



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2022; 8(5): 177-183
www.allresearchjournal.com
Received: 07-03-2022
Accepted: 16-04-2022

Mikaela Nona Hariyati
Post Graduate Program,
Manado State University,
Indonesia

Roos MS Tuerah
Post Graduate Program,
Manado State University,
Indonesia

Javier IC Tuerah
Post Graduate Program,
Manado State University,
Indonesia

Corresponding Author:
Mikaela Nona Hariyati
Post Graduate Program,
Manado State University,
Indonesia

Learning management based on 2013 curriculum at public elementary school Tompasobaru south Minahasa Regency

Mikaela Nona Hariyati, Roos MS Tuerah and Javier IC Tuerah

Abstract

In the current development of the world of education, there has been a change in the curriculum in 2014 from the 2006 curriculum to the 2013 curriculum, so that the implementation of the 2013 curriculum must be accompanied by various aspects of preparation so that this study aims to (1) describe the learning planning process based on the 2013 curriculum. compiled by the teacher at the Tompasobaru State Elementary School, (2) To describe the process of implementing the 2013 curriculum learning carried out at the Tompasobaru State Elementary School. (3) To describe the evaluation process of learning based on the 2013 curriculum at the Tompasobaru State Elementary School. This research uses a qualitative approach. Data collection techniques used are interviews, observation, and documentation. (1) The teacher as the class manager makes a lesson plan that has been carried out to the maximum extent possible by each class teacher by making some adjustments. (2) the implementation of learning is carried out in accordance with the lesson plans that have been made by the class teacher. (3) the evaluation process in the 2013 curriculum learning to find out the results of learning both as a teacher and as a student.

Keywords: Management, planning, implementation, learning evaluation

1. Introduction

The teacher is a condition that is positioned as the frontline and central in the implementation of the learning process, so that it becomes the subject of discussion for many people regarding their performance, total dedication and loyalty. The spotlight is more directed at the inability of teachers in the implementation of the learning process, which ultimately leads to a decline in the quality of education. This leads to the weaknesses of the teacher, it is not fully borne by the teacher, it may exist in the applicable system, whether intentionally or not it will affect the problem earlier (Isjoni, 2004:15). The development of technology is increasingly rapidly resulting in the rapid development of students' thinking. The rapid development of this technology also has an impact on the quality of education provided by teachers to students due to the development of educational technology which is no longer supported. Therefore, the curriculum in Indonesia has also been changed several times to adapt the development of education to the development of technology and the development of students. The changes made to the curriculum in Indonesia are aimed at adapting and developing Indonesian education to a better quality and in line with economic and technological growth. In addition, curriculum changes are also aimed at adjusting the development of students. Since Indonesia's independence the curriculum has undergone several changes in succession, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, and 2006. Changes in the political, socio-cultural, economic, and science and technology systems in the society of the nation and state.

The paradigm shift in the implementation of education makes the teacher's role more complex, because the demands on teachers are not only teaching and educating students in front of the class and other activities in carrying out extracurricular activities, teachers are also expected to be able to act as facilitators and mediators so that the role of education becomes more meaningful in performance. Curriculum changes for elementary school teachers certainly have an effect on performance. For example, teachers do not understand the 2013 curriculum, planning, implementing learning, evaluating the 2013 curriculum,

there is no uniformity in the learning process in the classroom, namely how many classes have used the 2013 curriculum learning but there are also classes that have not used it on the grounds that they do not understand the learning process. And its implementation so that it still uses the 2006 KTSP learning. Schools must also be able to deal with problems that arise because teachers are more likely to download or copy the curriculum (Learning Implementation Plan) that is used not in accordance with the circumstances and the school environment but only uses the existing one. can also be downloaded without adjusting to the situation and the school environment itself, the facilities and infrastructure are inadequate. This makes learning activities can not run effectively.

Based on the background of the problem, the purpose of this research is to find out, analyze, and describe:

1. The 2013 Curriculum-Based Learning Management Planning Process compiled by teachers at Tompasobaru elementary school
2. The 2013 Curriculum-Based Learning Management Implementation Process at Tompasobaru elementary school
3. Evaluation Process for Learning Management Based on the 2013 Curriculum at Tompasobaru elementary school

2. Literature Review

2.1 Learning management concept

2.1.1 Learning Planning

Planning is a series of actions for the future. Planning aims to achieve a consistent and coordinated set of operations in order to obtain the desired results. Planning must be prepared before the implementation of other management functions (Oemar Hamalik, 2012:135). Meanwhile, according to Dinn Wahyudin that planning is the determination of a series of actions that will be carried out in the future, in the form of goals, strategies, policies, budgets, and standards needed to achieve goals. If it is related to the curriculum, Dinn Wahyudin argues that curriculum planning is a process of setting educational goals, educational policy methods, budgets, educational standards to achieve goals (Dinn Wahyudin, 2014:74). Rusman argues that curriculum planning is planning learning opportunities that are intended to guide students towards the desired behavioral changes and assess the extent to which changes have occurred in students (Rusman, 2012:21). Furthermore, according to Yamin (2012:51) curriculum objectives based on each educational unit must be considered carefully. This is because, it will determine the direction of an education implementation. Then related to content standards related to curriculum material, it must reflect teaching materials that build enlightenment. Fauzan (2107:66), that the curriculum planning process begins with developing guidelines or establishing curriculum materials for schools, namely setting goals, identifying suitable materials, and selecting teaching and learning strategies.

2.1.2 The learning process

Learning process is an activity carried out by a person in order to gain knowledge from not knowing to knowing and the learning process is carried out by humans throughout their lives. Learning as put forward by Sardiman (in Afandi, Chamala, and Wardani 2013:1)^[2], that "learning is a change in behavior or appearance, with a series of activities for

example by reading, observing, listening, imitating, and so on".

Learning evaluation is carried out by educators to determine the level of success of a teaching and learning activity. Several notions of evaluation are often put forward by several experts such as: Lessinger (in Ratnawulan and Rusdiana 2014:2)^[24], defines evaluation as an assessment process by comparing the expected goals with the real progress/achievements achieved. Wysong (in Ratnawulan and Rusdiana 2014:2)^[24], suggests that evaluation is a process to describe, obtain or produce useful information for considering a decision. Lincoln (in Arifin 2009:5)^[7] evaluation is a process to describe students and weigh them in terms of value and meaning. So evaluation can be interpreted as an activity to compare and assess.

The assessment is carried out holistically covering aspects of attitudes, knowledge and skills for each level of education, both during the learning process (process assessment) and after the learning is completed (learning outcomes assessment). At the basic education level, the proportion of character development takes precedence over the proportion of academic development.

Assessment in SD/MI is carried out in various techniques for all basic competencies which are categorized into three aspects, namely attitudes, knowledge, and skills.

2.2 2013 Education curriculum 2

Aspects of knowledge is an aspect that is in the learning material to add insight to students in a field. In this curriculum structure, the elementary level has a knowledge weight of 20% and 80% of the character aspect, the junior high school level has a knowledge weight of 40% and 60% of the character aspect, and the high school level has a knowledge weight of 80% and 20% of the character aspect. The 2013 curriculum is indeed integrated with character education which was previously launched by the government before the formation of this curriculum.

The skill aspect aims to improve students' skills in making, implementing, and working on a problem or project so that students can be trained on scientific and character traits that refer to the skill aspect. Aspects of skills can be in the form of problem solving skills, project execution and implementation skills, text making skills, and skills in answering oral questions. Aspects of attitude and behavior assessment is an aspect of assessment by assessing the attitudes and behavior of students during the learning process. This aspect of the assessment is assessed by the teacher in a daily journal, peers in a grade sheet, and by oneself. In the 2013 Curriculum, especially in learning materials, there are materials that are streamlined and materials that are added. The streamlined material appears to be in Indonesian, Social Studies, PPKn, etc., while the added material is Mathematics. The subject matter (especially Mathematics) is adapted to international standard learning materials so that the government hopes to balance education in the country with education abroad.

According to Musfiqon and Nurdiansyah, 2015:24^[15] in curriculum development, changes are needed in accordance with the development of current conditions and situations. Because like it or not, the curriculum will continue to change and adapt to the needs of the community. According to Government Regulation No. 19 of 2005 concerning National Education Standards Chapter 1 Article 1 Paragraph (15) Education Unit Level Curriculum (KTSP) is

"Operational curriculum prepared by and implemented in each education unit." KTSP is a refinement of the 2004 curriculum, which is an operational curriculum that is prepared and implemented by each educational unit or school (Muslich, 2007:17). The 2013 curriculum has been implemented in the 2013/2014 school year in certain (limited) schools. The 2013 curriculum was officially launched on July 15, 2013. Something new certainly has differences with the old. Likewise, the 2013 curriculum has differences with the KTSP. The following are the differences between the 2013 curriculum and the 2006 KTSP.

3. Research Method

Every research basically has a technique to approach a research object, because the determination of the approach taken will provide clear instructions for the research plan to be carried out. In this research, the approach used is qualitative research.

Research Place. Tompasobaru State Elementary School with the address: Jalan Siswa, Tompasobaru Satu Village, Tompasobaru District, South Minahasa Regency, North Sulawesi Province. The pre-field stage is the stage of preparation or things that a researcher needs before going into the field. Some of the things that a researcher needs include:

- a) **Develop a research design:** The design of a qualitative research at least contains, the background of the problem and the reasons for carrying out the research, literature review that results in conformity of the paradigm with the focus, selection of the field or research setting, determination of research schedule, selection of research tools, design of collection in data analysis design, design of equipment and data validity checking plan.
- b) **Choose a research field:** The best way that needs to be taken in determining the research field is to consider substantive theory, go and explore the field to see if there is a match with the reality of being in the field.
- c) **Managing Permits:** In taking care of licensing, researchers must know who has the power and authority to give permission for the conduct of research, as well as the necessary requirements such as a letter of assignment, agency permit, personal identity, other equipment.
- d) **Explore and assess the state of the field:** The purpose and objective of the field assessment is to try to identify all elements of the social, physical, and natural environment. The field introduction is intended to assess the situation, situation, setting and context, whether there is conformity with the problem, hypothesis, and theory as previously thought by the researcher.
- e) **Prepare research equipment:** Research equipment includes physical equipment, permission to conduct research, contact with the area that is the research setting and supporting equipment used in research.
- f) **Field Implementation Stage:** At this stage the researcher begins his research or begins to search and explore data in the field. Through data collection by means of observation, interviews and documentation.
- g) **Data Analysis Stages:** At this stage the researcher analyzes the data to make temporary conclusions by reducing and organizing so that the previously collected

data is well and systematically so that it is easier to understand and inform other parties.

- h) **Reporting stage:** The reporting stage of research results is the result of several previous stages, and the researcher makes a written report in the form of background, literature review, research methods, presentation or presentation of data findings, discussions, and conclusions written in a narrative manner. At this stage, the researcher makes a written report based on the results of the research that has been done, while the form of the research report is in the form of a scientific thesis report.

Data is something that has no meaning for the recipient and still requires processing. Data can be in the form of a situation, images, sounds, letters, numbers, mathematics, language or other symbols that we can use as material to see the environment, objects, events or concepts (Siyoto and Sodik, 2015:67). The data obtained from the field are descriptive data concerning the 2013 curriculum learning management sourced from seven educators and key informants, namely the principal and 6 teachers. Documentation and library data sourced from the field and literature are used as supporting data. According to Cholid Nurbuko and Abu Ahmadi, the interview is a question and answer process in research that takes place orally between two or more people face to face and listens directly to the information conveyed.

Based on the quote above, the researcher concludes that the interview method is the method used to obtain data directly asking for information from the interviewee. In the interview there are 3 procedures, namely:

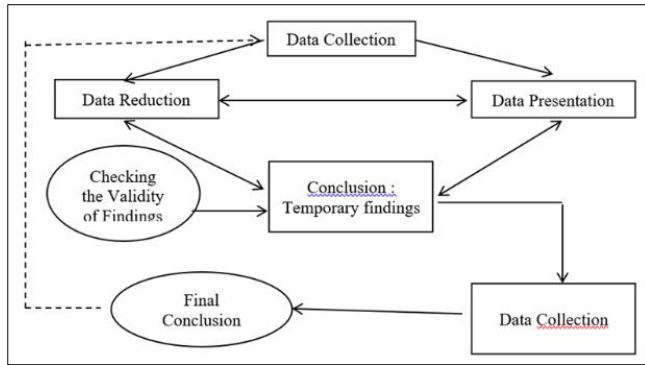
- a) Free interviews are interviews in which the interview does not intentionally lead to questions and answers on the part of the problem and the focus of the research.
- b) Guided interview is an interview that uses a guide from the subject matter.
- c) Guided free interview is a combination of free and guided interview. So in the interview only contains the main points of the problems studied further in the interview process takes place following the interviewer's situation, if it deviates from the main issues discussed.

The documentation method is a way to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes and others. It is a complement used by researchers by using media in the form of photos, writings, and data that aims to complete textual data (Sarwono 2006:224). The types of documents collected in this study include: documents related to 2013 curriculum learning, school data, personnel, school vision-mission and goals, and school history.

The research instrument is a very important tool used in research activities. The instruments used in this research are as follows:

1. Researchers themselves, research is the main instrument in qualitative research
2. Interview guidelines, which were carried out on informants related to research activities.
3. Check list, when making observations on the object of research.
4. Documentation note format, which is used to record written documents or archives about the data needed in research.

The research procedure carried out can be seen in the image below:



Source: Matthew B. Miles & A.M. Huberman

Fig 1: Model Interaksi Analisis Data

4. Result and Discussion

4.1 Description of the research site

In general, the description of the school where the research is conducted can be seen in the table below:

Table 1: The description of the school data

No	School Data	Description
1	School Name	Tompasobaru elementary school
2	NPSN	40101889
3	Status	Public
4	Founded	1999
5	Address	Tompasobaru, Minahasa Selatan District, Sulawesi Utara
10	Post Code	95375
11	Phone Number	-
12	Accreditation	B
13	Land	right of ownership

Source: Research result, 2022

The condition of students at Tompasobaru elementary school, number of students for the 2021/2022 academic year is 83 people with various ethnicities and cultures, but the majority of them are Muslim. The following is the data of Tompasobaru State Elementary School students.

Table 2: Data on the Number of Students of Tompasobaru elementary school for the 2021-2022 Academic Year

Class	Number Of Classes	Male	Female	Total
1	I	8	11	19
2	II	6	5	11
3	III	13	6	19
4	IV	2	9	11
5	V	4	7	11
6	VI	8	3	11
		42	41	83

Source: Research result, 2022

4.2 Research result

The research has made several visits to schools to collect data and information according to the research focus and explored matters relating to the 2013 Curriculum-Based Curriculum Learning Management. Before entering the new school year, each class teacher will prepare a series of lesson plans including annual programs, semester programs, syllabus, and lesson plans. The teacher has tried to develop learning tools in the form of lesson plans in accordance with

the provisions of the 2013 curriculum. The steps for preparing the lesson plans are carried out by teachers in each class at Tompasobaru elementary school in the preparation of lesson plans at Tompasobaru elementary school.

In the learning planning process that is made by the teacher, it is still not fully done by the teacher himself because he downloads the RPP from Google which is not even official from the government, but not all teachers do it, besides things that are no longer included by the teacher in learning planning but are still conveyed by the teacher in learning activities. Things that are no longer included by the teacher in the lesson plan are the section that determines core competencies, basic competencies and indicators that will be used. Enrichment and remedial are no longer included by teachers in the lesson plans they make but are included in formulating the steps for learning activities. Things that are no longer included in the RPP are still carried out in learning activities and there are parts that have been combined by the teacher in other parts of the RPP.

Implementation of 2013 Curriculum Learning at Tompasobaru elementary school, teachers carry out classroom learning according to the learning implementation plan (RPP) that has been made. After the lesson plan has been prepared, the teacher's next task is to carry out teaching and learning activities. The implementation of learning at Tompasobaru elementary school starts at 08.00-13.00 for Monday to Wednesday. Thursday starts at 08.00-12.00. Friday starts at 08.00-10.00 WITA. The learning process at Tompasobaru elementary school contains several stages, namely initial or preliminary activities, core activities, and closing activities.

1. Observing, in this activity, the teacher gives time for students to read the material or observe the material on the learning media that will be studied at the meeting while the teacher explains the material. In observing each class teacher uses different methods. Grades 4,5 and 6 teachers often use learning media in the form of texts that are observed by students with the aim that students can imitate and make their own what the teacher makes, grades 1,2 and 3 teachers more often carry out direct demonstration activities What is observed by the students to make it easier to imitate this is because learning in lower grades requires more concrete or real concepts so that it makes it easier for students to understand and know something whether it is a member of the human body or other objects. The 6th grade teacher also uses a different method using learning media. The teacher asks students to observe pictures that can increase students' interest in learning.
2. Asking, in observing activities, the teacher provides opportunities for students to ask questions that have not been understood by students about the explanation of the material or after reading or observing the material. On the other hand, the teacher also asks questions to determine students' understanding by being appointed and students asking themselves or providing the widest opportunity for students to ask questions. This activity often does not go well because students are often passive and only a few are active so this activity often goes one way, namely the teacher who asks the students.
3. Trying, in trying activities, students are directed by the teacher to conduct discussions. Students make groups to discuss the material that has been taught. Then the

teacher provides a stimulus in the form of questions in the discussion. This activity is also not always in the form of discussion as in some subjects such as Indonesian, students are asked to make texts such as explanatory texts, procedural texts and many more. In trying activities in learning Natural Sciences, it is often done by trying to practice solutions. This trying activity is also often carried out by other classroom teachers because the learning process is often interspersed with artistic practices such as making pictures or crafts that are adapted to the current state of the pandemic, so practicum activities are made according to the current situation of this pandemic. As well as other learning content, also often use different methods because learning has a lot to do with experimenting with the natural surroundings, in other subjects trying activities are often done by making questions.

4. Associating / reasoning, in this activity, students learn to think logically, know good and bad, and learn to think more creatively. In discussion activities, students make conclusions from joint discussions or through independent observations to be presented later. The results of associating/reasoning will be communicated by students in class. The teacher supervises the discussion to make sure the discussion goes according to plan. This activity is also often carried out differently in each subject in Natural Science learning activities, learning often conducts experiments, then students are required to make conclusions based on the things that were done during the experiment and then communicated the same thing is also often done on the content of learning arts and culture when dealing with other materials. Material that requires practice. So that every classroom teacher tries to apply their learning strategies with high creativity and is easier for students to understand.
5. Communicating, communicating is the final activity in the core activity. In this activity, the dissemination of information that has been obtained through previous activities is carried out. At this meeting, the results of the discussion were presented in class. The results of the discussion are presented by each group and answered by another group that has been determined. This activity can also be done without a group after students have made observations, students are asked to draw a conclusion and then present the results of their observations to the whole class. The teacher reinforces the results of the discussion and gives awards to groups or individuals who work well.

The closing activity aims to evaluate students' understanding of the material that has been delivered. In the closing activity, the teacher gives the opportunity for students to make a summary / conclusion of the lesson about the material that has been studied. After concluding, the teacher provides reinforcement for students' understanding and provides a lesson plan for the next meeting. The steps in the final or closing activity carried out by the teacher are:

1. Together students and teachers make conclusions.
2. Doing reflection activities on the learning that has been done.
3. The teacher provides feedback on the learning process and learning outcomes.

4. The teacher conducts an assessment.
5. The teacher follows up in the form of remedial and enrichment learning.
6. The teacher equates the lesson plan at the next meeting.

Then the activity closed with a prayer from one of the students and said hello, the teacher then closed the lesson. In the initial activities and closing activities the teacher often uses the same steps as absenteeism, giving motivation, giving assessments and others. The difference is in the core activities in this activity the teacher uses different ways in class depending on the learning content and material given in class. Teacher creativity is determined by the teacher himself so that learning objectives can be achieved.

4.3 Discussion

4.3.1 The 2013 Curriculum-Based Learning Planning Process at Tompasobaru elementary school

Learning plans are prepared by each class teacher at the beginning of each semester and the preparation is adjusted to the syllabus and semester programs that have been prepared. The learning planning prepared by the teacher has been adjusted to the 2013 curriculum guidelines in accordance with the Regulation of the Minister of Education and Culture number 57 of 2014 concerning the Elementary School Education Curriculum, explaining that the task of preparing the nation's young generation is the main task of a curriculum (in Anisa, Mardiyana and Triyanto, 2018:286)^[6]. Some things in the preparation of learning plans that have been omitted by teachers at Tompasobaru elementary school, but these parts are not completely removed but are combined with other parts in learning planning such as learning methods combined in the formulation of learning steps according to Sudjana (in Jaya 2019:9)^[17] and core competencies and indicators are no longer included but are still conveyed by the teacher in the implementation of learning. The covid-19 pandemic also affects the preparation of learning plans, this can be seen from the time allocation which was only 30 minutes per subject which was previously 45 minutes per hour and learning media using online media such as Whatsapp, Zoom and Google Class Room.

Based on previous research that is relevant to the title Implementation of Curriculum Management 2013 at Eben Haezer Christian Elementary School Manado, that research suggests how the planning and implementation of learning in schools is always made by teachers and principals supervise and guide teachers in the preparation of prosem, syllabus, lesson plans by covering The three stages of activity are initial activities, core activities and final activities. It is the same with teachers and principals at Tompasobaru elementary school who follow the 2013 curriculum learning procedures by compiling learning programs, lesson plans, syllabus before carrying out learning and being checked and approved by the principal. The 2013 curriculum learning planning must be implemented in order to make it easier for teachers to carry out teaching and learning activities in the classroom because it is very important in the later learning process that uses thematic learning by combining and linking several learning content to be as interesting as possible to explain to students later.

4.3.2 Implementation Process of 2013 Curriculum-Based Learning at Tompasobaru elementary school

The implementation of learning at Tompasobaru elementary school is carried out by teachers using the lesson plans that have been prepared by each teacher previously. Learning is carried out according to the steps in the RPP and following the schedule in the RPP using methods that have been adapted to the learning materials that will be given by the teacher. Knirk and Kent L Gustafson (in Helmiati 2012: 8) ^[12] argue that the implementation of learning as an activity designed to influence students so that the learning process and inculcation of values can take place easily. The teacher as the main facilitator in learning must create a safe and comfortable classroom atmosphere so that learning objectives can be achieved.

Minister of Education and Culture Regulation of the Republic of Indonesia number 37 of 2018 concerning amendments to the Minister of Education and Culture number 24 of 2016 concerning Core Competencies (KI) and Basic Competencies of Lessons in the 2013 Curriculum in Elementary and Secondary Education so that the implementation of learning at Tompasobaru elementary school is in accordance with the composition and does not involve all material in The learning process is because KI and KD are more narrowed and focused according to the grade level being taught, this makes it easier for teachers to carry out learning more effectively and focus on the learning objectives that have been implemented.

Teachers try to attract students' interest in learning in various ways that can be used by teachers by using learning media from visual media to audio-visual media, as a learning model to further clarify student understanding, teachers also present materials that are easier for participants to understand. learn by taking advantage of the surrounding environment. Teacher creativity will determine the success of students. As stated by Sardiman (in Chamala, and Wardani 2013: 1) ^[2] that learning is a change in behavior as a result of individual experiences and interactions with their environment, both cognitive, affective and psychomotor.

4.3.3 Evaluation Process for 2013 Curriculum Learning at Tompasobaru elementary school

Evaluation of learning at Tompasobaru elementary school has also been carried out well, because it is not only beneficial for students but also as an evaluation for the teacher himself, similar to the expression of Lincol (in Arifin 2009:5) ^[7] evaluation is a process of describing students and weighing them in terms of value and meaning. In evaluating learning a teacher can find out the success of the day's learning, can measure students' ability to remember it by giving homework, find out students' creativity by giving crafts or projects such as making sculptures from clay, making flowers from plastic bottles that have been made. by grade 6 together with their homeroom teacher at Tompasobaru elementary school, in addition to making a report in the form of a portfolio to find out the attitudes and characteristics of students which of course are different for each student. Evaluation assessment also from the surrounding friends or classmates is very important because the characteristics of students in front of parents and teachers can be different from the characteristics in front of their friends.

5. Concussion

Based on the results of interviews, observations, documentation studies, research findings and discussion of findings in the field, the researchers draw the following conclusions:

5.1 2013 Curriculum-Based Learning Planning

In the 2013 Curriculum Learning Management, Teachers at Tompasobaru elementary school have carried out learning well in accordance with the rules and learning instructions for the 2013 Curriculum, although there are also shortcomings in terms of improving the RPP design which has not been maximized, but overall it has been going well and can adapt to current digital developments, so that teachers are now accustomed to always making syllabus and lesson plans before carrying out learning activities. The lesson plans are prepared based on the syllabus made by taking into account the educational calendar and semester program. Meanwhile, the principal has done his best in providing guidance to teachers in implementing the 2013 curriculum at Tompasobaru elementary school. When carrying out learning activities the teacher always does it based on the steps listed in the Learning Implementation Plan. Teachers continue to look for inspiration and guidance so that lesson plans can be well structured and interesting. Teachers can collaborate on several learning content to be included in one theme so that they are related and related so that learning in that theme can be successful.

5.2 Implementation of 2013 Curriculum Based Learning

The implementation of the 2013 Curriculum learning at Tompasobaru elementary school has also been carried out well. There are some teachers who have used project-based learning to train students' creativity because the 2013 Curriculum itself emphasizes learning from students, although there are also obstacles in learning such as the lack of teaching aids, and because of the many goals that are not achieved, so at this stage the teacher must be smart. present learning plans so that learning objectives can be achieved.

5.3 Evaluation of 2013 Curriculum Based Learning

In the implementation of learning, teachers at Tompasobaru elementary school continue to carry out learning evaluations to determine the success of students and the teachers themselves try to make learning more enjoyable and provide supporting facilities. At the end of each learning meeting the teacher will evaluate the learning as stated in the lesson plan. The evaluations carried out varied such as asking questions, drawing conclusions, making summaries and carrying out assessments through written tests and using LKPD, but the assessment format was not structured because not every student's work was judged good by the teacher, but the overall evaluation process went well, because no final result is obtained.

6. References

1. Abdulmuid Muhibbuddin. Manajemen Pendidikan Batang: Pengging Mangkunegara, 2013.
2. Afandi, Chamala, Wardani. Model dan Metode Pembelajaran di Sekolah. Semarang: Unissula Press, 2013.

3. Kunandar, Penilaian autentik (penilaian Hasil Belajar Peserta didi Berdasarkan kurikulum 2013), (Jakarta: Rajawali Pers, 2013).
4. Sudjana, dan Ibrohim R, Penelitian dan Penilaian Pendidikan. (Bandung: sinar Baru Algensindo, 2007).
5. Arifin Zainal, Evaluasi Pembelajaran, (Bandung: PT. Remaja Rosda Karya, 2011).
6. Anisa Astra Jingga, Mardiyana, Triyanto. Pendekatan dan Penilaian pembelajaran pada kurikulum 2013 Revisi 2017 Yang mendukung peningkatan Kemampuan Koneksi Matematis Siswa. Jurnal Elektronik Pembelajaran Matematika, Magister Pendidikan Matematika, Universitas Sebelas Maret, Surakarta, 2018.
7. Arifin Zainal. Evaluasi Pembelajaran. Bandung: PT Remaja Rosdakarya offset, 2009.
8. Azhar Arsyad. Pokok-Pokok Manajemen; Pengetahuan Praktis Bagi Pimpinan dan Eksekutif Yogyakarta: Pustaka Pelajar, 2003.
9. Aziz Firdaus M. Metode Penelitian. Tangerang: Jelajah Nusa, 2012.
10. Farikhah Sity, Wahyudhiana. Manajemen Pendidikan. Yogyakarta: Aswaja Pressindo, 2018.
11. Fauza. Kurikulum dan Pembelajaran. Tangerang: GP Press, 2017.
12. Helmiati. Model Pembelajaran. Yogyakarta: Aswaja Pressindo, 2012.
13. Hidayatul Mucharromah. Manajemen Pembelajaran Kurikulum 2013 Studi di SMP N 1 Purwodadi, Manajemen Pendidikan Islam Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Walisongo Semarang, 2015.
14. Machali Imam. Kebijakan Perubahan Kurikulum 2013 dalam Menyongsong Indonesia Emas Tahun 2045, Jurnal Pendidikan Islam UIN Sunan Kalijaga Yogyakarta, 2014. (e-mail: imam.machali@uin-suka.ac.id)
15. Masram mu`ah. Manajemen Sumber Daya Manusia Sidoarjo: Zifatama Publisher, 2015.
16. Mulyasa E. Pengembangan dan Implementasi Kurikulum 2013, Bandung: Remaja Rosdakarya, 2014.
17. Jaya Farida. Perencanaan Pembelajaran, Medan: Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatra Utara, 2019.
18. Musfiqon, Nurdyansyah. Pendekatan Pembelajaran Saintifik. Sidoarjo: Nizamia Learning Center, 2015.
19. Mustari Mohamad. Manajemen Pendidikan Dalam Konteks Indonesia. Bandung: Arsad Pers, 2013.
20. Majid Abdul, Rochman Chaerul. Pendekatan Ilmiah dalam Implementasi Kurikulum 2013, Bandung: Remaja Rosdakarya, 2014.
21. Nurdyansyah, Eni Fariyatul Fahyuni. Inovasi Model Pembelajaran Sesuai Kurikulum 2013. Sidoarjo: Nizamia Learning Center, 2016.
22. Oemar Hamalik. Manajemen Pengembangan Kurikulum. Bandung: PT Remaja Rosdakarya Offest, 2006.
23. Oemar Hamalik. Dasar-dasar Pengembangan Kurikulum. Bandung: PT Remaja Rosdakarya Offest, 2008.
24. Ratnawulan Elis, Rusdiana. Evaluasi Pembelajaran Dengan Pendekatan Kurikulum 2013. Bandung: Pustaka Setia, 2014.