (4) Basing solely on data collection tools; (5) reflecting real-life parts of each day; (6) Emphasizing the depth of knowledge and expertise, not breadth (quantity).

While the characteristics of authentic assessment, are as follows: (1) Can be used for formative or summative competency achievement of one basic competency (formative) or achievement of competency standards or core competencies in one semester (summative); (2) Measuring skills and performance, not remembering facts, emphasizing the achievement of skill and performance competencies, not rote and memory competencies; (3) Continuous and integrated, is a unified whole as a tool to collect information on the achievement of student competencies; (4) Can be used as feedback, can be used as feedback on student competency achievement comprehensively.

In brief, the assessment process must be an inseparable part of learning and reflect real/daily world problems. So that in designing an authentic assessment, it is necessary to pay attention to the following principles: the assessment must use various measures, methods, and criteria that are by the characteristics and essence of the learning experience; the assessment must be holistic, covering all aspects of the learning objectives (attitudes, skills, and knowledge).

Authentic assessment includes three domains of learning outcomes, namely the domains of attitudes, skills, and knowledge. Authentic terminology is a synonym for genuine, real or actual, valid, or reliable. Conceptually, authentic assessment is significantly more meaningful than even standardized multiple-choice tests (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2013).

On this basis, the teacher can identify what material is worth continuing and for what material remedial activities must be carried out. The essence of authentic assessment is performance appraisal, portfolio, and project appraisal. Authentic assessment is sometimes called responsive assessment, a very popular method for assessing the process and learning outcomes of students with special characteristics, ranging from those with certain disorders and special talents and interests to geniuses. Authentic assessment can also be applied in certain fields of science, such as art or science in general, with the main orientation on the process of learning outcomes. Authentic assessment is often described as an assessment of student development, as it focuses on their developing ability to learn how to learn about a subject. Authentic assessment must be able to describe what attitudes, skills, and knowledge students have or have not had, how they apply their knowledge, in what ways they have or have not been able to apply the learning gains, and so on.

Discussion

In his best efforts to comply with the principles of the 2013 Curriculum, the teacher acknowledges that there are lots that need to be accomplished. There are so many limitations and obstacles that he comes across in teaching English based on the 2013 Curriculum better. The three areas of teaching discussed in the previous section; the development of the lesson plan, implementation, and assessment are all the result of intensive discussion with the MGMP members in Nabire.

Further, there are several obstacles faced by the teacher in implementing the 2013 curriculum experienced by SMA Negeri 1 Nabire teachers that they are not accustomed to using learning methods that use a scientific approach. This is very visible in the observations made by researchers on learning activities. In learning, it is very visible that students are less familiar with the method. This can be because students have been accustomed to using conventional learning methods since junior high school. In addition, the teacher also gave a statement that he was also learning and adjusting to new methods of learning activities using the 2013 curriculum. Everything was in a period of adjustment to use the new method because he had just used the 2013 curriculum, according to Septina Auparay's statement as the Principal of the High School. Negeri 1 Nabire in the following interview:

Most of the obstacles faced by teachers were due to the use of different methods and still having to adjust to this new curriculum. Older teachers have to learn and adapt to various methods of teaching, which certainly will not run smoothly. In addition, according to my observations, students themselves are also used to conventional methods. Students seem to have a mindset that we have to listen at school, and the teacher explains, which is very difficult to change quickly. **(Septina Auparay /July 31, 2021)**

1. **Kurikulum 2013 memberikan beberapa dampak terhadap mata pelajaran Bahasa Inggris seperti perubahan jumlah jam belajar per minggu serta adanya kelompok mata pelajaran wajib dan peminatan. Bagaimana pendapat Anda mengenai hal tersebut?**

Ya tidak masalah, karena apabila jam pelajaran Bahasa Inggris wajib dirasa kurang oleh anak-anak, bisa diteruskan belajar di waktu jam peminatan, karena antusias anak terhadap mapel Bahasa Inggris itu bagus.

2. **Apa yang Anda lakukan dalam usaha membina serta meningkatkan kesiapan mental, moral, fisik dan artistik guru, khususnya guru Bahasa Inggris agar dapat mengimplementasikan kurikulum 2013 dengan sebaik-baiknya?**

Ya itu, MGMP sekolah lebih diintensifkan tidak hanya untuk persiapan atau berdiskusi, tapi juga untuk evaluasi.

3. **Dalam kurikulum 2013, semakin diharuskan bahwa penekanan penilaian jangan hanya pada aspek kognitif, tapi juga pada aspek afektif dan psikomotorik secara proporsional. Bagaimana upaya Anda dalam mengarahkan guru, khususnya guru Bahasa Inggris agar dalam mengevaluasi siswa tidak hanya terpaku pada aspek kognitif saja?**

Kami dalam Kurikulum 2013, memang jujur terpaku lebih pada penilaian pengetahuan. Jadi ya guru diarahkan untuk sebelumnya menyampaikan materi, dan anak harus mendalami materi, jadi anak ketika di kelas itu tampil dalam kelompok atau lainnya agar guru bisa langsung menilai ke 3 aspek, dan ini berkaitan dengan metode dan teknik pembelajaran.

From the results of these interviews, it can be seen that the various methods teachers must use in learning require a long time for teachers to adjust so that teaching and learning activities can run smoothly. In addition, the principal also argues that the student's mindset has been embedded with conventional methods, where students think that their job is to listen to what is explained and taught by the teacher, and that mindset is very difficult to change quickly.

Obstacles of Learning Facilities and Media

The obstacle that is felt is the lack of learning media owned by the school. The existing media in schools, such as the Language Lab, have started to break down and can no longer be used. Not to mention that there are not many LCD projectors, and they require teachers to take turns when using them. Even though the intensity of the use of the LCD projector by the teacher is very high because of the limitations of the media, which physically requires the teacher to use other media such as multimedia. The school has tried to complete the facilities at SMA Negeri 1 Nabire using BOS funds, but because the funds only go down once a year, the school is trying to gradually complete the school facilities. This is per the statement of Mrs. Septina Auparay in the following interview:

As for facilities, we are gradually completing all the required facilities. The funds used are from BOS funds, so if the BOS funds go down, we always budget to complete the learning support facilities at this high school. However, because the funds only decrease once a year, we are gradually completing them. (Septina Auparay / July 31, 2021).

1. **Dengan adanya kelompok mata pelajaran wajib dan peminatan, proses seleksi guru, khususnya guru Bahasa Inggris tentunya lebih terfokus. Apa yang menjadi perhatian Anda dalam menentukan guru yang akan mengampu kelompok mata pelajaran Bahasa Inggris wajib dan peminatan?**

Kualitas guru hampir sama, jadi seleksi tidak diperlukan, guru pasti dan harus siap dan bisa.

2. **Bagaimana Anda menjalankan controlling (pemantauan, pengawasan, dan pengendalian) terhadap pelaksanaan pembelajaran Bahasa Inggris?**

Biasanya dari supervisi resmi, kemudian juga dengan diskusi dengan guru, dan karena kondisi kelas tertutup jadi tidak bisa keliling, adapun cctv di kelas kan tidak bisa mendengarkan suara, hanya bisa dipantau keadaan visualnya saja.

3. **Bagaimanakah penilaian Anda tentang pengimplementasian kurikulum 2013 oleh guru Bahasa Inggris dan apa yang Anda jadikan sebagai indikator untuk menilai keberhasilan guru Bahasa Inggris dalam mengimplementasikan kurikulum 2013?**

Menurut saya sudah cukup baik, karena penyajiannya yang terpenting sesuai RPP dan tiap pertemuan ada evaluasi.

Obstacles in Evaluation

In evaluating student learning outcomes, namely assessment, there are problems faced by

teachers. Too many aspects to be assessed make it difficult for teachers. Authentic assessment that requires observing and evaluating students per individual is considered burdensome for the teacher because a large number of students in one class are assessed by only one class teacher, thus making the assessment less than optimal. This was stated by the teacher, Yohanes Dimara in the following interview:

The hardest thing is when assessing students' daily lives. I have to assess many individuals every day, so if the daily values, especially attitudes, can be said to be not optimal, but for others, there is no problem. The most difficult obstacle in learning is the assessment that requires the teacher to assess each student individually. This is quite difficult because the number of students in one class is quite large, so the results of the daily assessment of students are less than optimal. In addition, the methods that must be used are also different and still need adjustments because they are still not used to them. Then making student report cards is very inconvenient because they have to describe the value of each student. An application was given to evaluate the report card, but it turned out that it couldn't be used because it was still not appropriate after trying (John Dimara/July 31, 2021)

1. Apa yang Anda pahami tentang pembelajaran Bahasa Inggris yang diinginkan dalam kurikulum 2013?

Sebenarnya, pembelajaran di kurikulum 2013 tidak ada perbedaan yang signifikan dengan pembelajaran di kurikulum yang lalu, hanya saja anak lebih diarahkan kepada pembentukan sikap bagaimana anak berkarakter, sehingga saat belajar Bahasa Inggris anak tau itu bukan bahasanya sendiri akan tetapi anak mampu berkomunikasi dengan orang asing dengan sikap dan perilaku yang kita harapkan, sesuai karakter yang ingin kita bentuk.

2. Sejauh mana Anda memodifikasi dan memperkaya bahan pembelajaran Bahasa Inggris?

Guru sebenarnya bebas menentukan bahan atau sumber ajar asal sesuai dengan silabus, jadi tidak hanya berpatokan pada buku dari pemerintah. Di silabus, siswa diarahkan berpikir ilmiah dan kritis. Jadi topik yang diberikan tidak terlalu jauh dari kehidupan sehari-hari dan sesuai dengan konteks kondisi daerah atau lingkup nasional maupun internasional.

3. Bagaimana proses penyusunan RPP dan siapa saja yang terlibat dalam proses tersebut?

Kalau untuk kurikulum 2013, RPP itu penting, hal yang penting yang perlu disiapkan di awal tahun ajar sebetulnya, selain prota dan prosem. Kami punya kegiatan MGMP sekolah, diharapkan guru dapat menyeting RPP secara bersama, tetapi kendalanya di hari MGMP ada yang memang kosong, ada yang harus ikut MGMP kabupaten, bahkan ada yang di sekolah sendiri sedang ada jam, tapi kalau dibutuhkan sekali, saya minta ijin untuk ikut MGMP, tapi kalau tidak, saya siasati, saya mengajar dulu jam 1, 2, nanti kalau dekat sini saja saya berangkat, lalu waktu mau ngajar siang saya pulang.

4. Media pembelajaran apa yang biasanya Anda gunakan?

Kita kadang beri film pake LCD karena sementara kita bisa berikan gambaran. Kalau ada hal begini, bagaimana pendapat siswa, kita juga bisa hanya mendengarkan lewat audio, kadang kita juga langsung melihat dari televisi karena di sekolah juga disediakan, kita putarkan lalu mereka tanggapi.

5. Kendala apa yang Anda alami dalam proses penyusunan RPP serta penyediaan media yang sesuai dengan kurikulum 2013?

Untuk bahan-bahan, sebenarnya kalau rajin browsing kita temukan, tapi kita sesuaikan dan olah lagi dengan kebutuhan siswa, karena terkadang ada kosakata atau materi yang terlalu tinggi atau sulit untuk siswa, itu pekerjaan guru untuk menyesuaikan, itu butuh waktu. Karena nyetting 1 RPP semalam tidak cukup. Karena kita harus berpikir menentukan sebenarnya metode yang mau diterapkan dalam pembelajaran itu apa, tapi bisa diakali dengan anak membawa bahan ajar sendiri, tapi tetap guru yang punya konsep. Kalau bisa sih 2 bahasa, jadi siswa diminta membandingkan.

6. Strategi, model, dan metode apakah yang sering Anda gunakan dalam pembelajaran untuk mengatasi perbedaan antar siswa dan agar dapat mencapai tujuan pembelajaran yang diinginkan?

Bagi kita lihat anak-anak yang pandai diambil dulu, mereka harus rata ada di setiap kelompok. Atau ditawarkan mau membentuk kelompok bebas atau diatur guru, jangan sampai anak-anak pandai ngumpul. Di buku wajib, setiap unit sepertinya ada permainan meskipun game sederhana agar anak tidak jenuh, tapi tujuan bisa tercapai. Misal grammar, grammar malah banyak gamenya, jadi kompetensi speakingnya dapat, grammarnya dapat.

7. Selain buku guru dan buku siswa, buku apa yang Anda juga jadikan sebagai pegangan dalam pembelajaran?

Saya juga pakai yang lama KTSP, atau dari lingkungan kita, koran, TV, internet dan buku-buku ketika saya kuliah.

8. **Kini guru diharapkan mampu menjadi fasilitator bagi para siswanya, apa yang Anda lakukan agar dapat menjadi fasilitator sesuai yang dikehendaki dalam kurikulum 2013?**

Tidak semua permasalahan atau materi itu diberikan karena melihat waktu, jadi ada yang saya minta anak mempelajari sendiri, karena tidak semua materi itu baru buat anak-anak. Nanti apabila ada yang dianggap baru, nanti akan ada variasi di kelas, ada yg menganggap baru ada yang tidak, baru di kelas dibahas. Saya sulit memberi porsi yang sesuai dengan kebutuhan mereka karena kelas memang bervariasi, ada yang cepat dan lambat.

9. **Jam Pelajaran (JP) di RPP terkadang tidak sesuai dengan yang ada di silabus. Bagaimana penjelasan Anda tentang pemotongan waktu JP tersebut?**

Urgensi memotong waktu JP itu, melalui kesepakatan antar teman pengajar, kami kumpul, di silabus sekian tapi kita punya waktu efektif sekian. Seperti naratif, naratif kok ada terus, itu bisa kita potong tapi dengan sajian materi yang berbeda. Tidak melulu tentang past tense, bisa dengan kalimat langsung tak langsung, jadi sesuai kesepakatan, yang tidak terlalu sulit kita beri waktu sedikit, sekian JP cukup.

10. **Model apersepsi atau pre-test seperti apa yang biasanya Anda gunakan dalam kegiatan awal pembelajaran?**

Tanya jawab biasanya, kita seperti mereview materi yang sudah pernah didapat, kadang langsung saya tuliskan di papan tulis, mencocokkan PR di awal proses KBM juga bisa termasuk. Nanti bisa melihat dari jawaban apakah masih ada yang belum dipahami atau tidak.

11. **Kendala apa yang Anda alami dalam menerapkan kurikulum 2013 pada proses pembelajaran?**

Kendalanya ya instrumen untuk agar tidak mengamati saja, kemudian seperti pembentukan sikap termasuk proses observasi, penilaian diri, itu sulit. Kita harus buat sesuai MGMP, kalau penilaian diri diberikan ke anak untuk mereka isi, lalu kendala waktu juga termasuk.

12. **Model evaluasi apa yang sering Anda gunakan di setiap pertemuan pelajaran di kelas?**

Kita contohnya belajar narrative, untuk mengetahui tata bahasa, yang diajarkan harus diteskan di akhir (pilihan ganda atau essay), kalau praktik bisa dengan drama pendek/role play, buat skenario, jadi bisa melihat sejauh mana mereka bisa menerapkan materi yang sudah diajarkan dan bagaimana bermain peran.

13. **Pekerjaan rumah seperti apa yang sering Anda berikan kepada para siswa?**

PR tidak mesti di buku, kadang secara kelompok saya minta mereka merekam teks yang dibaca, atau membuat cerita dibuat komik.

14. **Prosedur seperti apa yang Anda lakukan agar berhasil dalam pembentukan sikap, kompetensi, dan karakter peserta didik sesuai dengan KI-KD di tiap pembelajaran?**

Sebenarnya, guru harus bisa menerjemahkan KI-KD itu seperti apa, itu diolah. Kemarin baru kita pelajari lagi untuk membuat instrumennya, agar tidak mengamati saja. Jadi harus menentukan metode juga yang bisa sekaligus menilai tidak hanya kognitif tapi juga psikomotorik dan afektif.

15. **Bagaimana partisipasi para siswa Anda dalam proses pembelajaran Bahasa Inggris dengan kurikulum 2013?**

Bagaimana pun keaktifan dan kerjasama itu ada nilainya, jadi konsekuensi tersebut sudah harus disampaikan di awal pembelajaran. Meskipun sekolah ada aturan, saya juga ada aturan sendiri atau kontrak belajar pribadi pasti saya sampaikan.

16. **Mana yang lebih sering Anda gunakan, penilaian secara autentik atau non-autentik, dan apa alasannya?**

Ulangan memang datanya untuk penilai akhir, tapi judgement akhir itu dari nilai-nilai lain yang juga mendukung (kognitif, psikomotorik, dan afektif). Porsinya tidak memungkiri memang besar ulangan atau penilaian non-autentik, karena itu untuk data menentukan nilai, meski itu bukan nilai akhir. Lebih besar porsinya tapi tidak untuk memfinalisasi.

17. **Kendala apa yang Anda alami dalam evaluasi pembelajaran yang sesuai dengan kurikulum 2013?**

K 13 menginginkan soal itu dijawabnya bebas, yang kemudian ada pilihan ganda, tapi untuk evaluasi, K 13 itu kontekstual, jd soal harus ada pengantar, disesuaikan dengan kehidupan sehari-hari, tetapi sesuai dengan materi yang akan kita buat, jadi kalau membuat soal pun tidak boleh langsung, harus ada prakata/pendahuluan sesuai dengan kehidupan sehari-hari. Soalnya essay, di semansa kalo uts essay, kalau uas disepakati boleh ada multiple choice, tapi harus tetap sesuai dengan kehidupan sehari-hari, karena saya belum pernah ikut penataran K 13, tapi kata teman-teman yang ikut, penataran juga masih seputar RPP, jadi belum ada contoh konkrit bentuk soal.

18. **Soal essay menjadikan penilaian cenderung subjektif, setujuah Anda? Kemudian bagaimana mengatasinya?**

Iya, penilaian terhadap jawaban di soal essay, berarti subjektif, maka scoring rubrik menjadi panduan dalam menilai agar tidak terlalu subjektif.

In addition to the things above, the results of the interviews also showed that making student report cards was also considered quite difficult. Student reports must be written descriptively by the teacher manually. The writing has been using a computer, but inputting the values manually makes it difficult for teachers to write report cards for student learning outcomes. Teachers feel they need a special application for report writing. The application was made and given to teachers by the service, but it turned out that when it was about to be used, it was still not appropriate.

Conclusion

Based on the research results on the curriculum implementation in the learning process at SMA Negeri 1 Nabire, Papua, the researchers can draw the following conclusions: **First**, In planning the implementation of the 2013 Curriculum at SMA Negeri 1 Nabire, the teacher planned instructively by designing lesson plans and syllabus by downloading them from the Ministry of Education and Culture website. Then the teachers of SMA Negeri 1 Nabire are also active in adjusting the lesson plans to the existing school conditions. Then, in implementing the 2013 Curriculum learning at SMA Negeri 1 Nabire, the teacher carries out learning according to the concepts and learning methods under the basic concepts of learning in the 2013 Curriculum. The 2013 curriculum is because of the habit of students being taught using conventional methods in learning since junior high school. Furthermore, in the assessment of learning in the 2013 Curriculum at SMA Negeri 1 Nabire, the teacher uses authentic assessment to assess three student competencies: the competence of attitudes, knowledge, and skills. Second, Obstacles faced range from incomplete facilities, adjustment of teachers in teaching using different methods, and evaluation. Cultural problems are quite serious problems because of the difficulty of changing students' mindsets in learning in the 2013 curriculum. In addition, evaluation is also a serious obstacle because the unequal ratio between students and teachers makes it difficult for teachers to assess individual students.

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