

Research article

Implementation of the 2013 Curriculum

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The 2013 curriculum still faces various hurdles in its implementation in Indonesian schools. The current study evaluates the strategy used by an elementary school in Tangerang City, Indonesia for implementing the 2013 curriculum program. The study used a qualitative descriptive method and an evaluation approach by Sugiono Theory. The evaluation model was the CIPP model and the data collection technique was technical triangulation. Data sources were retrieved using source triangulation. Data analysis was carried out following Milles and Huberman's theory and SWOT analysis. The results indicated that a few obstacles still exist in the implementation of the 2013 curriculum program, and the authors recommend schools to rectify them through continuous improvements.

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1. Introduction

Karang Tengah 7 State Elementary School is an elementary level formal education institution located in the sub-district, Tangerang City. The curriculum used in achieving educational goals in this school is in accordance with the applicable curriculum, including the 1984 curriculum which is famous for the Active Student Learning Method (CBSA) or Student Active Learning (SAL), the 1994 Curriculum and the 1999 Curriculum Supplement, the 2004 curriculum or competency-based curriculum, the 2006 curriculum or KTSP (Education Unit Level Curriculum) and now the 2013 Curriculum.

The implementation of the 2013 Curriculum program at elementary school began in July in mid-2013 based on a ministerial circular No. 81 A regarding the implementation of the 2013 curriculum. In this circular, the implementation of the 2013 curriculum in elementary schools is carried out in stages, starting from grades I and IV first. Like wise with the implementation of the 2013 Curriculum for Karang Tengah 7 elementary school, at the initial stage it is only for grades I and IV.

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The change in the use curriculum program into the 2013, is a new breakthrough in the world of education in Tangerang City, especially at elementary school. So that at the initial stage its implementation is still not optimal and experiences several obstacles that cannot be resolved directly related to the teacher's understanding of the substance. Curriculum 2013, teacher competence, teacher mind set, and inadequate learning resources.

At that time, the teacher education and training of the Karang Tengah 7 Primary School's 2013 curriculum plan was not implemented in a balanced manner, resulting in many teachers not understanding the preparation, implementation and evaluation of teaching and learning activities using the 2013 curriculum. Implementation of the 2013 curriculum plan. Even though there are many obstacles, elementary school continues to use the 2013 Curriculum program at the next stage, namely the use of the 2013 Curriculum for grade 2 and grade 5. Until the next stage in the 2018/2019 academic year following the use of the 2013 Curriculum for grade 3 and grade 6.

There have been many significant changes in the implementation of teaching and learning activities at elementary school after using the 2013 Curriculum since 2013. Whether it's from the preparation, implementation and evaluation stages. This is all thanks to good cooperation between the government, the school, the committee and the surrounding community. However, this change is not evenly distributed because there are still some teachers who do not understand and can apply the 2013 Curriculum to its full potential due to lack of knowledge and lack of aptitude for existing developments, or even feel more comfortable with the old way of teaching because they feel there are not too many demands and easy to implement.

According to the results of interviews with the principal and the head teacher, it was found that Tangerang Primary Schools had some obstacles in the implementation of the imbalance in the 2013 curriculum plan. Among them, there were still some teachers who did not understand the essence of the 2013 curriculum plan, so there were obstacles in the preparation stage. . . , Implementation, and evaluation. Teachers do not master digital skills, which makes them encounter difficulties in using multimedia, especially in filling out transcripts or electronic transcript applications, and lack of communication with parents, which makes them implement different types in practice or experiments too successful. This difficulty is added when the child is less active, even though the demands of this scientific approach are that students must be active.

Another problem that exists in the school is that during the implementation of the 2013 curriculum program there has never been an evaluation carried out by the Ministry of Education and Culture, but only limited to Curriculum assistance from the LPMP, so

things that need to be improved cannot be found. The problems obtained from the interview results above are still general in nature, so there needs to be an in-depth evaluation. Departing from that problem, the authors are interested in conducting research evaluation of the implementation of the 2013 curriculum program at elementary school Tangerang City which has implemented the 2013 Curriculum in total. This evaluative study uses the CIPP model (Context, Input, Process, Product).

2. Literatur Teory

Karang Tengah 7 State Elementary School is an elementary level formal education institution located in the sub-district, Tangerang City. The curriculum used in achieving educational goals in this school is in accordance with the applicable curriculum, including the 1984 curriculum which is famous for the Active Student Learning Method (CBSA) or Student Active Learning (SAL), the 1994 Curriculum and the 1999 Curriculum Supplement, the 2004 curriculum or competency-based curriculum. the 2006 curriculum or KTSP (Education Unit Level Curriculum) and now the 2013 Curriculum.

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Another problem that exists in the school is that during the implementation of the 2013 curriculum program there has never been an evaluation carried out by the Ministry of Education and Culture, but only limited to Curriculum assistance from the LPMP, so things that need to be improved cannot be found. The problems obtained from the interview results above are still general in nature, so there needs to be an in-depth evaluation.

The 2013 course is the most recent course and focuses on the use of scientific methods, real assessments and integrated topics in learning. The course is expected to be able to keep up with the times and cultivate a critical and creative Indonesian generation. [1] The conclusion is that the use of scientific methods for education can lay an important foundation for children's scientific knowledge and scientific interest.

At the beginning of the implementation, the 2013 curriculum was considered a problem, which caused a lot of criticism and protests. The implementation of the 2013 curriculum still faces a major obstacle that must be resolved, that is, teacher preparation is the key to successful implementation. [2]. Other implementation issues according to [3] are the content and packaging of the course, the preparation of teachers, and the various explanations that occurred during the implementation.

The emergence of numerous issues within the implementation of the 2013 Curriculum did not now no longer hose down the passion of some of faculties who nevertheless desired to put into effect it, even the ones faculties had the braveness to do it independently.

The implementation of the 2013 Curriculum assessment studies is primarily executed in piloting faculties. [4] observed barriers for simple college instructors in enforcing the 2013 Curriculum that got here from the government, institutions, instructors, mother and father of college students and instructors. [5] in his studies observed that the capacity of instructors to develop, put into effect, and put into effect the 2013 Curriculum became pretty accurate.[6] said that the readiness of enforcing the 2013 Curriculum at SDN

Banaran Kertosono at the components of college management became very accurate, trainer creativity became accurate, pupil interest became accurate and the educational surroundings became very accurate. Likewise, the effects of the mentoring assessment carried out via way of means of the Research and Development Center of the Ministry of Education and Culture in piloting faculties confirmed that instructors' knowledge of books, lesson plans, the mastering process, and became very accurate.

Problems confronted at the start of curriculum implementation are natural, each in piloting faculties and impartial enforcing faculties. However, those issues need to be used intensive to at once discover the great answer so as to obtain the anticipated desires of the curriculum itself.

Search sports may be completed via assessment research. Curriculum assessment in accordance to [7] is an hobby of amassing records approximately a curriculum to provide attention to perfection and choice making. Meanwhile, in accordance to [8], curriculum assessment is a scientific attempt to gather records approximately a curriculum this is used as attention for the cost and that means of the curriculum in a specific context.

[9] interpret curriculum implementation because the operationalization of curriculum standards which are nevertheless potential (written) into real withinside the shape of gaining knowledge of sports. Meanwhile, in accordance to [10], gaining knowledge of withinside the school room is an area to enforce and check the curriculum. In gaining knowledge of sports, the curriculum idea may be found out in actual terms. [11] states that curriculum implementation is the efforts wished for the implementation of the curriculum in colleges to run well.

3. Method

3.1. Types of Research

This research is an evaluation research using a qualitative approach, namely matching between empirical reality and prevailing theory using descriptive methods. This means that the data collected is not in the form of numbers, but rather comes from interview manuscripts, field notes, personal documents, memo notes, and other official documents, so that the empirical reality behind this phenomenon can be described in depth, detail and thoroughly. This qualitative method is also often called the naturalistic research method because the research is carried out in natural or natural conditions natural setting [12].

3.2. Research Model

This study uses the CIPP evaluation model (Context, Input, Proces, Product) developed by Daniel Stufflebeam, et al. (1967). The reason for using the CIPP evaluation model is because the CIPP evaluation model is more comprehensive among other evaluation models, because the object of evaluation is not only results but also includes context, input, process, and results. In other words, this model is more comprehensive in capturing data on program objects, projects, personnel, products, institutions and systems. The components evaluated in this study are the abbreviations of the initial letters of the four words, namely: context evaluation , input evaluation, process evaluation, and product evaluation. [13]

Context; The components to be evaluated in the context evaluation are government policies, analysis of the school environment, vision, mission and goals of the school, the principal's work program plan. Input; which will be evaluated in the implementation of the 2013 Curriculum are students, educators and education personnel (teaching assistance, training teachers and school principals), funding / budget for implementing the 2013 Curriculum, and infrastructure (including procurement of student books and teacher handbooks). Process; manner assessment additives withinside the implementation of the 2013 Curriculum include: decision-making processes, education of getting to know tools (syllabus, and Learning Implementation Plans, annual programs, semester programs), included thematic getting to know implementation processes, utility of the clinical approach, implementation of actual assessments, and reviews on getting to know consequences of individuals students, and the participation of parents / guardians, faculty committees and the network withinside the manner of enforcing the 2013 Curriculum. Products; The product evaluation component in the implementation of the 2013 Curriculum is the achievement of the 2013 Curriculum implementation at elementary school Tangerang starting from the input, process, to the results of the assessment in the 2013 Curriculum in the form of academic and non-academic achievements.

3.3. Tools and Materials

The tools used in this study include mobile phones, stationery, laptops, and research interview forms. And the sources of information in this study are: school principals, educators, and education staff, students, school committees, and parents / guardians of students.

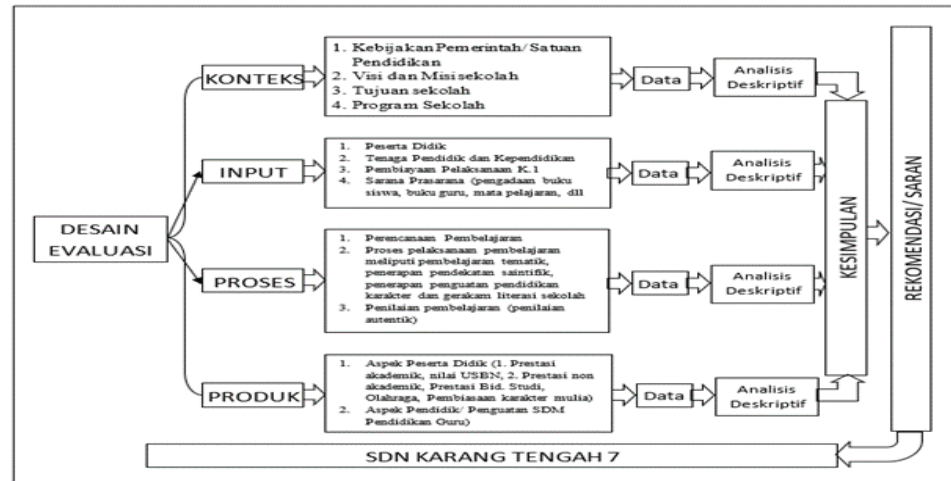


Figure 1: CIPP Evaluation Model.

3.4. Research Design

The evaluation planning design is a systematic and detailed work plan that can be used as an operational guide in the implementation of evaluation activities. The components that must be considered include: evaluation objectives, evaluation objects, evaluation methods, evaluation instruments, evaluators and personnel who support the evaluation, schedule of evaluation activities, respondents (sources of information), and estimated costs required.

Design is a plan that shows when the evaluation will be carried out and from whom the evaluation or information will be collected during the evaluation process. The preparation of an evaluation design must be in accordance with the evaluation model to be carried out. It can be said that a design is good if it is built based on a logical framework that can describe the types of conclusions to be produced, the limitations to be faced, the usefulness of the evaluation results, and so on.

3.5. Data Collection and Data Analysis

Data collection techniques in this study include observation, interviews, documentation, and triangulation / combination. The validity test of the data in this qualitative evaluation study used 7 (seven) steps, namely the extension of research observations, increasing persistence, triangulation, discussion with peers, member checking, using reference materials, and negative case analysis. These steps are taken so that the data in qualitative evaluative research can be accounted for as scientific research.

The data analysis technique used in this study used the Miles and Huberman model and the SWOT analysis technique (Strengths, Weakness, Opportunities and Threats). Miles and Huberman (1984), suggest that activities in qualitative data analysis are carried out interactively and continue continuously to completion, so that the data is saturated. Activities in data analysis, namely, data reduction, data display, dan conclusion drawing/verification [12]

The purpose of using a SWOT analysis is to maximize strengths and opportunities, but can minimize weaknesses and threats. Data analysis techniques using SWOT analysis in the implementation of the 2013 Curriculum program at the Karang Tengah 7 Elementary School, Tangerang City are listed in the following table:

4. Result

After the evaluator evaluates the implementation of the 2013 Curriculum program at the State Elementary School , the following are the results of an evaluation discussion based on the dimensions of context, input, process, and product.

Context Evaluation

1. Principal Policy

The curriculum used in the State Elementary School always refers to the curriculum imposed by the government, starting from the 1975 curriculum until now, namely the 2013 Curriculum. national education.

The competency-based 2013 curriculum will answer the challenges and problems of the future, where students are required to master various kinds of competencies to produce the competencies needed in the 21st century that is Critical Thinking and Problem Solving, creativity, Communication Skill, dan Collaboratively. Thus, the principal's policies are in accordance with the criteria.

1. Analysis of School Environmental Needs

The need for a school environment that supports the implementation of education at Karang Tengah 7 State Elementary School such as school fields, mosques, and parking lots is already well provided thanks to the cooperation and coordination with the Karang Tengah 12 Elementary School in scheduling the use of the field alternately, so as not to clash in ceremonial activities every Monday, tadarus every Friday, scout activities every Saturday, as well as futsal and volleyball every Tuesday and Thursday, and other activities such as Islamic Religious Holidays and National Holidays.

As for the cooperation with the mosque management for the purposes of worship and prayer practice has also been carried out well. Likewise, cooperation and coordination with community administrators such as RW in the school environment for security and parking needs have been well established as well. And what needs to be addressed is a healthy and comfortable canteen environment for the health and safety of students and other school members. Thus, the environmental needs analysis in this school is in accordance with the criteria.

1. School Vision

The vision of SD Negeri Karang Tengah 7 is as follows: "The realization of schools that are outstanding, disciplined, and have high character, have good morals, and cultivate traffic education, environmental education, and have the values of national cultural character based on faith and piety and science and technology. "

This vision is clear and in accordance with the vision of national education as outlined in the explanation section of Law no. 20 of 2003 concerning the National Education System, namely the belief of the training machine as a robust and authoritative social organization to empower all Indonesian residents to change into certified humans in order that they're capin a position and proactive in responding to the demanding situations of the ever-converting times, and also in accordance with the Adiwiyata school program, namely the realization of a clean school , green, beautiful, comfortable, and healthy. Thus, the school's vision fits the criteria.

1. School Mission

In order to realize the vision of the school, State Elementary School describes the points that must be carried out by all school elements with full responsibility. The missions at the State Elementary School are:

1. To teach students the importance of moral values, traffic education, and environmental education.
2. Carry out learning and student guidance effectively and creatively.
3. Improving the quality of teaching staff and education in order to improve profession, achievement and productivity.
4. Cultivate the talents and professions of students in academics, arts, sports, and scouting.
5. Cultivate a disciplined life, have high character, have a social spirit, work hard, and care for the environment.

6. Increase religious activities and practices in everyday life.
7. Increase skill activities that can equip students to continue to a higher level.
8. Complete educational facilities and infrastructure in accordance with the needs and development of science and technology.
9. Fostering awareness of the environment.

The mission of the State Elementary School is in line with the national education mission as outlined in the explanation section of Law no. 20 of 2003 concerning the National Education System. Thus, the mission of this school is in accordance with the criteria.

1. School Goals

The objectives of the State Elementary School refer to the goals of national education which are a description of the vision and mission of the school, which is a concrete step towards realizing the goals of national education as a whole as follows:

1. The formation of a generation who is faithful and pious and has good character.
2. The formation of a creative, innovative and mastering generation of IPTEK.
3. Producing graduates who are superior and can compete with the dozens of schools in the vicinity.
4. Increasing the ability of teaching staff in the use of technology.
5. A clean, healthy, green and comfortable school environment.
6. Students who have environmental awareness are formed.

The objectives of education at the State Elementary School are clear and in line with the national education goals listed in the National Education System Law No. 20 of 2003, namely to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, have faith, are capable, creative, independent, and become democratic and responsible citizens.

Input Evaluation

1. Learners

The input of students carried out by the State Elementary School is in accordance with the provisions stated in the regulation of the minister of education and culture of the

Republic of Indonesia, which is carried out non-discriminatory, objective, transparent, accountable, and just.

1. Educators and Education Personnel

Educators or teachers at the State Elementary School consist of teachers with status government employes and honorary or currently known by name free lance. The educational staff, such as operators, office boys, and security personnel, all have status . Education staff with status Pegawai Negeri Sipil comes from the Tangerang City Education Office, while honorary teaching staff are determined based on the policy of the principal according to the needs, who then get a Decree from the Tangerang City government as free lance.

Based on existing data, it can be seen that the academic background of teaching staff and education personnel is very good, because it is in accordance with applicable regulations, and the positions they are able to manage. Of the 28 teachers who are Civil Servants and Daily Freelancers, there are 2 educators whose academic backgrounds are at the high school level, there are also 2 teachers whose academic backgrounds are primary teacher education, but teach English. As for educational personnel such as administration, security, and cleaning personnel, they are in accordance with their profession.

From the results of observations and interviews, of the 28 educators who have attended the 2013 Curriculum training at the internal school, district level, or city level, there are 21 people. Meanwhile, there were 7 people who had never participated in the socialization and training of the curriculum. This is very influential on the level of understanding of the teaching staff of the substance of the 2013 Curriculum as a whole, furthermore the learning process using the 2013 Curriculum using a scientific approach and authentic assessment experiences many obstacles. Of the 28 educators, there were 24 educators who felt overwhelmed by the assessment process in the 2013 Curriculum, and felt less simple. This is the same as the results of research conducted by Ihsana El Khuluqo, Connie Chairunnisa and Abdul Rahman Ghani in international journals which show that teachers and principals need socialization and coaching starting from implementing learning, learning models, and scoring models, especially regarding giving attitude values. in the 2013 Curriculum. (El Khuluqo, Chairunnisa, & A. Ghani, 2020)

1. Financing

The source of operational costs for the implementation of education at State Elementary School comes from funds school operational assistance at Tangerang City, which

is used in the available technical guidelines. Which includes the operational costs of providing education in schools according to Permendikbud No. 8 of 2020 article 9 paragraph 2 is to finance: a. acceptance of new students; b. library development; c. learning and extracurricular activities; d. learning assessment / evaluation activities; e. administration of school activities; f. professional development of teachers and education personnel; g. subscriptions to power and services; h. maintenance of school facilities and infrastructure; i. provision of multi media learning tools;

For this reason, it is necessary to make an activity plan and school funding budget as a requirement for the reduction of School Operational Assistance funds in the next one year. School Activities and Budget Plans, hereinafter abbreviated as Sschool Budget Acyivity Plan, are plans for program or activity costs and funding for 1 (one) fiscal year, either strategic or routine, which are received and managed directly by the school.

According to the results of interviews with the school treasurer, other sources of funds to finance school operations apart from school operational and educational operational assistance are which comes from the Tangerang City Regional Budget, and so far the source of funds has been from funds it is sufficient for the cost of providing education in this educational unit. Thus, the funding for implementing the 2013 Curriculum at the State Elementary School is clear and there are no obstacles.

1. Facilities and infrastructure

Based on the results of observations made by the evaluator, the facilities and infrastructure at State Elementary School consist of two and three storey buildings, classrooms, principal's room, teachers' room, computer room, administration / Administration room, WI- FI Zone, school library room, School health Unit, teacher and student bathrooms, kitchens, ceremonial fields, school gardens and school canteens.

The facilities available at State Elementary School are student chairs and desks, teacher chairs and desks, white boards, smart borders, computer equipment, bookshelves, principal and teacher cabinets, data boards, 2 LCDs, student textbooks, 2 science practice kits, teaching aids such as regional maps and maps of Indonesia, a globe, pictures of traditional houses and traditional clothes, animal frame pictures, human skeletons, and books supporting the 2013 Curriculum.

From the availability, the existing facilities and infrastructure at State Elementary School already well. The number only needs to be added, considering that there are many class groups in this school, and not all teachers can use it because of its limited number, such as kits, globes, and LCDs. The school library room also needs to be fixed and needs continuous maintenance, because at the moment it cannot be used due to

uncomfortable conditions. The availability of adequate facilities and infrastructure is the second requirement so that the implementation of thematic learning can be maximized. (H, S, & P, 2018)

Process Evaluation

1. Decision-making

Decision making in using the curriculum at State Elementary School is to follow the policies of the central and local governments, namely following any changes to the existing curriculum in Indonesia and its development adapted to the conditions and needs of students, as well as the local culture of Tangerang City. State Elementary School has used the 2013 Curriculum since its enactment by the central government based on ministerial circular no. 81A of 2013, which is used in stages, namely starting first grade I and IV, then grades II and V, and finally grades III and VI.

1. Learning process

The learning process consists of planning, implementing, and assessing, as well as monitoring. Learning implementation planning includes syllabus and lesson plan. Both of them have an important role in the implementation of teaching and learning activities which are used by the teacher as a guide when teaching so that the learning process becomes focused.

In making the syllabus there were no obstacles, because in the 2013 Curriculum the syllabus had been given by the Central Basic Education Service which could be downloaded on the links that were usually distributed in a lot of school groups. Likewise, the Learning Implementation Plan (RPP) can be downloaded from the link that has been shared, then its development is adjusted to the needs and conditions in State Elementary School .

In the process of implementing learning using the 2013 Curriculum in general, they have implemented the 2013 Curriculum with the learning characteristics of the 2013 Curriculum, namely active, creative, innovative, effective, and fun learning through strengthening attitudes, skills, and knowledge using a scientific, contextual, mastery learning approach and a collaborative approach. However, the level of implementation varies according to the understanding of the substance of the 2013 Curriculum, creativity, availability of learning media, and collaboration with parents of students.

The assessment carried out by educators in the implementation of the 2013 Curriculum includes spiritual and social attitudes, knowledge, and skills. An assessment of spiritual and social attitudes should be carried out by educators by observing all

student activities while in school, such as when coming to school, praying before starting learning activities, while participating in learning, and after completing learning, then regularly recorded in the journal of spiritual attitudes and questions with the best criteria and need guidance only. But the assessment process like this is considered to be troublesome for educators because recording the results of the assessment of spiritual and social attitudes in the middle of teaching and learning activities is rarely done. In fact, the assessment of spiritual and social attitudes is often carried out when filling out the report card application only.

Assessment of knowledge is obtained from written tests, oral tests, assignments, mid semester assessment and end of semester assessment. As for the value of skills obtained from practical assessments, projects and products, as well as portfolios. There are many obstacles felt by educators at the public elementary school in assessing this knowledge and skills, namely the large number basic competencies that must be achieved, the ineffective process of the assessment, because the test questions are presented in an integrative thematic form, but the reporting must be sorted by field of study. Thus, the learning process using the 2013 Curriculum has not run optimally. This shows that there are still obstacles in the assessment process at this school. The same problem is found in the results of research conducted by Irmu Suyanti which states that authentic assessment is not yet fully in accordance with standards, with a percentage of 52.9% and sufficient. (Suyanti, 2019).

1. Society participation

At State Elementary School, community participation is going very well, such as relationships with guardians of students formed in the School Committee, with local community leaders, with related parties who contribute to the provision of education such as Puskesmas, security forces, fire fighters. Tutoring Institution, and the Environmental Service. And whose role is to communicate school programs to the community or parents of students and other related parties is the School Committee. The participation of the School Committee in the Karang Tengah 7 State Elementary School is only in the form of support and active participation in certain programs, such as meetings with parents in socializing school programs and their implementation. Thus, there are no obstacles with community participation in the implementation of the 2013 Curriculum.

Product Evaluation

1. Academic achievement

The results of academic achievement achieved in class by students, after using the 2013 Curriculum have increased, both in the aspects of attitudes, knowledge and skills.

But this increase depends on the condition of these learners and the involvement of their parents. Because there are still student achievements that have not improved even though in the classroom they have used the 2013 Curriculum for the two reasons above.

Based on the results of the observations, in general the academic achievement at the State Elementary School looks good, which is proven by the achievement of the results of the students' graduation in the School Examination which the average score is above the Minimum Learning Completion. The academic achievements achieved in the Science and Mathematics competition at the Karang Tengah sub-district level were: 3rd place in the Science Olympiad at FLS2N, 3rd place in the Mathematics Olympiad and 1st place in the General Knowledge competition.

1. Non Academic Achievements

The non-academic achievements achieved by students at are very good, as evidenced by the documents in the Administration section and the trophies that have been obtained which are plastered on the glass cabinets at the main entrance of this school. From the start of this school, it has always been established to participate in various kinds of competitions, both those held at the sub-district or city level, and get various champions. This is thanks to good cooperation between the principal, educators, students, and parents.

Data on the discussion of the results of the evaluation of the implementation of the 2013 Curriculum program at the State Elementary School are listed in the following table:

5. Conclusion

Based on the evaluation findings on the implementation of the 2013 Curriculum at the Karang Tengah 7 State Elementary School in Tangerang City and discussion of the evaluation results, it can be concluded as follows:

1. (a) Context Evaluation in the implementation of the 2013 Curriculum in SD Negeri Karang Tengah 7 Kota Tangerang which consists of the correct policies of the principal in the use of the 2013 curriculum, an analysis of the needs of a good school environment, a clear vision, mission, and school goals.
- (b) Input evaluation in the implementation of the 2013 curriculum, there are still obstacles in the input of educators related to a lack of understanding of the substance of the 2013 curriculum because training on the 2013 curriculum

has not been evenly distributed, not all educators have mastered digital skills, and the authentic assessment process has not been understood and value input which is complicated, is the reason the learning process using the 2013 Curriculum is not optimal. The lack of availability of facilities and infrastructure in the form of a less conducive and comfortable library room, print machines, projectors, science teaching aids kits, is also the reason for the implementation of the 2013 Curriculum in Karang Tengah 7 State Elementary Schools in Karang Tengah 7. As for student input and funding is good.

- (c) Process Evaluation in the implementation of the 2013 Curriculum at the Karang Tengah 7 State Elementary School in the form of decision making and community participation has been very good. As for the learning process, there are obstacles and obstacles, namely source books whose material is too light and shallow, while not all children can access subject matter on the internet, the process of assessing spiritual attitudes and social attitudes is not simple and practical, making it troublesome for educators to input Likewise, authentic assessments that are not well understood by educators, and the process of collecting knowledge and skill values that is not simple is an obstacle in the implementation of Kurikulum 2013 in SD Negeri Karang Tengah 7.
- (d) Product evaluation in the implementation of the 2013 Curriculum in the component of academic achievement is already good, and in the component of non-academic achievement it is very good, as evidenced by the existence of data in the last 3 years, and many trophies or trophies that are lined up in a cupboard at the main entrance of the school. The Basics of Karang Tengah 7.
- (e) To overcome obstacles in the implementation of the 2013 curriculum program at the Karang Tengah 7 State Elementary School, it is necessary to carry out a strategy. The right strategy is to use a SWOT analysis, which is to find out the factors that are the strengths, weaknesses, opportunities, and challenges that exist in schools. Thus, the implementation of the 2013 Curriculum program in these schools can be carried out optimally.

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