

Implementation of Learning Evaluation in the 2013 Curriculum

Asdar, Institut Agama Islam Negeri Bone, Indonesia*
Anisa Marjima, Institut Agama Islam Negeri Bone, Indonesia
M. Syawal, Institut Agama Islam Negeri Bone, Indonesia
Khaeruddin Kiramang, Institut Agama Islam Negeri Bone, Indonesia

Abstract

Evaluation is a fundamental component in the teaching and learning process, serving as a diagnostic tool to assess the effectiveness of educational activities. This qualitative descriptive study investigates the implementation of learning evaluation aligned with the 2013 Curriculum in Grade X at SMKN 4 Bone, Indonesia. Data were collected through observation, interviews, and documentation involving key educational stakeholders including the principal, vice principal for curriculum, and homeroom teachers. The findings reveal that the evaluation process encompassed key stages: planning, implementation, data processing, and reporting. Notably, SMKN 4 Bone also integrated continuous monitoring and application of evaluation outcomes dimensions that extend beyond conventional evaluation theory. Learning evaluation at this school involved cognitive, affective, and psychomotor domains, assessed through a range of instruments such as written tests, oral assessments, assignments, observations, and performance-based evaluations. While the evaluative procedures largely reflect the theoretical framework, some areas particularly the interpretation and integration of affective and spiritual assessment require further refinement. This study underscores the importance of comprehensive, reflective evaluation systems for curriculum implementation and recommends enhanced teacher capacity-building in evaluation literacy.

Keywords: learning evaluation, 2013 Curriculum, educational assessment

* Corresponding Author:

Asdar,
Institut Agama Islam Negeri Bone
Jln. Hos. Cokro Aminoto Kecamatan Tanete Riattang Barat, Kabupaten Bone, Sulawesi Selatan
Email: asdarпали@gmail.com

Citation: Asdar, dkk., (2023) Implementation of Learning Evaluation in the 2013 Curriculum. *DIDAKTIKA: Jurnal Kependidikan*, 17 (2), 73-81.
<https://doi.org/10.30863/didaktika.v17i2.9005>

The article is published with Open Access at: <https://jurnal.iain-bone.ac.id/index.php/didaktika/>



Published by Fakultas Tarbiyah IAIN Bone. This work is licensed under the Creative Commons Attribution-NonCommercial- ShareAlike 4.0 International License.

INTRODUCTION

Education plays a central role in shaping the intellectual and moral foundation of future generations. It is not merely a transmission of knowledge but also a transformative process aimed at developing learners' potential holistically. As stated in the Indonesian National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning environment and process in which learners actively develop their spiritual strength, self-control, intelligence, character, and necessary skills (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003). Within this framework, the evaluation of learning becomes a strategic instrument to measure the extent to which these educational goals are achieved.

In the context of curriculum implementation, particularly the 2013 Curriculum (Kurikulum 2013 or K-13), evaluation serves a critical function. The curriculum emphasizes competence-based learning and requires systematic assessment to ensure that instructional goals align with national education standards. Learning evaluation is not solely a matter of measuring outcomes but also entails an ongoing diagnostic process for identifying students' strengths and weaknesses, refining instructional strategies, and ensuring equitable learning opportunities (Zaenal, 2016). Without proper evaluation, educators may face difficulties in understanding student development and adjusting the teaching process accordingly.

Despite its significance, the practical implementation of learning evaluation under the 2013 Curriculum has faced numerous challenges. Several studies indicate that many teachers perceive evaluation as a periodic activity often conducted only at the end of units or semesters rather than an integral part of daily instructional practices (Ismail & Ariani, 2021). This limited perspective can lead to insufficient information about student progress and result in biased judgments regarding student achievement and learning needs.

In vocational high schools such as SMKN 4 Bone, evaluation must also address diverse learning domains, including cognitive, affective, and psychomotor aspects. These domains reflect the holistic learning objectives embedded in the K-13 framework. Evaluations in this context demand comprehensive planning and appropriate instruments to assess knowledge acquisition, behavioral attitudes, and practical skills (Putri, Nevrita, & Hindrasti, 2019). Yet, in practice, discrepancies are often found between policy expectations

and implementation realities, particularly in relation to the consistency and validity of assessment procedures.

Furthermore, while prior research has explored the overall implementation of K-13, few have specifically focused on the evaluation dimension within vocational school settings. For example, Budiani, Sudarmin, and Syamwil (2017) examined K-13 implementation at model schools, but their analysis did not isolate learning evaluation as a primary variable. This leaves a gap in understanding how learning assessments are conducted in schools that are not part of the pilot or model programs, especially in regions outside of major urban centers.

This study aims to address that gap by investigating the implementation of learning evaluation practices at SMKN 4 Bone, focusing on Class X under the 2013 Curriculum framework. It seeks to identify the procedures applied by educators, evaluate their alignment with theoretical standards, and examine challenges encountered in practice. Through a qualitative approach, this research contributes to improving evaluation practices in vocational education and supports policy refinement in the broader educational landscape.

METHOD

This research employed a qualitative descriptive approach, which is appropriate for investigating phenomena in their natural context without manipulation. Qualitative methods are designed to describe and analyze events, behaviors, and interactions from the perspectives of the participants. The focus of this study was on understanding how learning evaluation is implemented under the 2013 Curriculum in Grade X at SMKN 4 Bone. The approach was chosen to allow for in-depth exploration of evaluation practices as they occur in the daily routines of teachers and administrators, thereby capturing the complexity and contextual nuances of the educational setting.

The study was conducted at SMKN 4 Bone, located in Carowalie, Kecamatan Barebbo, Kabupaten Bone. The participants were selected using purposive sampling, a non-probability sampling technique that selects individuals based on specific characteristics and relevance to the research problem. The primary subjects included the school principal, the vice principal for curriculum, and homeroom teachers of Grade X. These individuals were

considered key informants due to their roles and responsibilities in planning and executing learning evaluations within the school.

Data collection was carried out through three main techniques: observation, interviews, and documentation. Observations were conducted to examine classroom practices and teacher-student interactions during the evaluation process. Semi-structured interviews allowed for the gathering of detailed explanations and perspectives from participants, while document analysis focused on lesson plans, evaluation instruments, and official school records related to assessment activities. The data analysis process followed the steps of data reduction, data display, and conclusion drawing/verification as outlined by Miles and Huberman. This triangulated approach ensured the reliability and validity of findings derived from multiple data sources.

RESULTS AND DISCUSSION

Results

The implementation of learning evaluation at SMKN 4 Bone under the 2013 Curriculum reflects a structured process involving several key stages: planning, implementation, monitoring, data processing, and reporting. The evaluation process was designed to address cognitive, affective, and psychomotor domains, in alignment with the curriculum's emphasis on holistic student development. While the school has adopted a systematic approach to evaluation, the practice also reveals gaps, particularly in the interpretation and integration of evaluation results into pedagogical decision-making.

In the planning phase, teachers developed evaluation strategies in parallel with their instructional planning. This included specifying evaluation goals, selecting appropriate methods and instruments, and aligning evaluation content with the learning objectives. According to school leadership and teacher interviews, evaluation planning was formalized at the beginning of each semester and embedded within both the semester program and the lesson plan (RPP). However, it was found that daily formative evaluations were not always explicitly planned, relying instead on the discretion of individual teachers.

The cognitive domain was assessed through various methods, including written tests, oral assessments, and assignments. Teachers frequently utilized multiple-choice questions,

short-answer formats, and essay-type assessments to capture different levels of Bloom's taxonomy, such as understanding, application, and analysis. Oral questioning and group discussions were also employed to promote student participation and evaluate critical thinking. However, the study revealed that not all levels of cognitive complexity were consistently addressed in evaluation instruments.

Affective assessments focused on student attitudes, values, and social interactions. These were conducted primarily through observation and anecdotal records maintained by teachers. Teachers reported using daily journals to document both positive and negative behaviors, which contributed to semester-end evaluations. The assessment of affective outcomes was supported by collaborative input from classroom teachers, guidance counselors, and homeroom teachers. Yet, the subjective nature of affective evaluation posed challenges in terms of consistency and transparency across different classes.

Psychomotor domain evaluation involved performance-based assessments, projects, and portfolios. Teachers assessed students' practical skills through direct observation of classroom activities, hands-on tasks, and group projects. These evaluations were especially relevant for vocational subjects, where competence in task execution is critical. The data indicated that such assessments were effective in measuring students' abilities to apply knowledge in authentic contexts, though implementation varied depending on the teacher's familiarity with performance assessment tools.

Monitoring of the evaluation process was conducted by the school principal and the curriculum vice principal through weekly coordination meetings and occasional unannounced classroom visits. These monitoring practices provided opportunities for teachers to reflect on their evaluation strategies and receive feedback. Nonetheless, the study found that formal documentation of monitoring results was limited, which constrained its potential as a tool for continuous professional development.

Data from evaluation activities were systematically processed and compiled into student report cards. Teachers aggregated scores from various instruments and used predefined rubrics to assign grades. Particularly for affective and spiritual values, the school employed a unique scoring method that transformed narrative assessments into numerical

grades. This hybrid approach sought to balance qualitative and quantitative evaluation, although its reliability depended heavily on teacher judgment.

Evaluation results were reported through formal report cards issued at the end of each semester and informal updates provided to parents biweekly. Reports included assessments across all learning domains and highlighted both academic and behavioral performance. Teachers also used evaluation data to make instructional adjustments and recommend remedial activities for students who did not meet minimum competency standards (KKM).

Finally, the use of evaluation outcomes extended beyond grading. Teachers and school leaders utilized evaluation data to inform future instructional planning, provide personalized support, and improve teaching strategies. Additionally, behavioral evaluations were employed to guide character education initiatives. However, the study noted that the integration of evaluation results into a school-wide improvement plan remained limited, indicating a need for a more systemic approach to data utilization.

Discussion

The findings of this study indicate that the implementation of learning evaluation at SMKN 4 Bone generally aligns with the theoretical principles of educational assessment within the 2013 Curriculum framework. The evaluation stages—planning, implementation, monitoring, processing, and reporting—are all accounted for, demonstrating the school's structural commitment to continuous student assessment. This supports the view that effective evaluation requires a cyclical process that begins with intentional planning and ends with meaningful data utilization (Arifin, 2016). However, while the structural stages are present, the depth and consistency of execution across those stages vary.

A key strength of the school's evaluation practice lies in its multidimensional focus on cognitive, affective, and psychomotor domains. This approach is consistent with the competency-based orientation of the 2013 Curriculum, which aims to produce graduates with balanced intellectual, moral, and practical competencies (Ismail & Ariani, 2021). Evaluating students beyond cognitive outcomes reflects a shift toward holistic education, yet the challenge remains in developing reliable instruments and consistent teacher judgment, particularly in affective and psychomotor domains.

The cognitive evaluation practices at SMKN 4 Bone were found to be relatively robust, with teachers employing a variety of techniques to assess factual, conceptual, and procedural knowledge. Nonetheless, not all levels of cognitive processes—particularly higher-order thinking skills such as synthesis and evaluation—were systematically assessed. This aligns with earlier research that suggests many educators still emphasize lower-order thinking in assessments, often due to time constraints, test item design limitations, or lack of training (Putri et al., 2019).

In the affective domain, reliance on observational techniques and anecdotal records is appropriate given the intangible nature of attitudes and values. However, these forms of assessment are susceptible to subjectivity and inconsistency unless supported by clearly defined rubrics and inter-rater calibration. Teachers at SMKN 4 Bone expressed confidence in their observations, yet acknowledged the lack of formal training in affective assessment. This echoes the findings of Zelhendri and Syafril (2017), who argue that affective evaluations are often underdeveloped due to ambiguous criteria and insufficient teacher preparedness.

The assessment of psychomotor skills, especially in vocational education contexts, is critical for measuring students' readiness to perform in real-world settings. SMKN 4 Bone has made commendable efforts in implementing performance-based assessments, yet these practices vary across teachers and are not always aligned with industry standards. Similar concerns were raised in the study by Fachrudin and Yusuf (2018), which emphasized the importance of aligning vocational assessment tasks with job-relevant competencies to ensure relevance and authenticity.

Monitoring and supervision emerged as important mechanisms to ensure the quality of evaluation processes. The principal's involvement through weekly meetings and class observations reflects a participatory leadership style that fosters continuous improvement. However, without systematic documentation and feedback loops, such monitoring risks being informal and less actionable. Structured monitoring tools and reflective teacher coaching may enhance the effectiveness of these initiatives, as suggested by Ali and Hastina (2021).

Finally, the utilization of evaluation results shows potential for data-driven instruction, but remains limited in strategic planning and intervention design. Teachers primarily use the data to assign grades and identify students for remedial programs, yet there is less evidence of broader pedagogical shifts based on data trends. To fully realize the potential of evaluation, schools must embed assessment results into school improvement planning, curriculum refinement, and professional development (Budiani, Sudarmin, & Syamwil, 2017). This would elevate evaluation from a procedural requirement to a strategic tool for educational transformation.

CONCLUSION

The findings of this study demonstrate that the implementation of learning evaluation at SMKN 4 Bone generally aligns with the framework of the 2013 Curriculum. The evaluation process encompasses planning, execution, monitoring, data processing, and reporting, with efforts to address the cognitive, affective, and psychomotor domains. Teachers employ a variety of assessment methods, and there is a clear institutional structure supporting evaluation practices. However, there remain gaps in consistency, particularly in the use of higher-order cognitive assessments and the objective evaluation of affective and psychomotor competencies.

While the school has made progress in conducting assessments and reporting outcomes, the use of evaluation data for instructional improvement is still limited. Most evaluation results are used for grading and remediation, with minimal integration into curriculum development or teacher reflection. Monitoring activities exist but lack systematic follow-up procedures to inform professional development or pedagogical strategy. The school's current approach is functional but would benefit from a more comprehensive and reflective evaluation culture.

To enhance effectiveness, it is recommended that SMKN 4 Bone strengthen teacher capacity in assessment design, especially for non-cognitive domains. Additionally, establishing a data-informed feedback system can facilitate instructional adjustments and strategic planning. Transforming learning evaluation from a procedural obligation into a tool

for educational quality improvement requires not only administrative support but also a shift in teacher mindset toward reflective, evidence-based practice.

REFERENCE

- Ali, S., & Hastina, K. (2021). *Manajemen pemberdayaan masyarakat dalam mempertahankan eksistensi sekolah di SD IT Rabbani*. *Adaara: Jurnal Manajemen Pendidikan Islam*, 11(1).
- Arifin, Z. (2016). *Evaluasi pembelajaran*. Bandung: Remaja Rosdakarya.
- Budiani, S., Sudarmin, & Syamwil, R. (2017). *Evaluasi implementasi Kurikulum 2013 di sekolah pelaksana mandiri*. *Jurnal Pendidikan*, 45.
- Dwiyama, F. (2018). *Manajemen berbasis madrasah dalam peningkatan mutu di MTsN Watampone Kabupaten Bone*. *Adaara: Jurnal Manajemen Pendidikan Islam*, 6(1).
- Fachrudin, W., & Yusuf. (2018). *Implementasi Kurikulum 2013 (K13) pada mata pelajaran Pendidikan Agama Islam Sekolah Dasar (SD)*, 3267.
- Ismail, M., & Ariani, S. (2021). *Kognisi Taksonomi Bloom, Kurikulum 2013 dan penerapannya dalam pembelajaran Agama Islam di Indonesia*. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 11(3), 425–443.
- Koesoemomo. (2017). *Pendidikan karakter*. Yogyakarta: Pustaka Pelajar.
- Putri, O. D., Nevrita, & Hindrasti, N. E. K. (2019). *Pengembangan instrumen penilaian keterampilan berpikir kritis siswa SMA pada materi sistem pencernaan*. *Bioedukasi: Jurnal Pendidikan Biologi*, 10(1), 14.
- S, R., Sudarmin, & Budiani, S. (2017). *Evaluasi implementasi Kurikulum 2013 di sekolah pelaksana mandiri*. *Jurnal Pendidikan*, 45.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Zelhendri, & Syafril. (2017). *Dasar-dasar ilmu pengetahuan*. Padang: UNP Press.