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The Evaluation of Curriculum 2013 Implementation

Bahri, S.[1], Utaminingsih, S.[2] & Setiadi, G.[3]

[1,2,3]Muria Kudus University, Kudus, 59327 Central Java, INDONESIA

*Corresponding author: 201903189@std.umk.ac.id

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Abstract: This study aims to evaluate the implementation of the 2013 Curriculum in Madrasah Ibtidaiyah, Sedan District, Rembang Regency. The curriculum implementation components that were evaluated only in the preliminary stage (Antecedent) included: (1) student condition, (2) teacher condition, (3) infrastructure condition, (4) lesson plan. The type of quantitative research with the evaluation model used is the Stake Countenance Models evaluation model (evaluation of the 3 stages of antecedents, transactions, and outcomes). Evaluation is carried out by collecting information in the form of curriculum implementation component data to then be compared with the standards from the Ministry of Education and Culture. The subject of this research is the Head of Madrasah, teaching staff, students. Sampling technique with purposive sampling. The instruments are observation sheets, questionnaires and documentation sheets. Data analysis used descriptive techniques. The results of the preliminary stage (Antecedent) research on the condition of students in terms of readiness (83% good category) and activeness (80%). The teacher's condition has not fully met the standard of 89.5 % (good). The condition of infrastructure facilities is in very good category with a percentage of 58.3%. Teachers' understanding of the curriculum with a percentage of 62.5% is in the very good category. The condition of learning planning is in the very good category 50%, the good category is 45%. The conclusion of this research is the preliminary stage of the good category. It is suggested that students' conditions be improved by being active and creative in motivating students. The school has a program for using facilities and infrastructure.

Keywords: Evaluation, Implementation of Curriculum 2013, Antecedent Stage

1. Introduction

The curriculum 2013 was developed with a philosophical foundation that provides the basis for the development of all potential students to become quality Indonesian people listed in the national education goals. Basically there is no single educational philosophy that can be used specifically for curriculum development that can produce quality human beings. The 2013 curriculum was developed using the philosophy that education originates from the nation's culture to build the present and future life of the nation; Students are heirs to creative national culture; Education is aimed at developing intellectual intelligence and academic brilliance through educational disciplines; Education to build a present and future life that is better than the past with a variety of intellectual skills, communication, social attitudes, concern and participation to build a better society and nation. good (Mulyasa 2017).

Educational evaluation is the process of collecting and processing information to measure the achievement of student learning outcomes including authentic assessment, self-assessment, portfolio-based assessment, tests, daily tests, midterm tests, and final semester tests (Wasisto, A & Warso 2016). Assessment is an important component in the process and implementation of education. Efforts to improve the quality of education can be achieved through improving the quality of learning and the quality of the assessment system. The quality of learning can be seen from the results of the assessment. A good assessment system will encourage teachers to determine good teaching strategies and motivate students to learn better. The teacher as the executor of the curriculum always evaluates learning. To support effectiveness in implementing the 2013 curriculum, teachers must understand the structure and substance of the 2013 curriculum and master the planning, implementation and evaluation of learning in the 2013 curriculum (Rohma 2019).

Curriculum evaluation is carried out to find out whether the curriculum and learning objectives have been achieved. The presence of the 2013 curriculum emphasizes character education, especially at the basic level which will become the foundation for the next level. Character education in the 2013 curriculum aims to improve the quality of educational processes and outcomes that lead to the formation of the character and noble character of students as a whole, integrated and balanced, in accordance with the basic competency of graduates in each educational unit (Leoloco, Endan & Amri 2014). The implementation of character education and the problems that exist in Indonesia for students can be minimized.

**Corresponding author: 201903189@std.umk.ac.id*

In several countries, character education has also been implemented in the school curriculum. In Malaysia, student education does not need to wait until elementary school to learn about morals, the Malaysian government implements moral education for kindergarten children. With a system of 6 school days a week, moral education is made a focus of learning from several defined focuses. Other learning focuses are language and communication, cognitive development, emotions, and creativity (Mulyasa 2017).

The implementation of the 2013 curriculum, which was developed as a step to improve the previous curriculum, is expected to be able to realize the National Education Goals. The steps taken are structuring the mindset and governance of the curriculum, deepening and expanding the material, strengthening the process, and adjusting the load of teachers and students. Curriculum development begins with establishing Graduate Competency Standards based on student readiness, national education goals, and needs. Next determine the curriculum which consists of the basic framework of the curriculum and curriculum structure. The syllabus is compiled from the center, not by educational units and teachers. Teachers are more given the opportunity to develop the learning process so that teachers are not burdened with the task of compiling a syllabus (Peraturan Menteri Pendidikan dan Kebudayaan 2016).

Refinement of learning mindsets such as: (1) Student-centered learning from what was originally teacher-centered; (improvement: the difference from the previous year) (2) Students are directed to be more active in investigating, to think critically rather than just being factual; (3) the use of multimedia tools in learning; (4) interactive and cooperative learning, not only from one direction; (5) multidisciplinary knowledge from those who originally studied from a scientific point of view; (6) team-based learning towards a network environment; and (7) there is an exchange of knowledge between teachers and students, not just conveying knowledge. This is done to improve the learning process so that it is in accordance with integrated thematic-based learning scientific (Rohma 2019).

In order to achieve an ideal curriculum, education standards should be improved. The revised four main elements highlighted in the 2013 curriculum are Graduate Competency Standards (SKL), content standards, process standards, and assessment standards. The orientation of the 2013 curriculum is an increase and balance between attitude competence, skills and knowledge. The educational method applied is no longer in the form of teaching for the sake of passing exams (teaching to the test) but a comprehensive education that pays attention to social skills, character, manners, love of national culture and so on (Iknatia 2018). The implementation of the 2013 Curriculum has two main inhibiting factors, namely those from the government and internal schools. The inhibiting factor from the government includes the syllabus only for eye lesson certain just and eye lesson Which other Teacher still use the syllabus that is applied to the KTSP Curriculum. This resulted in uneven implementation of the 2013 Curriculum in each subject taught (Rapidli 2018).

Based on the researcher's initial observations, in the preparatory stage there were still many teachers who did not prepare a Learning Implementation Plan (RPP) even though we all know that to expedite an activity and achieve maximum goals, there must be careful planning. The same is true in the learning process in class. To expedite the course of the learning process, the teacher should plan in advance what will be done in class, what learning methods and models will be used. Everything must be carefully prepared so that learning runs smoothly. In the implementation stage of learning, there are still teachers carrying out learning sober. After praying and reciting recitations, the teacher went straight into the material. Supposedly to prepare students in dealing with the material, icebreaking is needed as an apperception so that students are enthusiastic about participating in learning. Then there are still teachers who do not use various learning methods and models. The implementation of learning seems monotonous.

Based on the results of initial observations, there are still many teachers who do not carry out assessments at the end of learning. Teachers do not prepare student observation sheets and assessment sheets. The teacher only assesses by remembering what is observed in class. Another problem at the madrasah was that during the implementation of the 2013 curriculum there had never been an evaluation carried out by the Ministry of Religion so that nothing could be found that needed to be fixed. The problems obtained from the results of the interviews above are still general in nature, so there needs to be an in-depth evaluation. Departing from this problem, the authors are interested in conducting research on the evaluation of the 2013 curriculum at State Madrasah Ibtidaiyah Sedan District, Rembang Regency, which has totally implemented the 2013 Curriculum.

2. Illustrations

The teacher's learning process carries out authentic assessments for each aspect, and students complete solid learning activities. Previously 26 hours/week student study hours became 32 hours/week. Teachers also have difficulty accommodating a scientific approach with 6 steps (observing, asking, trying, reasoning, communicating, and creating) in learning activities. This difficulty is compounded when children are less active, even though with this scientific approach, students must be active (Badrudin 2021).

The problems encountered in the evaluation/assessment stage faced by the teacher include that the authentic assessment system cannot be carried out optimally by the teacher considering the large number of students and the many elements of the assessment. This includes setting up a list of grades, a book of learning outcomes reports (raports). Teachers do not understand the assessment guidelines so that it is difficult to make midterm assessment questions (PTS) or end of semester assessments (PAS) in uncovering aspects of knowledge whether referring to themes or subjects. This is also the impact felt by educators and students with the enactment of the 2013 curriculum policy (Istiqomah 2021).

Implementation of the 2013 Curriculum at MIN 1 Rembang began in 2013 starting from grades I and IV then in 2014 there was a delay in implementing the 2013 curriculum so that the implementation of the 2013 curriculum at MIN 1 Rembang which at that time was still called MIN Sedan was also postponed. In mid-2014 the implementation of the 2013 Curriculum was reapplied so that at MIN 1 Rembang the 2013 Curriculum was also implemented again and immediately started from class I to class VI. Likewise, the State Elementary School (MIN) 1 of Rembang Regency, so far the implementation of the 2013 curriculum policy has not run optimally.

Based on the results of interviews with the Head of MIN 1 Rembang and the teacher as homeroom teacher on Monday 7 June 2021, it was found that several obstacles were experienced by MIN 1, including the preparation, implementation and evaluation stages. At the preparatory stage, the problem faced was that not all teachers mastered information technology such as computers and the internet, which hindered the smooth implementation of tasks such as making lesson plans (RPP), grade processing, using multimedia learning media, and others. The implementation or application stage is that the implementation of learning cannot be completed in one meeting or one day because of the many activities that must be carried out by teachers and students. Therefore objective of this study is to describe the evaluation of the preliminary phase of the curriculum *(Antecedent)* in the process of implementing the 2013 curriculum at State Madrasah Ibtidaiyah, Sedan District, Rembang Regency.

3. Methodology

3.1 Research design

The type of quantitative research with the evaluation model used is the Stake Countenance Models evaluation model (evaluation of the 3 stages of antecedents, transactions, and outcomes).

3.2 Respondents of the study

The subject of this research is the Head of Madrasah, teaching staff, students. Sampling technique with purposive sampling technique.

3.3 Instruments and Data Analyze

Evaluation is carried out by collecting information in the form of curriculum implementation component data to then be compared with the standards from the Ministry of Education and Culture. The instruments used were observation sheets, questionnaires and documentation sheets. Data analysis used descriptive techniques.

4 Findings and Discussions

Research on the evaluation of the implementation of the 2013 curriculum at State Madrasah Ibtidaiyah Sedan District, Rembang Regency for the 2021/2022 academic year in the preliminary stage is described as including: student conditions, teacher conditions, conditions of supporting facilities and infrastructure, teacher understanding of the 2013 curriculum, and lesson planning

4.1 Student Conditions

The description of the condition of students includes readiness to participate in learning and active participation in learning. The general condition of students is as follows:

Table 1 - Student conditions.

No.	Score Range	Category	f	%
1.	50-56	Very Good (A)	54	54.0
2.	43-49	Good (B)	29	29.0
3.	33-42	Less (C)	14	14.0
4.	≤32	Very Less (D)	3	3.0
Amount			**100**	**100.0**

The results of the calculation showed that the average overall score for the condition of the students was 48.89 . The number of students with very good category conditions to implement the 2013 curriculum was 54 students (54%). The condition of the students in the good category was 29 (29%). The condition of students who fall into the less category is 14 (14%) and students who fall into the very poor category are 3 (3%).

The condition of students is assessed from the readiness of students in participating in learning and the activeness of students in participating in learning. The condition of students who are categorized as very good and good is 83%. The condition of students related to the readiness of students in participating in learning is included in the very good and good category, namely 80%. The condition of students related to student activity in participating in learning is included in the very good and good category of 82%. This result indicates that it does not meet the 100% standard. The condition of the students was less active because it was found that some students rarely or never visited the library in preparation for learning and did not look for material other than what the teacher taught. Students also said that studying for tomorrow's lesson preparation was still minimal. Of course this affects the activeness of learning in class.

Evaluation of activeness in learning, the thing that is lacking is that there are students who tend not to actively ask and answer teacher questions. Students are lured by the teacher to ask questions first. Previous research obtained student

assessments assessed from attitudes when participating in learning and subject scores. Some students were found to be less active in asking the teacher, the teacher had to help students fill in the LKS and the teacher was more focused on students who needed coaching (Aiman 2016). Previous research mentions preliminary evaluation by providing apperception by reviewing previously studied material, providing motivation so that the learning atmosphere is fun, and conveying the goals and benefits of learning (Rohma 2019).

Previous research found that the implementation of learning in the 2013 curriculum was said to increase if the learning process using the 2013 curriculum could link Basic Competencies with the latest issues, comfortable and conducive learning, school involvement in providing motivation and participation of parents and students in helping student discipline (Rizkia et al. 2021). Evaluation is carried out using observation techniques, self-assessment and friends so that attitude assessment is carried out comprehensively (Djumali & Erlina W 2018). The scientific approach to learning is carried out through a scientific process, namely the process of observing, asking, trying, associating and communicating in order to increase student activity in the learning process (Fadlillah 2018). Previous research states that the main activities in the scientific approach are observing, asking, trying, associating, and conveying/presenting. This learning is carried out in a student center while the teacher is only a facilitator and a source of learning for students. Learning activities like this can shape students' attitudes, skills, and knowledge to the fullest (Makaborang 2019).

Based on the results of the evaluation, the consideration given was that the teacher should motivate students to study more diligently and look for material other than what the teacher provides, either through reading materials in the library or from the internet, of course with the guidance and supervision of the teacher and parents. The teacher provides motivation to diligently visit the library to increase knowledge through reading activities. Educators' motivation can make students aware of the impact of K-2013 in the future. The lack of students' understanding of the goals and benefits of implementing K-2013 presents complaints so that the enthusiasm for learning is reduced (Rahmatullah & Jumadi 2020). Evaluation of active learning in class, students actively ask and answer during the learning process, teachers can motivate students to be active using various ways. Student activity in groups can be increased by giving each member the role in turn (Rizkia et al. 2021). Recommendations for teachers to deal with children who do not have calistung skills at all, namely holding short courses during class holidays so that students have calistung skills. Teachers can also provide courses for students when they come home from school with a note that it doesn't take too long considering the age of the students is still in the playing stage. This is supported by research that the teacher's ability in learning is the key to the success of the learning process. If the teacher fails to mentally condition and fails to attract the attention of students, then a dynamic learning process will not be achieved (Astuti et al., 2018).

Previous research found that the input aspects of all elementary schools showed a readiness level of 84% which was in the ready category (Qondias 2018). Preparatory evaluation is carried out by preparing students physically and psychologically and providing motivation contextually according to the benefits and application of the material in everyday life (Makaborang 2019). Other research mentions that the cognitive readiness of teachers in implementing the 2013 curriculum is good and the management of learning evaluation in the cognitive and affective aspects is good. In an effort to increase student readiness, teachers work together with parents/guardians by providing homework for reading, writing or arithmetic according to light and fun material that is close to students' daily lives (Febriani 2020)

4.2 Teachers Conditions

A description of the condition of teachers (to 40 teachers) to implement the 2013 curriculum which includes academic qualifications, pedagogic competence, personal competence, social competence, and professional competence.

Table 2 - Teacher conditions.

No.	Score Range	Category	f	%
1.	162-180	Very Good (A)	26	65.0
2.	136-161	Good (B)	12	30.0
3.	109-135	Less (C)	2	5.0
4.	≤108	Very Less (D)	0	0.0
Amount			**40**	**100.0**

The results of the teacher's answer questionnaire obtained an average score of 163. Of the 40 teachers with very good conditions, there were 26 (65%), in the good category, 12 (30%) and 2 (5%) in the poor category. While the answer is very less none (0%).

The teacher's condition consists of academic qualifications, pedagogic competence, personal competence, social competence, and professional competence. The condition of the teacher as a whole which is in the very good category is 95%, and the less category is 5%. Academic qualifications are still found in teachers who are in the less than 10% category. Efforts made by teachers to improve the qualifications of teaching staff by taking a continuation learning program for linearity and fulfilling Strata 1 (S1) academic qualifications. Consideration was given to increasing cooperation with the education office, regional government, and LPTKs to improve teacher qualifications. Previous research has found that the cognitive readiness of teachers in implementing the 2013 curriculum is good and the management of learning evaluation in the cognitive and affective aspects is good (Febriani 2020).

Teacher pedagogic competence is in the less category at 12.5% and very lacking (0%), or teachers are in the less category and very lacking in terms of academic qualifications, namely 12.5%. Conditions related to academic competence, which are still not fulfilled is the use of information and communication technology in learning. There are still teachers who rarely use information and communication technology in learning as a means. Previous research shows that teacher competence is in the good category so that they can make lesson plans according to the curriculum (Nurmin and Kartowagiran 2013). The condition of young teachers already uses ICT a lot. The consideration given is optimizing the use of ICT infrastructure that is already available in schools. ICT infrastructure that is not yet available can be proposed in the RKAS (School Budget Work Plan) (Rahmatullah and Jumadi 2020).

Indicators that have not been met are related to syllabus/curriculum development. The development of indicators and assessment after reviewing the syllabus from the center has not been fully fulfilled. There are still teachers who have not developed indicators in lesson planning. Likewise with assessment, because the teacher feels there are so many elements of assessment, the development of assessment is rarely carried out. This is related to other indicators regarding the creation of various authentic assessment questions/instruments. The teacher has not used/made various types of assessments. Previous research stated that the curriculum is planned and implemented in good learning, and evaluation is always carried out properly, so graduates of educational units will have the expected competencies (Danurwindo 2016).

4.3 The condition of the teacher's understanding of the 2013 Curriculum

Conditions related to teachers' understanding of the 2013 curriculum are presented in the following table:

Table 3 - Teacher conditions related to teacher understanding.

No.	Score Range	Category	f	%
1.	86-96	Very Good (A)	25	62.5
2.	73-85	Good (B)	10	25.0
3.	59-72	Less (C)	4	10.0
4.	≤58	Very Less (D)	1	2.5
Amount			**40**	**100.0**

The results of observing the teacher's understanding showed that the mean/average value for the overall score was 86.68. Conditions related to teachers' understanding of the 2013 curriculum, as many as 25 teachers (62.5%) were in the very good category, 10 teachers (25%) were in the good category, 4 teachers (10%) were in the poor category, and 1 teacher (2.5%) very poor category.

Teachers' understanding of the 2013 curriculum is good. However, for indicators related to reviewing teacher books and student books, the majority of teachers are in the range 4 (positive). This is especially related to the analysis of teaching materials in terms of the scope of essential concepts/materials and time allocation, in terms of the depth of enrichment materials, and knowledge of authentic assessment instruments and remedial teaching materials in teacher books and student books. Some teachers are limited to doing it often, not always analyzing teaching materials. Another indicator that has not been fulfilled is related to syllabus development, teachers have not yet developed a syllabus from the Ministry of Education and Culture. Previous research stated that this was due to the teacher's limited understanding and limited time due to the large amount of teacher administration that had to be done, especially making lesson plans and assessments (Danurwindo 2016).

Previous research mentioned the teacher's ability to understand the 2013 curriculum in terms of understanding related to the objectives of the 2013 curriculum and a scientific approach which showed that as many as 75% of teachers understood the objectives of the 2013 curriculum implemented (Sumarni 2017). Other studies have also found that there are still many who do not understand the technical implementation of the curriculum, even after attending several training sessions there are still many who do not understand. This is one of the biggest obstacles in the success of a curriculum being implemented, how can education run smoothly and well if the teacher does not understand its application. The 2013 curriculum is still being developed from time to time so that it takes time for teachers to use the application, even though it is actually with good intentions, it would be nice if this curriculum was maximized first and then implemented in all education (Zulkifli 2018)

4.4 Learning Planning Conditions

Table 4 - Teacher conditions related to learning plans.

No.	Score Range	Category	f	%
1.	91-100	Very Good (A)	20	50.0
2.	76-90	Good (B)	18	45.0
3.	61-75	Less (C)	2	5.0
4.	≤60	Very Less (D)	0	0.0
Amount			**40**	**100.0**

The condition of the lesson plan made by the teacher in the implementation of the 2013 Curriculum for data in the very good category is 20 (50%), 18 (45%) is in the good category, 2 teachers (5%) are in the less category, and none 0% is in the very less category.

In general, the condition of the lesson plan (RPP) prepared by the teacher was good. However, deficiencies are still found in the assessment section. Some teachers still have deficiencies in preparing assessment instruments in lesson plans. The preparation of the assessment instrument has not been completed with questions/observation sheets, answer keys/rubrics, and scoring guidelines. There are only a few teachers who develop complete assessment instruments. The teacher is appropriate in preparing the identity by including the name of the school/educational unit, class/semester, theme/sub-theme, time allocation, implementation time. Learning planning is in accordance with the guidelines, the highest achievement of syllabus preparation is 100%, the highest achievement of preparing lesson plans is 96.62 (Astuti et al., 2018).

Previous research found that the 2013 revision of the 2018 curriculum planning program, the data that has been obtained indicates that in improving the learning process, the developed lesson plan must refer to the syllabus so that the learning process can truly achieve Basic Competence. Apart from that, the things that must be considered by the teacher/instructor in preparing the lesson plan first are mapping the Core Competencies (KI) and Basic Competencies (KD) because if there is no mapping of the KI and KD, the teacher will have difficulties in making lesson plans (Rizkia 2020). The consideration given is that teachers are often given training/workshops for preparing correct lesson plans and in accordance with the latest Permendikbud. This activity brought in speakers directly from academics (lecturers) who did study this matter in depth. School supervisors should actively update information and understanding in teacher administration according to the latest regulations (Rizkia 2020).

4.5 Infrastructure Conditions

Table 5 - Conditions of infrastructure.

No.	Score Range	Category	f	%
1.	91-100	Very Good (A)	7	58.3
2.	76-90	Good (B)	4	33.3
3.	61-75	Less (C)	1	8.3
4.	≤60	Very Less (D)	0	0.0
Amount			**12**	**100**

Observation results obtained the average/mean for the overall observation score for the condition of infrastructure facilities of 87 .83. The condition of the facilities and infrastructure includes the condition of the classroom with its equipment, the condition of the library room, and the condition of teaching aids/media (laboratory).

The condition of infrastructure as a whole is good. The conditions for the classrooms are all good. It only needs to be improved for the arrangement and tidiness of the classrooms. Teachers can involve students to organize the class. Schools can hold cleanliness/tidiness/classroom arrangement contests. Most of the library facilities are in good condition, but there are schools that do not yet have an ideal library room. So it is necessary to cooperate with the education office to procure library space and books. For schools that already have a standardized library, it is mandatory for them to optimize the use of the library because from observations, the number of visits to the school library is still minimal. The book used is part of the research observation. The books used by the school are types of books sourced from the ministry (Rahmatullah & Jumadi 2020).

The condition of infrastructure related to teaching aids/media in the laboratory in most schools is good, only a small number of them do not physically have a special building/room for laboratory space. Other facilities and infrastructure capable of supporting K-2013 implementation are the ratio of the area of the yard to the number of students present. The findings obtained are that there are schools that have ratios that are not ideal. Considering that K-2013 learning uses a thematic model with a scientific approach, students need a place to make observations (exploration), for example in the school yard. This is taken into consideration by schools and the government to come up with a solution. The school yard can not only be used for one interest (subject), but also for the benefit of joint learning activities (Nurkholis 2019).

5 Conclusions and Recommendations

Conclusion of the Preliminary stage (Antecedent); condition of students from the aspect of readiness to follow lessons (83% good category) and activeness during learning (80%). The teacher's condition in terms of academic qualifications, pedagogic competence, personal competence, social competence, and professional competence is not fully up to standard with a percentage of 89.5 (good). The condition of the infrastructure seen from the classrooms and their equipment, library space, and teaching aids/media in the laboratory is in the very good category with a percentage of 58.3 %. Teachers' understanding of the curriculum is not fully up to standard with a percentage of 62.5 % which is in the very good category. The condition of learning planning for very good category data is 50%, good category is 45%.

The findings from this study are expected to be used as material to improve the performance of all parties in implementing the 2013 Curriculum. In the end, the implementation of the 2013 curriculum can run according to the standards set by the government.

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Conflict of Interest
The authors declare no conflicts of interest.

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