

# The Evaluation of Curriculum 2013 Implementation

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**Abstract:** The aim of this study is to assess the effectiveness of the 2013 Curriculum in Madrasah Ibtidaiyah, Sedan District, Rembang Regency. This study utilized descriptive research design with purposive sampling as the sampling technique. The research tools comprised documentation sheets, surveys, and observation logs. The data analysis involved descriptive techniques. Preliminary stage research yielded the following results: 83% of students were categorized as having good readiness, while 80% showed good levels of activeness. However, the teacher's condition fell short of the standard at 89.5%, remaining in the good category. On a positive note, the infrastructure facilities received a high rating of 58.3% in the very good category. Teachers' curriculum comprehension was rated at 62.5%, also falling into the very good category. Regarding, learning planning, 50% was rated as very good, and 45% received a good rating. Overall, the conclusion from this research indicates that the preliminary stage falls into the good category. Recommendations for improvement include encouraging students to be more active and creative in their approach to learning and implementing a program to better utilize the available facilities and infrastructure at the school.

**Keywords:** Evaluation, Curriculum, school infrastructural facilities

## 1. Introduction

The Curriculum 2013 was created based on a philosophical framework aiming to foster the growth of all students, enabling them to become exemplary Indonesian individuals in line with the national education objectives. In essence, there is no one educational philosophy that can be exclusively utilized for curriculum development with the guarantee of cultivating well-rounded individuals (Agustin et al., 2023). The 2013 curriculum was designed with the belief that education stems from the cultural heritage of the nation, with the goal of shaping the current and future lives of its people. Students are seen as inheritors of the nation's rich cultural traditions, and education aims to foster intellectual intelligence and academic excellence across various subject areas. The purpose of education is to enable individuals to build a brighter future that surpasses the past, equipping them with a range of cognitive abilities, effective communication skills, positive social attitudes, and a sense of responsibility and active engagement in constructing a more prosperous society and nation. (Mulyasa, 2014).

Educational evaluation is the procedure of gathering and analyzing data to determine the extent to which students have met their learning objectives. This information is gathered and processed through authentic assessment, self-assessment, portfolio-based assessment, evaluations, daily evaluations, midterm evaluations, and final semester examinations (Warso, 2014). Assessment plays a crucial role in the education process and its implementation. Enhancing the overall quality of education involves focusing on both the quality of learning and the assessment system. By improving these aspects, efforts to enhance education can be effectively accomplished. The assessment outcomes reflect the level of learning quality. An effective assessment system motivates students to improve their learning and enables teachers to identify successful teaching strategies. As the implementers of the curriculum, teachers continuously evaluate learning. To ensure the successful implementation of the 2013 curriculum, it is crucial for teachers to comprehend its structure and content, as well as possess the skills in planning, executing, and evaluating learning activities within the framework of the 2013 curriculum (Rohma, 2019).

Curriculum evaluation is carried out to ascertain if the curriculum and learning goals have been accomplished. Character education is emphasized in the 2013 curricula, especially at the fundamental level that serves as the starting point for the following level. In line with the basic competency of graduates in each educational unit, character education in the 2013 curriculum strives to enhance the quality of educational processes and outcomes that contribute to the creation

of the character and noble character of students as a whole, integrated, and balanced (Nuraeni et al., 2020). Putting character education into practice and the problems that exist in Indonesia for students can be minimized. 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, 2014).

The introduction of the 2013 curriculum was intended as a measure to enhance the previous curriculum and is anticipated to achieve the objectives set by the National Education Goals. The process involves several key actions: organizing the mindset and governance of the curriculum, expanding and enriching the content, enhancing the procedures, and making appropriate adjustments to the workload of both teachers and students. The initial phase of curriculum development entails establishing Graduate Competency Standards, which are derived from considerations such as student preparedness, national educational objectives, and requirements. Next, identify the curriculum, which includes the fundamental framework and structure of the curriculum. The syllabus is created centrally rather than by individual educational units or teachers. This approach allows teachers to focus on developing the learning process, relieving them from the responsibility of creating a syllabus (Regulation of the Minister of Education and Culture, 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 application of multimedia learning tools, 4) interactive and cooperative instruction, 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), as well as standards for processes, content, and evaluation. The 2013 curriculum's emphasis is on improving and balancing mindset *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 (Maba, 2017). 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 (Jaedun et al., 2014).

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 speed up the learning process, it is important for the teacher to pre-plan the activities, learning methods, and instructional models that will be utilized in the classroom. Thorough preparation is necessary to ensure a seamless learning experience. 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 aperception so that students are enthusiastic about participating in learning. Then there are still teachers who do not use various learning methods and models. the application of knowledge seems monotonous.

Considering 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 the Ministry of Religion had never conducted an evaluation when the 2013 curriculum was being implemented so that nothing could be found that needed to be fixed. The issues identified from the aforementioned interviews are still broad and require a more detailed assessment. Recognizing this concern, the researchers aim to investigate the evaluation of the 2013 curriculum at State Madrasah Ibtidaiyah Sedan District, Rembang Regency, where the curriculum has been fully implemented. Based on this, this study objective 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.

## 2. Conceptual Framework

Each component of the teacher's learning process is authentically assessed, and students complete rigorous learning exercises. Previously 26 hours/week student study hours became 32 hours/week. Teachers also have difficulty accommodating when it comes to learning activities that incorporate a scientific approach, there are six key steps involved: observing, asking questions, experimenting, reasoning, communicating, and creating. However, a challenge arises when children are less actively engaged, even though the scientific approach requires students to be actively involved in the process (Badrudin, 2021).

Teachers face challenges in effectively implementing an authentic assessment system during the evaluation and assessment phase. The large number of pupils and the extensive list of components used in the evaluation process are the

main causes of this. These components include duties like creating an elaborate grading scheme and keeping thorough records of learning result reports (rapports). Teachers face challenges in creating midterm assessment questions (PTS) and end-of-semester assessments (PAS) due to their lack of understanding of the assessment guidelines. This lack of comprehension makes it difficult for them to design assessments that effectively evaluate various aspects of knowledge, including themes or subjects. Consequently, both educators and students are impacted by the implementation of the 2013 curriculum policy (Istiqomah, 2021).

Putting the 2013 Curriculum into Practice 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 in order for the 2013 curriculum to be implemented 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 A 2013 curricular policy has not operated as intended.

Using the findings from conversations 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 processes of planning, carrying out, and evaluating. During the initial phase, a challenge arose as not all teachers possessed sufficient proficiency in information technology, including computers and the internet. This hindered the effective execution of tasks such as creating lesson plans (RPP), processing grades, utilizing multimedia learning materials, and more. Moving onto the implementation stage, it became evident that completing the learning process couldn't be achieved within a single meeting or day due to the multitude of activities that both teachers and students had to undertake.

### 3. Methodology

Descriptive research design was used with sample size of forty participant. The focus of this study is the Head of Madrasah, teaching staff, students. Sampling technique with *purposive sampling technique* (Rai & Thapa, 2015). The process of evaluation involves gathering data on the components of the curriculum's implementation to compare with the standards from the Ministry of Education and Culture. The instruments used were observation sheets, questionnaires and documentation sheets. Data analysis used descriptive statistic.

## 4. Result & Discussion

### 4.1 Student Condition

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
<b>Amount</b>			<b>100</b>	<b>100.0</b>

The outcome of the computation demonstrated that the mean 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 academic standing of the pupils in the "good" group 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 student engagement in learning, including their openness to it and their level of activity. 83% of pupils are classified as having very good or good health. The readiness of students to engage in learning falls within the "very good" and "good" range, accounting for 80% of the student population. Similarly, the level of student activity in participating in learning also falls within the "very good" and "good" category, with a percentage 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 explore for resources other than what the instructor has provided. 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 (Jannah, 2018). 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 If the learning process using the 2013 curriculum could connect Basic Competencies with the most recent issues, provide comfortable and conducive learning, school involvement in providing motivation, and participation of parents and students in helping student discipline, it was said that implementation of learning in the 2013 curriculum would increase (Rizkia et al., 2021). Evaluation is carried out using observation techniques, self-assessment and friends so that attitude assessment is carried out comprehensively (Djumali & Wijayanti, 2018). A scientific process, namely the process of observation, is used to carry out the scientific method to learning, asking, trying, associating and communicating in order to increase student activity in the learning process (Fadlillah, 2014). 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 maximize student attitudes, abilities, and knowledge (Makaborang, 2019).

Based on the results the teacher should encourage students to study more diligently and seek out reading materials other than what the teacher provides, either through reading materials from the library or from the internet, of course with the guidance and supervision of the teacher and parents, was one of the considerations made for the evaluation. 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 student's participation in the learning process by asking questions and providing answers in class, and teachers can encourage students to be active in a variety of 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 educational 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 et al., 2018). Preparatory evaluation is carried out by preparing students physically and psychologically and providing motivation, taken in light of the advantages and practical applications of the information (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 emotive and cognitive components are strong. 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 et al., 2020).

## 4.2 Teacher's Condition

A description of the condition of teachers (to 40 teachers) to implement the 2013 curriculum which includes intellectual credentials, pedagogical proficiency, personal proficiency, social proficiency, and professional proficiency.

**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
<b>Amount</b>			<b>40</b>	<b>100.0</b>

The results of the teacher's answer survey yielded an average result 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 overall state of a teacher encompasses various aspects such as academic qualifications, pedagogic competence, personal competence, social competence, and professional competence. When evaluating the overall condition of teachers, approximately 95% fall into the very good category, indicating a high level of competence. On the other hand, around 5% of teachers are classified as having a lower level of competence. Specifically, academic qualifications are lacking in less than 10% of the teachers. Teachers have been making efforts to enhance their qualifications by participating in ongoing learning programs, aiming to meet the academic requirements of a bachelor's degree (Strata 1 or S1). These endeavors involve collaborating with the education office, regional government, and Teacher Training and Education Institutes (LPTKs) to improve the qualifications of the teaching staff. Previous studies have shown positive

results regarding the teachers' cognitive preparedness in implementing the 2013 curriculum, as well as their effective management of learning assessments in both cognitive and emotional aspects (Febriani et al., 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%. The use of information and communication technology in learning is one of the conditions for academic competency that has not yet been met. 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 & 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 & 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 (Danurwinda & Hariyanto, 2018).

### 4.3 The Degree to Which Teachers are Aware of the 2013 Curriculum

The following table lists factors influencing teachers' comprehension of the 2013 curriculum:

**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
<b>Amount</b>			<b>40</b>	<b>100.0</b>

According to the findings of the teacher understanding observation, the total mean/average score was 86.68. There were 25 instructors (62.5%) who met the criteria for very excellent comprehension of the 2013 curriculum, 10 teachers (25%) who met the criteria for good understanding, 4 teachers (10%) who met the criteria for poor understanding, and 1 teacher (2.5%) who met the criteria for very bad understanding.

There is good teacher understanding of the 2013 curriculum. However, for signs linked to examining student and instructor literature, the majority of teachers are in the range 4 (positive). This is especially related to the evaluation of instructional 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 (Annisa, et.a.l., 2021; Danurwinda & Hariyanto, 2016).

Previous research mentioned the teachers' capacity to comprehend the 2013 curriculum in terms of their comprehension of the 2013 curriculum's objectives and a scientific method scientific method which showed that as many as 75% of teachers understood the objectives of the 2013 curriculum implemented (Putra et al., 2022; Akanni, 2021). 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; Olujuwon et.al., 2021).

### 4.4 Learning Planning Conditions

The condition of the lesson plan made by the instructor during the 2013 Curriculum implementation 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.

**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
<b>Amount</b>			<b>40</b>	<b>100.0</b>

In general, the condition of the teacher's prepared lesson plan (RPP) was excellent. The assessment part still has shortcomings, though. Some instructors still struggle to include assessment tools in course preparations. The creation of the assessment tool is unfinished, lacking questions/observation sheets, answer keys/rubrics, and guidelines for scoring. Only a small number of teachers have developed comprehensive assessment instruments. The teacher is appropriate in preparing the identity by including the name of the time allotment, class/semester, theme/sub-theme, and educational institution, 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 (Prabowo et al., 2021; 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). Teachers are frequently provided with training sessions and workshops to develop accurate lesson plans that align with the latest educational guidelines (Permendikbud). These sessions involve expert speakers, such as academic professionals, who have conducted extensive research in this area. It is important for school supervisors to proactively stay informed and have a comprehensive understanding of teacher administration, ensuring compliance with the most recent regulations (Rizkia et al., 2021; Bamiro et al., 2020).

#### 4.5 Infrastructure Conditions

Observation results obtained the average/mean for the overall observation score for the condition of infrastructure facilities of 87.83. The state of the infrastructure and facilities includes the condition of the classroom with its equipment, the condition of the library room, and the condition of teaching aids/media (laboratory).

**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
<b>Amount</b>			<b>12</b>	<b>100</b>

Overall, the infrastructure is in decent condition. 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; Nikmah et al., 2020).

The condition of infrastructure related to teaching aids/media in the laboratory in majority of the schools are excellent, but only a small percentage of them lack a dedicated building or facilities for lab space. Other facilities and infrastructure capable of supporting K-2013 implementation are the yard's size in relation to the number of pupils 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 (Sayekti et al., 2022; Nurkholis 2019).

## 5. Conclusions and Recommendations

Conclusion of the Preliminary stage (*Antecedent*); The state of pupils in terms of their interest in learning (83% good category) and ability to follow teachings (80%). The teacher's condition in terms a percentage of 89.5 indicates that the combination of academic credentials, pedagogic competence, personal competence, social competence, and professional competence is not fully up to par (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 proportion of 58.3%. There are gaps in the teachers' comprehension of the material up to standard with a proportion 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 results of this study are anticipated to serve as valuable information to enhance the performance of all stakeholders involved in the implementation of the 2013 Curriculum. Ultimately, this will ensure that the implementation of the curriculum aligns with the government's established standards.

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