



Curriculum 2013 Evaluation Analysis Cultural Arts Studies at SMA Islam 3 Pakem Sleman Yogyakarta During the Covid-19 Pandemic

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Abstract. The evaluation was administered to determine the extent to which the implementation of the 2013 Curriculum Arts and Culture Learning program at SMA Islam 3 Pakem Sleman Yogyakarta. The objective of this study was to identify and describe (1) Evaluation of the 2013 Curriculum in the teaching and learning process (PBM) in the subjects of Cultural Arts. (2) Obstacles in implementing the 2013 Curriculum for Arts and Culture subjects during the Covid-19 pandemic at SMA Islam 3 Pakem Sleman Yogyakarta. This study's technique is descriptive qualitative, which is a style of inquiry and comprehension that focuses on a social phenomenon or human issue and seeks to characterize it or an ongoing event. Sources of data used were informants, places, events, and study documentation. Observation, interviews, and documentation studies were used as data gathering strategies. The findings of this investigation demonstrate that during the Covid-19 Pandemic there were obstacles experienced in Cultural Arts subjects based on the reference to Core Competencies of Cultural Arts Subjects at the Secondary School Education Unit Level. (SMA) according to the 2013 Curriculum which includes four learning and assessment competencies: spiritual attitude competencies, social attitude competencies, knowledge competencies, and skill competencies which can be acquired through intracurricular, co-curricular, and extracurricular learning activities, cannot run effectively, and are maximal.

Keywords: Curriculum Evaluation · Barriers · Cultural Arts Learning

1 Introduction

Education is a universal phenomenon and lasts throughout human life, wherever humans are. Where there is human life, there must be education [3]. The basic of education is the foundation and direction for education as a vehicle for human and community development [4]. Through education, knowledge and new things can be obtained, so that they can be used to create human resources that have good quality and quantity. And, with the existence of a process that is carried out, can also effect the development and progress of a country. Therefore, every nation and country should have a good education.

Indonesia is one of the countries that has the largest area in Southeast Asia, many Indonesian citizens or people live in several areas in the archipelago, namely from Sabang to Marauke. Starting from the capital city of Indonesia, the provincial capital of each region, as well as the many cities, regencies in every region in Indonesia. This is also adjusted to the goals of the Indonesian people which have often been mentioned and explained in the preamble of the 4th paragraph of the 1945 Constitution is “educating the nation’s life” therefore it is very clear here that education is essential for the Indonesians, from generation to generation, from the past to the present, and so on.

Education is generally divided into several stages such as pre-school education commonly known as early childhood education (PAUD), kindergarten (TK), elementary school (SD), junior high school (SMP/MTS), high school (SMA/SMK/MA), and then college (UNIVERSITY). However, education is lifelong learning that can happen anywhere and anytime [2]. Education is a formal and or non-formal activity that introduces or aligns individuals with traditions, structures, and social relations [2].

Educational objectives must be accomplished by the education quality. The purpose of education is stated in the Law of the Republic of Indonesia Year 2003 concerning the National Education System, it is claimed that the purpose of national education is to foster abilities, mold the culture and civilization of the country, and help students reach their full potential as good people who believe in the God Almighty. Almighty, noble, healthy, faithful, capable, creative, independent, and become a democratic and responsible citizen.

Micro education is a student-education interaction activity. Educational activities are activities between people who educated and those who are educated, or between educators and students. Therefore, education is commonly given the meaning delivery of various knowledge and knowledge by educators to students (people who are educated). Throughout the learning process, each child will gain information, and at the conclusion of the lesson, there will be an evaluation to see if the child was able to understand and accept the lessons that had been taught that day, which will help us achieve our shared educational goal.

The objectives of national education, which are education at the macroscopic level, are further elaborated into institutional goals, namely educational goals to be achieved from each type or level of a particular school or educational unit. In the Ministry of National Education No. 22 of 2007, it is stated that the educational objectives of the primary and secondary education unit levels are formulated referring to the following general educational objectives. 1. The purpose of primary education is to lay the groundwork for the intelligence, knowledge, personality, noble character, and skills to live independently and take part in further education. 2. The purpose of secondary education is to develop intelligence, knowledge, personality, noble character, and skills to live independently and take part in further education. 3. The purpose of vocational secondary education is to increase intelligence, knowledge, personality, noble character, and skills to live independently and to take part in further education by their professions.

As one of the school’s efforts in launching the educational process so that schools achieve educational goals is through curriculum development. The curriculum is crucial in the world of formal education. The curriculum frequently develops as the times change.

The curriculum is a collection of plans and arrangements that address educational objectives, learning materials' content, and serve as guides for the implementation of learning activities. The objectives of national education are included in this list, as well as conformance with the traits, circumstances, and potential of the region, the educational unit, and the educational programs to be tailored to the requirements and opportunities that exist in the region.

SMA Islam 3 Pakem Sleman Yogyakarta is one of the private high schools (SMA) that implements the 2013 Curriculum education system. To ensure the achievement of national education goals, the construction of a diversified Education Unit Level Curriculum (KTSP) refers to national education standards. The four components of national educational standards cover content standards, graduate competencies, process, and education personnel's. The Content Standards (SI) and Graduate Competency Standards (SKL), two of the eight national education standards, serve as the primary sources for curriculum development for educational units.

In line with these goals, in realizing the national education system, schools must create the ideal state of the desired school based on the school's vision, mission, and goals in order to ensure the implementation and high-quality educational outcomes likewise in SMA Islam 3 Pakem.

The implementation of the 2013 Curriculum on Cultural Arts subjects at SMA Islam 3 Pakem while the Covid-19 Pandemic is still running. The results obtained are that it can be done well but there are still some perceived and experienced obstacles for both educators and students.

Evaluation is carried out on the implementation of the plan to determine how far the level of success from the implementation can be achieved [11]. The purpose of holding an evaluation is to find out which parts of the activities have been carried out and which parts have not been implemented.

2 Method

2.1 Research Approach

A qualitative research approach is applied in this study which looks at the object as a system, in other words, it is seen as a unit consisting of interrelated elements or an approach that aims to understand and analyze phenomena that occur during research [5].

A descriptive research methodology was utilized in this study to explain issues pertaining to the state or status of phenomena through written or spoken statements from people and observed behavior [5].

2.2 Research Site

The location of this research was at SMA Islam 3 Pakem Sleman Yogyakarta.

2.3 Data Collection Technique

For this study's data gathering, observation, interviews, and documentation studies were used. The systematic recording of events, actions, items seen, and other things is known as observation, and it is done in order to support the research being conducted.

Interviews are conversations that are carried out directly between the interviewer, namely people who are looking for information, and one or more people being interviewed, namely people who will provide information.

A documentation technique is a technique or method for obtaining knowledge about a study topic in the form of data, books, or documents by gathering supporting documentation. [1].

2.4 Data Analysis Technique

Data triangulation is the comparing of data from different sources in different ways and at different periods. Source triangulation, which verifies that the data was collected from many sources, was the type of triangulation employed in this investigation.

Whereas, in accordance with [10] source, triangulation is used to assess the veracity of the data by comparing it to the data acquired from the source.

3 Results and Discussion

3.1 Legal Basis and Education Policy in an Emergency Period of Corona Virus Disease (Covid-19)

1. Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 01/KB.2020 Number 516 of 2020 Number HK.03. 01/Menkes/363/2020 Number 440-882 concerning the Guidelines of the Implementation of Learning in the Academic Year during the Corona Virus Disease (Covid-19) Pandemic.
2. Circular Letter of the Ministry of Education and Culture Number 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in Education Units Circular Letter of the Ministry of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies During an Emergency Period for the Spread of Corona Virus Disease (Covid-19).
3. Circular of the Ministry of Education and Culture Number 15 of 2020 concerning Guidelines for the Implementation of Home Learning in an Emergency Period for the Spread of Corona Virus Disease (Covid-19).
4. Governor of DIY Circular Letter Number 420/10074 concerning Education Policy for the New Academic Year 2020/2021 in the Middle of the Corona Virus Disease (Covid-19) Pandemic in Educational Environments in DIY.

3.2 Learning Process During the Coronavirus Disease (Covid-19) Pandemic

During the Covid-19 pandemic, the learning process takes place both online and offline. Learning from Home/Distance Learning is carried out while still paying attention to the Covid-19 handling protocol. Distance learning from home using online and/or offline methods refer to the Circular Letter of the Ministry of Education and Culture Number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home in the Emergency Period for the Spread of Covid-19. The learning process is arranged

online (synchronous) and offline (asynchronous). By paying attention to the abilities of students, teachers, and schools until an undetermined time limit, when the pandemic period ends, SMA Islam 3 Pakem follows the direction of the government for the next learning process.

This is because schools follow the policy stipulations decided by the Ministry of Education and Culture (Kemendikbud) at the level of the National Education unit. Social distancing and physical distancing policies or restrictions on physical distancing or direct contact, to minimize further the spread of Corona Virus Disease (Covid-19).

Distance Learning (PJJ) During the Covid-19 Pandemic Period is a learning method that is carried out online or online. Educators and students can do either face-to-face or face-to-face online to discuss and learn, using several platforms. Starting from what is often found and has been widely used, namely Whatsapp, and Whatsapp Group. It can be through Google Platforms such as Google Classroom, Google Meet, and Gmail. Or using other platforms such as Zoom meetings, and especially for the Special Region of Yogyakarta. Schools, both students, educators, and parents can use and access the Jogja Learning Platform (JB). Of all the platforms that can be accessed and used, one important factor is the readiness of students and educators to be able to interact online or online through the discussion or learning room.

3.3 Arts and Culture Subjects for High School (SMA)

Cultural arts subjects are one of the existing subjects and have been regulated in the 2013 Curriculum. Cultural arts subjects aim to develop the students' ability to comprehend the context of science, technology, and social, so that they can play a role in the development of the history of civilization and culture, both at the locally, nationally, and internationally. The scope of cultural arts subjects has four aspects, namely visual arts, music arts, dance arts, and theater arts [10].

Learning Arts and Culture for High School Education (SMA) is included in the category of Group A subjects (mandatory), and is one of the efforts to preserve the nation's civilization through understanding a number of national cultural arts from various parts of the archipelago which are very rich in variety and full of meaning. The learning is preceded by inviting students to critically appreciate the nation's cultural arts through observing the beauty of cultural arts heritage. Students are also invited to try to express their feelings and thoughts by imitating and modifying existing works of art and culture according to their tastes and abilities that are continuously honed. In the end, students are invited to create a work of cultural art according to their interests and present their creations in a collaborative performance of various kinds of cultural arts that are synergized with each other.

As part of the 2013 Curriculum, learning includes the variety and meaning of works of art and culture to hone knowledge competence, the practice of creating arts and culture to hone skill competencies, and the formation of an attitude of appreciation for cultural arts as, and a result of the study and practice of cultural arts. The learning is designed based on activities in several cultural arts domains, namely, visual arts, dance, music, and theater arts.

Most of these Cultural Arts learning materials contain learning skills in art practice, insight into art appreciation and criticism as well as art exhibitions and performances.

Through cultural arts learning activities, students are facilitated to expand social awareness and can be used as a way to increase knowledge. The purpose of learning arts and culture is in line with the broad responsibilities of educational goals in general.

3.4 Barriers to the Implementation of the 2013 Curriculum for Cultural Arts Subjects during the Covid-19 Pandemic at SMA Islam 3 Pakem Sleman Yogyakarta

In 2020, in March the Corona Virus Disease or Covid-19 had started to enter the territory of Indonesia, so that many were positively confirmed to be exposed to Covid-19, to minimize and suppress the rapidly increasing number of Covid-19 spread, the Ministry of Education and Culture (Kemendikbud) with his new Minister, Nadiem Anwar Makriem, decided to take a policy, that all units of education level in Indonesia, including schools, students, educators, and education personnel, preschool levels such as Early Childhood Education (PAUD), Kindergarten (Kindergarten), Elementary School (SD), Junior High School (SMP), High School (SMA) to the college or university level will use the network to carry out the learning process (online or online). Whereas, it is explicitly stated that the normal school-based teaching and learning process must be suspended until an undetermined time.

At first, the enactment of the policy made educators, students, teaching staff, parents, and authorities in the education, especially students from elementary schools (SD) and to high schools (SMA) experience various kinds of problems and obstacles.

This is because students, educators, educators, and parents must learn to adapt and adopt the Distance Learning (PJJ) method to the situation during the Corona Virus Disease (Covid-19) Pandemic several obstacles occur both between students, educators, and infrastructure, which are related to: a. Learning Materials, b. Learning Resources, c. Learning Media, d. Learning Methods, e. Learning Evaluation.

Learning Materials. Cultural Arts learning materials provided by educators or teachers to students or students can only be accessed through online platforms, the obstacles that occur are most students in the territory of Indonesia, especially students who study at SMA Islam 3 Pakem Sleman Yogyakarta with a background and live in small or rural areas. This is related to the fact that there are still a lot of students or students who do not have their gadget or mobile phone (HP) to participate in online learning, which at least can access learning materials through Whatsapp Group, and there are also obstacles such as wasteful quotas and the difficulty of always getting a network, good and stable signal, plus educators or teachers cannot monitor and accompany students directly. This is very influential, especially in lessons that have a lot of practice and direct activities, especially such as the subject of Cultural Arts where the 2013 Curriculum explains that learning includes the variety and meaning of cultural arts to hone knowledge competence, the practice of creating cultural arts to hone competence skills, and the formation of an attitude of appreciation for the arts and culture the study and practice of cultural arts. The learning is designed based on activities in several cultural arts domains, namely, visual arts, dance, music, and theater arts. This Cultural Arts learning material also mostly contains learning skills in artistic practice, insight into art appreciation and criticism as well as exhibitions and performances of works of art.

So that the obstacles experienced in the Cultural Arts subject with a background of practice, skills, and activities such as holding exhibitions do not run effectively. Due to circumstances that require conventional or face-to-face teaching and learning processes to be abolished, and it is not permitted to create an event that invites the general public. In addition, not all teachers can follow the progress and development of Information Technology (IT) that is happening now, so teachers who do not understand how to use Information Technology (IT) in the Covid-19 time remain the use of traditional ways to carry out the learning process. As a result, getting information is exceedingly time-consuming and inconsistent with how information technology (IT) was used during the COVID-19 Pandemic.

Learning Resources. Learning resources are one of the most influential components in realizing a resource that has good and superior quality and quantity. Not only students, but educators must also have and refer to valid and proven learning sources.

SMA Islam 3 Pakem Sleman Yogyakarta is one of the private schools with a school library. However, for the subject of Cultural Arts, the books that are available and related to the learning of Cultural Arts are still very minimal or few. What is available in schools are only textbooks provided by the government and old books with different learning curricula. Therefore, the only learning resources that can be shared or loaned by schools to students or students are textbooks, and only students or students who are or reside in the Special Region of Yogyakarta or Java receive loans. Meanwhile, students or students who live outside the island of Java such as Bengkulu, NTB, etc. only get Soft Files or online books.

Learning Media. Learning media include everything that can be utilized as a medium or instrument to transmit information or messages during the teaching and learning process in order to grab students' attention and pique their interest and encourage active participation.

Obstacle. The obstacle experienced by students and educators here is that students who attend SMA Islam 3 Pakem Sleman Yogyakarta, still have difficulty accessing learning media other than Whatsapp Group, such as Google Meet or Zoom, this happens based on several trigger factors, among others, the lack of knowledge of how to use the Platform, as well as problems with poor and stable signal networks and student quotas. As a result, in the Covid-19 Pandemic, the learning media applied by educators or teachers of Arts and Culture subjects are more towards online learning media such as PowerPoint, Microsoft Word, Text, Video, and Photos sent via Whatsapp Group per class and according to the eye. Lesson namely Cultural Arts.

Learning Methods. Learning methods in optimal teaching and learning processes usually always have three stages. Starting from the opening with an appreciation to improve learning for students, then continued with the second stage, namely the core of the learning process how educators or teachers can convey learning materials, both knowledge and information to students, and finally closed with the results of learning evaluation, which has been done.

This learning method is one of the most important things to be considered and done well by educators or teachers in order to impart knowledge and information to students,

one must first choose the best approach, master the learning materials, and determine whether the resources and materials are authentic or accurate and teachers should be able to continue to liven up a conducive and interesting learning atmosphere so that the objectives of a lesson can be accepted by students and can be carried out properly.

The obstacles to the learning method felt by educators or teachers of Cultural Arts subjects at SMA Islam 3 Pakem Sleman Yogyakarta are that the supervision or learning assistance is not optimal because it is still in Distance Learning (PJJ) and learning methods that seem monotonous or boring because the Teaching and Learning Process (PBM) only done via Whatsapp Group or online.

Learning Evaluation. Learning evaluation is carried to which this Cultural Arts learning process can be realized. Constraints experienced in the evaluation of learning are where practical activities and skill activities cannot be carried out as they should, and to carry out an assessment sometimes teachers become confused because they do not observe and guide students directly. Students who often do not attend lessons and neglect assignments on the grounds of being constrained by the network, trouble connecting Wi-Fi, cellphones (HP), and so on.

The success in implementing the 2013 Curriculum in high school Arts and Culture subjects lies in the 2013 Curriculum which is not only limited to the material but also practice, which invites students to further preserve art and culture in Indonesia, think critically, and be more active in seeking information or knowledge outside of school but in the community.

This traditional learning system should be combined with multimedia communication media, particularly since their discovery, and also the nature of the internet that accessible at any time allowing students to access educational programs whenever they want and overcoming the time and space constraints they face in searching learning resources can be overcome. This is in line with the description of information technology given by Lantip and Rianto [9] as science in the field of computer-based information and its development is very rapid.

4 Conclusion

Education is one of the most important things that must be owned by every country. Because the existence of a process that is passed by every person or citizen through education can affect the development and progress of a country. The education system aims to regulate the course of education in a country and will be a guide for the course of the education process. A Curriculum is something that is planned as a guide to achieving educational goals.

During this Covid-19 pandemic, of course, there are various kinds of obstacles in every sector, especially in the world of education. The 2013 curriculum which was revised in 2017 has been designed in such a way as to improve the curriculum system in the previous year as well as efforts to continue to develop and elevate education in Indonesia. In the Arts and Culture subjects at the SMA level, there are several obstacles related to Basic Competencies and Core Competencies as well as Implementation in the field through Distance Learning (PJJ), starting from network constraints, quotas, and the lack of effective learning in this case the teacher also becomes difficult to monitor.

Directly to students and provide a more valid assessment. However, these obstacles can be adjusted to the current pandemic situation, and are supported by the policies and curriculum adopted by an educational institution or school.

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