

Evaluation of The Implementation of the 2013 Christian Religious Education Curriculum: Using the Stake Model Approach

Hendrik A. E. Lao¹, Ezra Tari², Yohanes Baun³, Hengki Wijaya⁴

¹ Institut Agama Kristen Negeri Kupang, Indonesia; hendrikla033@gmail.com

² Institut Agama Kirsten Negeri Kupang, Indonesia; tariezra@gmail.com

³ Institut Agama Kristen Negeri Kupang, Indonesia; yohanesbaun@gmail.com

⁴ Sekolah Tinggi Filsafat Jaffray Makassar, Indonesia; hengkilily1988@gmai.com

ARTICLE INFO

Keywords:

Christian Religious Education;
Curriculum;
Evaluation;
Knowledge;
Training

Article history:

Received 2021-08-10

Revised 2022-05-18

Accepted 2022-11-18

ABSTRACT

The author examines the 2013 curriculum because teachers have difficulty in making assessments. Teachers spend more time on administrative preparation. This impacts the students' minimal ability in Christian Religion subjects. The purpose of this study was to analyze the evaluation of the implementation of the 2013 Curriculum at SMA Negeri 6 Kupang, East Nusa Tenggara. The research method used in this study is a qualitative approach with the Countenance Evaluation Model developed by Stake. From the results of research related to the implementation of the 2013 curriculum in Christian religious education subjects, it can be concluded that in implementing the 2013 curriculum, teachers must have the readiness to carry out learning in schools. Because in the 2013 curriculum, students must be more active in preparing and mastering the material being taught. Structured training in the 2013 curriculum has not been carried out optimally so that teachers work according to their knowledge. At the same time, the KKM value in the eyes of teaching Christian religious education has not all reached the KKM value that has been set.

This is an open access article under the [CC BY-NC-SA](#) license.



Corresponding Author:

Hnedrik A.E.Lao

Institut Agama Kristen Negeri Kupang, Indonesia; hendrikla033@gmail.com

1. INTRODUCTION

The 2013 curriculum is a development of the previous curriculum, namely the Education Unit Level Curriculum (EULC). The 2013 curriculum holds high hopes for being able to shape the Indonesian nation's character and solve problems in the world of Indonesian education. The implementation of the 2013 curriculum initially raised pros and cons, especially among teachers and education personnel, because the curriculum transition was considered to have a fast period. Hence, schools had to adapt to the new curriculum in a relatively small amount of time. This indirectly requires schools to make further preparations and strategies to implement the new curriculum.

The 2013 curriculum has an admirable goal: to realize an inDiscussionase and balance between attitude competence, skills, and knowledge. The 2013 curriculum has been implemented and followed by schools, but there are still many schools that find obstacles in implementing the 2013 curriculum. Various efforts have been made in the context of the successful implementation of the 2013 curriculum, including training, seminars, workshops, and other training attended by teachers, principals, committees, and other stakeholders.

In an application of educational programs such as the application of the 2013 curriculum, evaluation is critical to determine which programs implemented can answer existing demands or not and what obstacles are encountered.

Oerman and Gaberson have determined the evaluation as making assessments of student learning and achievement, employee competencies, and educational programs based on evaluations.(Stavropoulou & Stroubouki, 2014) Tyler uses three curriculum sources in his concept of education. Basically, as an approach to evaluation assessment and not measurement. This approach aims to develop the curriculum as a teacher problem-solving process in teaching.(Wraga, 2017) The purpose of an evaluation is to collect data or information to compare the criteria that have been made and concluded. In gaps, the surveyed program implementation description is appropriate, with predetermined criteria. The decision-making process is carried out by comparing the facts in the context and the product with the standard.(Warju, 2016)

Schools' various efforts and preparations in implementing the 2013 curriculum do not guarantee that there will be no obstacles in implementing the 2013 curriculum. Based on the preliminary study in August 2019, the school explained the various obstacles faced in implementing the 2013 curriculum. The thing that was considered quite tricky was the assessment process, so the school admitted that it was still running less optimally because the teachers spent a lot of time preparing for the administration of learning. There are two ways to provide learning, compared to designing learning activities in which learners can actively discover and build knowledge and understanding. Second is the belief that moving practical or theoretical knowledge from instructors to students is what teachers should do and should be their top priority (Lu & Wu, 2018).

The results of research on the 2013 curriculum show that (1) the readiness of educators in implementing the 2013 curriculum is in the good category, 2) the assistance program in implementing the 2013 curriculum is in the good category, 3) the assistance program has a positive impact on teachers and principals in implementing the 2013 curriculum, and 4) some of the obstacles faced by educators, namely teachers feel less ready to implement the 2013 Curriculum (Kartowagiran et al., 2017).

Implementation of the 2013 curriculum carried out by first grade English teachers at SMP 17 Makassar is by government policy. Providing valid assessments and student handbooks is a difficulty for teachers in general (Kurniawan, 2015). Yuliani found that first, during the teaching and learning process in the classroom, the teacher could not implement the ideal step. Secondly, the government's professional curriculum did not provide available training to support classroom teaching and learning, and finally, the availability of resources and media was not optimal (Yuliani, 2016).

The 2013 curriculum can be implemented if the teacher provides continuous assistance using a scientific approach. (Wulandari, 2020). In general, teachers do not understand the curriculum according to standards (Rahardyan et al., 2020). Assessment in the 2013 Curriculum follows the techniques, instruments, and processes (Asfiati, 2020). The effectiveness of the 2013 curriculum implementation activities through distance learning at SMAS Hang Tuah Tarakan can be implemented properly because communication between teachers and students through video conferencing is very smooth (Priandani & Syamsi, 2022). Assessment using the Practice Rehearsal Pairs (PRP) model in implementing the 2013 curriculum found no difference in student attitudes in learning (Khudaefah & Arlianty, 2021). Wayan Maba and Ida Bagus Nyoman Mantra found the implementation of the 2013 curriculum in elementary schools. Teachers are less competent in implementing the 2013 curriculum, especially in designing lesson plans, implementation and evaluation (Maba & Mantra, 2018). Not all teachers understand the learning process in implementing the 2013 curriculum (Nurzannah & Setiawan, 2022).

The lesson plan uses all components and a scientific approach based on the 2013 curriculum. However, teachers need to emphasize the steps for determining learning indicators and learning objectives, determining learning models, and choosing methods. Evaluation of the curriculum is critical to implement to find out which programs implemented can answer existing demands or not and what obstacles are encountered. In this study, researchers used the Stake model evaluation. This evaluation model was developed by Stake in 1975 with the initial name countenance of Education Evaluation. Countenance evaluation means an assessment that emphasizes the implementation of descriptions and considerations. Countenance evaluation generates reviews from the evaluator to give rise to a decision or agreement about a matter. This evaluation activity emphasizes two things, namely description and observation or observation.

Stake emphasizes the existence of two primary activities in evaluation: description and judgment and distinguishes the presence of three stages in educational programs, namely antecedent, process, and outcomes. Stake stated that when assessing an educational program, one must make a relative comparison between one application and another. In this model, antecedents (input/initial context), transactions (processes), and outcomes (results) (Arwildayanto et al., 2019). Implementation, 2013 Curriculum has not been optimally implemented because the supporting factors for its implementation (human resources, facilities and infrastructure) are still inadequate. Teachers experienced problems in the assessment during the implementation of the 2013 Curriculum.

The results of the author's observations, academic abilities, especially in the subject of Christian Religious Education at SMA Negeri 6 Kupang, are still below the other 2013 Curriculum piloting SMA. The constraints faced in implementing the 2013 Curriculum at SMA Negeri 6 Kupang indicate that there are gaps in its implementation, and there may still be other obstacles or gaps. This is reinforced by the fact that there has been no evaluation of the 2013 curriculum's implementation on how much the 2013 curriculum has been achieved, whether at SMA Negeri 6 Kupang. Stake model evaluation classifies the existence of three stages in the assessment, namely, the initial context (antecedent), transaction (process), and results (outcomes).

2. METHODS

A research method is a qualitative approach. A description that provides a thorough understanding (Trettin et al., 2021). The descriptive, interpretive technique is used to observe students' learning experiences (Ryder et al., 2019). The research approach uses the Stake evaluation model (Countenance Evaluation Model) developed by Stake. His way focuses on the difference between descriptive and judgmental acts considering their phases in the academic program: antecedents, transactions, and outcomes. Antecedents are circumstances that existed before teaching that may be related to results. Transactions are following activities or live meetings, forming an instruction procedure. Outcomes are the final product, both planned and unplanned in the teaching process. (Fatima et al., 2017) Stake explained that the program aims to find youth who are most isolated from urban ghettos and bring them into mainstream urban society (@ Theresa, 2018). Judging from the stages of the attendant (conditions before taking place), transactions (activities that occur and affect each other), and outcomes (results obtained). This means getting accurate and objective information and comparing what has been achieved from the implementation of the 2013 Curriculum in the eyes—religious education lessons at SMA Negeri 6 Kota Kupang. Sources of data in this study in the form of primary data sources and secondary data sources 1) Person: teacher of Christian religious subjects 2) Place: SMA Negeri 6 Kupang City. 3) Paper: in the form of a document of learning tools for Christian religious education subjects. Data collection techniques are the most important step in research because the main purpose of research is to obtain data. The data collection techniques are observation and interviews. Observation is an open-ended (open) first-hand information collection process by observing/observing people and places in a research location. The researcher acts as an "outsider," then participates in the setting and observes as an "insider." (Cresswell & Creswell, 2018). The summary of the interview approach, namely, conducting unstructured, open-ended interviews and making

interview notes, conducting unstructured, open-ended interviews. Data in qualitative research is obtained from various sources using data triangulation techniques for data validity, so data collection is carried out continuously until the data is saturated (Sugiyono, 2013).

3. FINDINGS AND DISCUSSION

The evaluation model used by researchers to obtain data regarding the implementation of the 2013 curriculum at SMA Negeri 6 Kupang is the Stake evaluation model, which emphasizes two main things: describing and considering. These two things are obtained by defining the antecedent, process, and outcomes.

1. Antecedents

This stage is a description of the evaluation of the 2013 curriculum implementation, which includes the teacher's condition, the condition of the students, supporting facilities and infrastructure, the source of K13 development funds, and learning planning.

1.1. Teacher's State

Teachers have a tough task and begin to lead the nation's children to the peak of their dreams. To carry out their duties properly, a teacher should have academic qualifications and competencies related to their duties and responsibilities. These qualifications and competencies, hoped that a teacher would become professional educators and teaching staff. In this item, the teacher's condition consists of pedagogic competence, social competence, professional competence (Astika & Bunga, 2016).

1.2. Pelaksanaan Kurikulum 2013

In implementing an efficient and effective program, there needs to be a more targeted plan to achieve the goals set. In this regard, the implementation of the 2013 curriculum at SMA Negeri 6 Kupang City is running well following the implementation of the standard curriculum. Implementing the 2013 curriculum affects the school's efforts to develop schools through increasing teacher human resources (Suluh & Ate, 2019).

1.3. Pedagogic Competence

Teachers have a broad influence on the world of education. At school, he is an administrator of education, which is responsible for making education run well. Therefore, teachers must have competence in teaching. Pedagogic competence is one of the competencies that every teacher at any level of education must-have. Yasin explained that pedagogical competence is the ability of an educator to manage student learning, namely understanding the characteristics of student development, such as understanding students' level of cognition according to age. (Ada, 2016) While the research facts show that the pedagogical competence of Christian religion teachers at SMA Negeri 6 Kupang is still lacking in several items, namely: 1) Not all teachers have mastered the characteristics of students. They do not pay attention to children's learning styles, so some children fall asleep during class hours, not even one person but more than three people, 2) The teacher has not developed a curriculum related to the subject being taught. Teachers only rely on available books; 3) Teachers do not take advantage of existing technology; they solely rely on books; 4) Not all teachers master learning theory, methods, and strategies to teach just as they are.

1.4. Personality Competence

Personality competence is one type of competency that teachers need to master and the other three types of competence: social, pedagogic, and professional. Permendiknas No. 16 of 2007 concerning Teacher Qualifications and Competencies explains classroom teachers and subject teachers at all levels of primary and secondary education, as follows: 1) Acting by the religious, legal, social, and national cultural norms of Indonesia. 2) Presenting oneself as an honest, noble character and role model for students and society. From the brief description above, it is clear that it is essential to master personality competencies for a teacher. Although in reality, teacher professional development efforts related to strengthening personality competencies appear to be relatively limited and tend to prioritize pedagogical and professional competency development, but Christian religion teachers at SMA Negeri 6 Kupang based on research results have good personalities and are worthy of being emulated, and

follow by the students. Hamalik argues that teachers are responsible for carrying out educational activities in schools in terms of providing guidance and instruction to students, and each teacher must have relevant competencies (Pahrudin et al., 2016). Experience shows that problems such as motivation, discipline, social behavior, achievement, and desire to learn continuously stem from the teacher's personality.

1.5. Social Competence

Social competence is defined as the ability to handle social interactions effectively. In other words, social competence refers to harmony. (Orpinas, 2010) According to Goleman, quoted by Bangun and Iswari, four primary skills make up emotional intelligence, namely: Self-awareness: emotional awareness, accurate self-assessment, self-confidence. (Bangun & Iswari, 2015) For Goleman, intelligence or social competence is an appropriate reference for intelligence not only about our relationships with other people but also in those relationships. Social competence shows the most significant abilities related to many aspects that are very carefully related to the social intelligence construct.

Social competence is a system that is always changing, consisting of motives and the ability to regulate social behavior. (Zsolnai, 2015) This competence raises the function of the soul as an internal self with the knowledge and sensitivity to see the meaning behind this reality. In this competency, the teacher understands himself as an integral part of society and can develop duties as members of the community and citizens. More rooted in this social ability includes the ability to adapt to the demands of work and the environment when carrying out his duties as a teacher. At least social competence has the competence to 1) Communicate orally, in writing, and signs. 2) Using information and communication technology functionally. 3) Mingle effectively with students, fellow educators, education staff, parents/guardians of students. 4) Mingle politely with the surrounding community.

The useful social competence of the Christian Religious Education (CRE) teacher at SMA Negeri 6 Kupang greatly influences CRE learning's success. The relationship between parents and the general public with schools, especially CRE teachers, can also be useful. This situation needs to be maintained and continuously improved because teachers are a very dominant and important factor in formal education in general. For students and even the community, teachers are often used as role models in their daily lives, even as self-identification figures. Therefore, teachers need to have social skills with the community to implement an active learning process. Teachers must have sufficient competency behavior to develop students as a whole, according to educational goals, namely to develop students' potential optimally.

1.6. Professional Competence

Minister of National Education Regulation No. 16 of 2007 concerning Teacher Qualifications and Competencies Professional Competence is the mastery of learning material broadly and deeply, which includes knowledge of subject curriculum materials in schools and scientific substances that cover the material as mastery of the experimental structure and methodology. Furthermore, this regulation states that teachers at high schools, or other forms of equivalent, must have a minimum educational qualification of a diploma of four or a bachelor's degree in a study program that is by the subject being taught and obtained from an accredited study program. Referring to government standards, based on the results of research, the academic qualifications of Christian Religious Education teachers at SMA Negeri 6 Kupang are excellent and meet government standards as described above. The facts show that three teachers are undergraduate graduates, and one teacher is a Master's graduate.

Quality human resources can be created through educational institutions. Both formal and non-formal education institutions and teachers have the responsibility to bring and deliver their students to a certain level of maturity and the level they aspire to. In this context, the teacher is not merely a teacher or transfer of knowledge but also a teacher as an educator or transfer of values and a mentor who provides direction and guides students in learning. Therefore, a teacher's academic qualification is essential because it can encourage someone to have a particular skill or skill. In other words, teachers' high academic qualifications are the standards for producing high-quality learning for students.

In line with the researcher's analysis above, there is a study conducted by Olabode Thomas Owolabi's Department of Curriculum Studies, Ekiti State University, Ado-Ekiti, Nigeria entitled Effect of Teacher's Qualification on Performance of Senior Secondary School Physics Students: Implication on Technology in Nigeria. The Effect of Teacher Qualifications on Middle School Physics Student Achievement: Technology Involvement in Nigeria. The results showed that students taught by high qualifying teachers performed better than those prepared by teachers with low qualifications. These results also show that the gender of the teacher does not affect his ability to provide lessons to students as long as he is a reliable teacher in the experience. (Owolabi & Thomas, 2012)

Quality is not only practice-based in the sense of practicing teaching skills by developing habits of inquiry and productive ways of collaborating with colleagues on assessment and teaching improvement. In this way, the approach strengthens rather than diminishes the teaching's intellectual and professional aspects. (Gore et al., 2017) Teacher competence is getting better, with indicators, professional, increasing the level of education, creative, innovative, good at teaching, achievement, and ability to compete. (Aeni et al., 2019)

A knowledge-intensive culture has moderated and strengthened the link between teacher skills and methods, effective knowledge sharing, and student satisfaction. This method provides new avenues for education management to improve the education system by involving students. (Aslam et al., 2016) Meanwhile, the fact of this research shows that Christian religion teachers at SMA Negeri 6 Kupang are experienced where they are all old teachers who have long been teachers of civil servants and even have been certified as educators, which shows that they are professional teachers. Still, there are drawbacks, namely, teachers do not take advantage of technology.

Miarso, as quoted by Purwowododo, said that teachers as teaching agents are required to regulate the learning process, which refers to five things: suitability, attractiveness, effectiveness, efficiency, and productivity in the learning process. (Purwowododo, 2016) The use of technology in learning can increase student knowledge and can motivate student learning in using technology. The use of technology in education can help increase student motivation. Technology has developed along with globalization so that interaction and delivery of information will take place quickly. The fact is that Christian religion teachers at SMA Negeri 6 Kupang are still behind in the use of technology in learning so that they are not by the demands of K13 and the times and conditions of children. The professionalism of a teacher dramatically affects the quality of student learning. Professional teachers will lead students to achieve high-quality learning. The high quality of learning will lead students to the peak of their dreams. However, in SMA Negeri 6 Kupang, with the facts of this research, it can be said that the quality of learning has not yet reached a high level.

1.7. State of students

1.7.1. Total Students

Regulation of the Minister of Education and Culture Number 17 of 2017 Admission of New Students for the SMA level, in one class, the number of students is at least 20, and the maximum is 36 students. Furthermore, in Article 26, it is explained that for the high school level or other equivalent forms, the minimum number of groups is 3, and the maximum is 36 groups, each level is at most 12 groups. The number of Christian students at SMA Negeri 6 Kupang is adequate and does not exceed the standard capacity of the number of students for each class. Based on government standards, the number of class groups at SMA Negeri 6 Kupang is still in the standard category, namely 31 groups from class X to class XII. Based on the description above, it can be analyzed that the number of students in each breed at SMA Negeri 6 Kupang meets the standards. Meanwhile, the number of households exceeds the availability of study spaces. This situation positively affects the availability of space and time to implement the 2013 curriculum optimally.

1.7.2. Readiness to learn

Active learning to achieve specific goals depends on the exact condition of each element involved in the learning process. (Elihami & Suparman, 2020) Whether or not students are ready to face and accept the next subject matter is closely related to previous preparation. Learning readiness is very

important for every student to understand; with mature availability, it will positively impact learning outcomes. Student learning readiness is the ability of students to set conditions, be it in the form of a spiritual term or a person's physical condition that makes them ready to respond or answer in a certain way to a learning situation to make learning easier and successful. Student learning readiness includes physical readiness, mental readiness, knowledge readiness, goal readiness, condition, and situation readiness. Students of SMA Negeri 6 Kupang in learning show that some are ready to take lessons, but some are not ready to take lessons in class. The fact explains that their students are not prepared for various factors; namely, they have just finished with the previous course; some are not ready to take part in the lesson. Student's unpreparedness in learning will interfere with the quality of their education. In this condition, the consideration is that the teacher must return to the extra effort to prepare or design learning readiness for children by creating exciting and enjoyable learning situations and conditions. Children or students must return to the alpha wave condition where they are ready to look for, give, receive something happily.

1.7.3. Student activeness in learning

Teachers use techniques that can incorporate some of their lesson plans. For example, when starting a new section of a unit, it can start with a practice test (with feedback) of the previous section's important ideas. (Dunlosky et al., 2013) So after students are given information or lessons about the knowledge and skills they must have, they should be allowed to practice or practice the experience or skills they are expected to have after learning. Research facts in teaching and learning activities of Christianity at SMA Negeri 6 Kupang, most of the students only listen when the teacher teaches. When the teacher provides the opportunity to ask questions, only one or two students ask questions. The teacher asks questions, and the teacher must provoke students by asking first so that the teacher looks more dominant.

To provide knowledge, confirm if the answer is correct, or correct if the answer is wrong if the practice is in the form of answering test questions, they need to be told whether their answer is right or wrong, whether what has been done is correct or not as soon as possible. Students who receive confirmation or affirmation that the answer is correct will be more stable, enthusiastic and progressive, on the other hand, if they know the answer is wrong, they will not make similar mistakes again. In fact, in SMA Negeri 6 Kupang, when the teacher asked questions, only a few people raised their hands; most students tended to be shy and afraid to make mistakes when asking and answering the teacher's questions. This situation occurs because, as a result, the students are not ready to learn. The consideration given is to arouse student activity in learning; it must first prepare students to be prepared to learn. Indeed it will take a little more time, but the knowledge will be more effective. In addition to preparing students, teachers must also make themselves with various learning methods and strategies.

1.7.4. Learning planning

Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Basic and Secondary Education Process Standards Chapter III point 2 Learning planning consists of 9 sub-indicators, namely: school identity, subject identity, class/semester, subject matter, time allocation, learning objectives, competence fundamental and indicators of competency attainment, learning materials, teaching methods, teaching media, teaching resources, learning steps, and assessments.

In general, the planning of learning Christian subjects at SMA Negeri 6 Kupang is generally proper. However, there are still shortcomings, such as one teacher using a learning plan obtained from the internet. Weaknesses are also always found in the assessment section. Teachers still have shortcomings in the preparation of assessment instruments in the lesson plans. The development of the assessment instrument was not equipped with questions/observation sheets, answer keys/rubrics, and scoring guidelines. There is only one teacher who has developed a complete assessment instrument. This deficiency occurs because it is considered that it takes a lot of time to fill in each item making the teacher rely more on memory than fill in existing assessment items. Based on the description above, the

consideration given is that the teacher's time management must be improved again, and all lesson planning that has been done should be carried out by the plan.

1.7.5. Facilities and infrastructure

Facilities and infrastructure are one of the educational resources that are necessary and very important to be appropriately managed and are an integral part of education management. Such as buildings, land, administrative equipment to facilities used directly in the teaching and learning process in class. Based on Ministerial Regulation No. 24 of 2007, a high school has at least the following infrastructure. Thus, SMA Negeri 6 Kota Kupang has inadequate facilities and support as the main requirements stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia. SMA Negeri 6 Kupang has 31 study groups; it is true that in terms of the number of study groups, it meets the criteria because, based on the Ministerial Regulation, there are at least 3 study groups and a maximum of 33 study groups. However, if it is divided into the number of available classrooms, there will be overcapacity because there are only 17 classrooms. Limitations mean that the school must implement morning and afternoon schools; this affects the availability of time that is not for the learning process. The number of lesson hours is not by the provisions of K13 because of the morning and afternoon school factors.

The condition of the facilities and infrastructure at SMA Negeri 6 Kupang is by the description above, so it can be analyzed that the implementation of K13 is still experiencing problems due to the inadequate availability of facilities and infrastructure. For achieving a high level of application of K13, improvements must be made in the field of facilities and infrastructure. The availability of classrooms and other learning support suggestions must be equipped according to standards. For this to be achieved, school facilities must be guided by the principles of quality by the stated areas of the objectives of the education system. (Ndjebakal Souck & Nji, 2017)

1.7.6. Source of K13 Development Funds

The curriculum is dynamic, and changes and developments must always be made to keep up with the progress and challenges of the times. In this development, the government determines budget items for curriculum development, especially K13. Funding for the 2013 Curriculum is funded through three sources, namely the Central Budget Implementation List (CBIL), School Operational Assistance (SOA), and Special Allocation Funds (SAF) that are focused on book duplication and teacher training. SMA Negeri 6 Kupang in the development of K13, the source of funds came from SOA funds, but some teachers use personal funds in their daily activities. Some teachers are aware of and use their certification funds as a professional allowance to better support their performance. Based on the description above, it can be analyzed that the achievement of the 2013 curriculum application requires a reasonable allocation of funds. Teachers must also take an active role in implementing the 2013 curriculum in terms of willingness for self-development. Self-development, by the demands of the curriculum, requires funds. Therefore it requires funds that are spent personally.

2. Transaction (Process)

2.1. Training Program

One of the competencies that teachers must possess is professional competence. The teacher is trained to be someone who has the skills, expertise, proficiency, to meet education quality standards. For improving the quality of teacher expertise, training programs are implemented.

Teacher training programs and professional development are essential in educational institutions, whether at the primary, secondary, secondary, or even university level. Teachers at all levels need to be trained in their relevant areas and subjects regularly if they change their beliefs, attitudes, and practice their daily life in the classroom. (Boudersa, 2016)

In this regard, the fact is that continuous training plays an essential role in developing the teacher's professionalism, but what happened was that Christian religion teachers at SMA Negeri 6 Kupang participated in practice. Still, it was not optimal, because there was the last religion teacher who participated in the training in 2016. This fact shows There is no good coordination between the

Education Office and the Ministry of Religion so that it is in line with conducting training for religious teachers.

Coordination in the management of competency and professional development activities for religious teachers, there is still no good coordination. Each agency carries out a coaching program separately. As a result, teachers' opportunity as subject participants in empowerment and competency development activities is not evenly available. Some teachers received training from the local government through the East Nusa Tenggara Provincial Education Office, while some other teachers did not get the opportunity. On the other hand, some teachers have received training from the Ministry of Religion office while others do not. This situation occurs because of the difference between the appointment of regional civil servants and civil servants for the date of the Ministry of Religion.

Regardless of their position in the hierarchy, every teacher is equally tasked with teaching and educating the nation's children in schools. In the perspective of Religious Education teachers, they are educators who are academically responsible for shaping religious knowledge, awareness, and behavior through the subject of Religious Education in schools and other educational activities outside of school. The spiritual education teacher in question is the teacher of religious education by the religion professed by students. Therefore, the consideration must be to improve the coordination of the Education Office and the Ministry of Religion to carry out well-coordinated structured training. Those religious teachers, either under the Education Office or the Ministry of Religion, are evenly accommodated.

The main education actors, namely the Education Office and the Office of the Ministry of Religion in the province of East Nusa Tenggara, need to increase awareness of teacher professionalism so that they are more active and proactive in utilizing teacher working groups and subject teacher deliberations. From a broader perspective nationally, the coordinative function of various government actors involved in managing religious education teachers, such as the Ministry of Religion, the Ministry of Home Affairs, the Ministry of National Education, the Provincial Government, and district/city governments need to be intensively fostered and developed. This is to avoid overlapping matters of professional development of an educator, in this case, Christian Religion teachers in East Nusa Tenggara.

In the Law on the National Education System Number 20 of 2003, it is stated that: the government and local governments are obliged to facilitate education units with the educators and educational personnel needed to ensure the implementation of quality education. To foster teaching and education personnel in the national education system, it is stated that the government and regional governments are obliged to promote and develop educational staff in education units administered by the government and local governments. Education providers by the community are required to foster and establish instructional personnel in the education unit they administer. The government and regional governments are obliged to assist in the guidance and development of educational staff in formal education units organized by the community.

2.2. Implementation of Learning

At this stage, the discussion of the implementation of the 2013 curriculum is related to the application of classroom learning, which is divided into three main activities, namely: preliminary activities, core activities, and closing activities.

Based on the results of the research there are still deficiencies in the implementation of learning in the classroom, there are teachers who are hesitant about the application of determining whether it is according to standards or not, the teacher is also faced with a situation of compulsiveness to carry out K13 even though there are still many shortcomings. According to the teachers, this deficiency occurs because of the facilities and infrastructure. Another factor is students who are not proactive in learning. It can be said that the lack of proactiveness of students can be caused by learning that is not fun, especially when there are no facilities such as LCD, even if the teacher is not able to use it. For this reason, researchers will further discuss in detail the following three main activities:

2.2.1. Preliminary Activities

The introduction is an initial activity in a classroom environment meeting that provides meditation and attention opportunities, focusing on attention, which can enhance student emotional regulation development. Mindfulness has been defined as drawing the difference between things, thus enabling one to be in the present. (Fried, 2011) John Eliot and Clem Adelman conducted a study of 40 teachers from primary and secondary schools to review classroom activities with action research. Participatory research, collaborative research, emancipatory research, action learning, and contextual action learning. (Syae Purrohman, 2011) At this preliminary stage, the teacher motivates students to be more enthusiastic about participating in learning. In the learning process at SMA Negeri 6 Kupang, initial activities aimed at preparing students through perception and motivation to raise enthusiasm and focus attention have been carried out by all teachers.

According to the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes. In preliminary activities, teachers are required to prepare students psychologically and physically to participate in the learning process, motivate students to learn contextually according to the benefits and applications of teaching material in everyday life, ask questions that link previous knowledge with the material to be studied, explains the learning objectives or essential competencies to be achieved and delivers the scope of the document and describes the description of the activities according to the syllabus. The research the fact that the researchers found was that the teacher had also conveyed the objectives and benefits of learning materials. There are also teachers who try to send the benefits of learning materials by extracting them from students. The teacher conveys the abilities that will be achieved by students in accordance with the competencies to be completed. In submitting the activity plan, there are teachers who carry all the activity plans at the beginning, and there are those who convey each of the core activities.

Based on the description above, it can be analyzed that the preliminary learning activities at SMA 6 Kupang, especially the Christian Religious Education subject, have been appropriately implemented. This activity is significant to prepare students to be ready to learn. According to Slameto, seen from the aspect of learning readiness which includes readiness for students, it shows that students' learning readiness is quite good in the category, which is interpreted in the preparedness of this study, including past studies taking notes, completing assignments/exercises, maintaining physical health and fitness, reading material will be studied, ask; and prepare to review the document. (Winarso, 2016)

The adjustment of the conditions at any one time will affect the tendency to respond. Learning readiness is a condition that exists in a person, in this case, students who have been prepared to take part in learning activities where this condition can be trained and developed and later, it is hoped that students can respond and react. When someone already has learning readiness in him, the student is ready to meet and act when learning activities take place. Learning activities will run well if the conditions needed in learning are available

2.2.2. Core activities

This activity is the center of all planning and preparation that has been made by a teacher to achieve the K13 learning objectives. Government Regulation number 65 of 2013 explains that core activities use learning models, learning methods, learning media, and learning resources tailored to students' characteristics. Based on observations, the teacher is very good at the material but has not been able to implement learning strategies that can lead children to learn well. Learning strategies can contribute to optimizing the approach used by students to increase their control over learning beliefs. This is an incentive to replicate and expand research to recommend design, implement, and study the effectiveness of interventions of varying sizes and study maintenance levels of improvement over time. (Montero & Arizmendiarieta, 2017) Learning objectives are maximally achieved when carrying out exploration, elaboration, and confirmation activities must be applied appropriately. The fact that researchers have encountered in the field is that investigation, discussion, and confirmation activities have not been going well, even though they are not regularly seen in the activities of observing, questioning, reasoning, formulating, concluding, and communicating.

2.2.3. Closing Activities

The closing activity is the final activity of learning, which is also very important to be carried out properly, in conceptualizing study designs that measure situational experiences at multiple points in time as well as their overall development during the school year which can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up. (Kiemer et al., 2015) So in this closing activity, the learning ends by reviewing the lessons that have been carried out and preparing the next lesson material. Christian religion teachers at SMA Negeri 6 Kupang reflect on learning by asking students whether the lesson that day was fun or not, useful or not. The teacher also confirms that the students do not understand, usually by giving oral or written tests, which are then discussed about the absorption of the material by students. Still, the teacher does not collect the students' work as portfolio material

2.2.4. Assessment

Student learning trajectory is mediated by historically and lies in developing active, implicit, and explicit support networks of student learning activities. It believes that this teaching and learning quality approach can be useful for understanding how quality teaching and learning occurs in specific academic ethnicities and as crucial information for that purpose in developing further study programs. (Wittek & Habib, 2013) Furthermore, the assessment of the learning process according to the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Basic and Secondary Education Process Standards must use an authentic assessment approach (authentic assessment) which assesses the readiness of students, the process, and learning outcomes as a whole. The integration of the three components' assessment will describe the capacity, style, and learning acquisition of students who can produce an instructional effect on the knowledge aspect and the nurturant impact on the attitude aspect.

The fact is that in SMA Negeri 6 Kupang, the implementation of authentic assessment has not been carried out well because Christian religion teachers feel too heavy in the process. Items that have not been carried out well are attitude assessment with journals, self-assessment (student self-assessment), peer-to-peer assessments, and project assessments. Meanwhile, in the Ministerial Regulation, the results of the authentic assessment are used by the teacher to plan remedial learning, enrichment, or counseling services. Also, the authentic assessment results are used as material to improve the learning process by the Education Assessment Standards.

3. Outcomes (Result Stage)

Assessment of knowledge aspects can be done with written, oral, and questionnaires. Evaluation of the skills aspect can be carried out utilizing practical exams, skills analysis, task analysis, and assessments by students themselves. The attitude aspect assessment can be done by filling in the attitude list (personal observation) of oneself and a list of attitudes that are adjusted to the competence of the content. The successful implementation of the curriculum, including the 2013 Curriculum, is highly dependent on teachers' readiness and educational institutions (schools) in preparing and implementing the learning and assessment process (Jaedun et al., 2014).

Based on the results of the assessment of students at SMA Negeri 6 Kupang in the subject of Christian Religious Education in the attitude aspect of the average value of B, the ordinary skill aspect of B and the average knowledge aspect B. The results of this assessment indicate that all aspects of the assessment become a necessity as a measuring tool for students to show good results.

4. CONCLUSION

Antecedents, the implementation of the 2013 curriculum on the subject of Christian Religious Education, can be categorized according to the expected implementation criteria to achieve learning objectives with the components of the 2013 curriculum being applied properly. Regarding the obstacles experienced by the teacher, they can deal with it in various ways so that the learning process runs smoothly. The transaction, curriculum training conducted at SMA Negeri 6 Kota Kupang, has never been conducted either from the education office or from the ministry of religion. So that the teacher only

implements the implementation of the 2013 curriculum based on the understanding possessed by the teacher. The problem in this study is limited to the Evaluation of the Implementation of the 2013 Curriculum on the subject of Christian Religious Education. The results of this study can be expected to provide implications, namely for teachers of Christian religious education and school principals, to improve the ability of CE teachers through various training or curriculum workshops so that the competence of teachers is increasing for a better quality of education. Further research is on the role of principals and teachers in curriculum development.

REFERENCES

- Theresa, J. G. (2018). The Evaluation of Post PT3 Program Using Stake's Countenance Model. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 3(4), 109. www.msocialsciences.com
- Ada, J. H. (2016). the Contribution of Teachers' Pedagogical Competence Toward the Effectiveness of Teaching Of English At MTSN Balang-Balang. *Journal UIN Alaudin*, 2(2). <http://journal.uin-alauddin.ac.id/index.php>
- Aeni, A. N., Hanifah, N., & Sunaengsih, C. (2019). The impact of the internet technology on teacher competence and student morality. *Journal of Physics: Conf. Series*. <https://doi.org/10.1088/1742-6596/1318/1/012046>
- Arwildayanto, Masaong, A. K., & Umar, F. (2019). An Evaluation of the Implementation of Full Day School at Junior High School Negeri 1 Gorontalo City . *1st International Conference on Education, Social Sciences and Humanities*. <https://download.atlantispress.com/article/125914729.pdf>
- Asfiati, A. (2020). Authentic Assessment Implementation Subjects Islamic Education Curriculum 2013 In SMA 1 Hutabargot Mandailing Natal. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, 6(1), 19–30. <https://doi.org/10.24952/fitrah.v6i1.2486>
- Aslam, U., Rehman, M., Kashif Imran, M., & Muqadas, F. (2016). The Impact of Teacher Qualifications and Experience on Student Satisfaction: A Mediating and Moderating Research Model. *Pakistan Journal of Commerce and Social Sciences*, 10(3), 505–524. <http://www.jespk.net/publications/322.pdf>
- Astika, M., & Bunga, S. S. (2016). Hubungan Kompetensi Sosial Guru Kristen Terhadap Perkembangan Karakter Siswa: Tantangan Pendidikan Kristen Dalam Mencerdaskan Youth Generation. *Jurnal Jaffray*, 14(1), 63. <https://doi.org/10.25278/jj71.v14i1.189>
- Bangun, Y. R., & Iswari, K. R. (2015). Searching for Emotional Intelligence Measurement in Indonesia Context with Innovative Approach. *Procedia - Social and Behavioral Sciences*, 337–345. <https://doi.org/10.1016/j.sbspro.2015.01.318>
- Boudersa, N. (2016). The Importance of Teachers' Training Programs and Professional Development in the Algerian Educational Context: Toward Informed and Effective Teaching Practices. *Expériences Pédagogiques*, 01.
- Cresswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Method Approaches. In *Journal of Chemical Information and Modeling* (5th ed., Vol. 53, Issue 9). SAGE Publications.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological Science in the Public Interest*, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>
- Elihami, & Suparman. (2020). Teaching to Variation In Learning For Non Formal Education Department. *JURNAL EDUKASI NONFORMAL*, 1(1), 29–40. <https://ummaspul.ejournal.id/JENFOL/article/view/181>
- Fatima, G., Malik, M., & Hussain Ch, A. (2017). Antecedents of Early Childhood Special Education Program: A Stake's Model Perspective. *Bulletin of Education and Research*, 39(1), 275–290. <https://files.eric.ed.gov/fulltext/EJ1210120.pdf>
- Fried, L. (2011). Teaching Teachers about Emotion Regulation in the Classroom . *Australian Journal of Teacher Education*, 36(3), 36. <https://doi.org/10.14221/ajte.2011v36n3.1>

- Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education*, 68, 99–113. <https://doi.org/10.1016/j.tate.2017.08.007>
- Jaedun, A., Hariyanto, V. L., & Nuryadin E.R. (2014). An evaluation of the implementation of Curriculum 2013 at the building construction department of vocational high schools in Yogyakarta. *Journal Education*, 7(1). <https://journal.uny.ac.id/index.php>
- Kartowagiran, B., Retnawati, H., Sutopo, & Musyadad, F. (2017). Evaluation Of The Implementation Of Curriculum 2013 Vocational High School In Indonesia. *International Conference on Educational Research and Innovation*, 814.
- Khudaefah, & Arlianty, W. N. (2021). Attitude Assessment Analysis on the 2013 Curriculum Based on the Implementation of Rehearsal Pairs Practice (PRP) Model. *International Journal of Chemistry Education Research*, 4(2 SE-Research Articles), 42–45. <https://doi.org/10.20885/ijcer.vol4.iss2.art1>
- Kierner, K., Groschner, A., Pehmer, A.-K., & Seidel, T. (2015). Effects of a classroom discourse intervention on teachers' practice and students' motivation to learn mathematics and science. *Learning and Instruction*, 35, 94–103. <https://doi.org/10.1016/j.learninstruc.2014.10.003>
- Kurniawan. (2015). the Implimentation of the 2013 Curriculum in Learning Activities Conducted By the English Theacer of First Grade At Junior High School 17 Makassar. *Jurnal UIN Alaudin Makassar*, 1(1). <http://journal.uin-alauddin.ac.id/index.php>
- Lu, Y.-L., & Wu, C.-W. (2018). An Integrated Evaluation Model of Teaching and Learning. In *This journal article is available in Journal of University Teaching & Learning Practice* (Vol. 15, Issue 3). <https://ro.uow.edu.au/jutlp> Available at: <https://ro.uow.edu.au/jutlp/vol15/iss3/8>: <https://ro.uow.edu.au/jutlp/vol15/iss3/8>
- Maba, W., & Mantra, I. B. N. (2018). The primary school teachers' competence in implementing the 2013 curriculum. In A. G. Abdullah, J. Foley, I. G. N. A. Suryaputra, & A. Hellman (Eds.), *SHS Web of Conferences* (Vol. 42, pp. 1–6). <https://doi.org/10.1051/shsconf/20184200035>
- Montero, C. R., & Arizmendiarieta, B. S. y. (2017). The effectiveness of a learning strategies program for university students. *Psicothema*, 29(4). <https://doi.org/10.7334/psicothema2016.171>
- Ndjebakal Souck, E., & Nji, G. (2017). The Effects of School Facilities on Internal Efficiency: The Case of Selected Bilingual Secondary Schools in Yaounde Centre. *World Journal of Research and Review*, 4(4). www.wjrr.org
- Nurzannah, & Setiawan, H. R. (2022). The 2013 Curriculum Learning Process in Senior High School. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 1721–1732. <https://doi.org/https://doi.org/10.35445/alishlah.v14i2.947>
- Orpinas, P. (2010). *Social Competence*. <https://doi.org/10.1002/9780470479216.corpsy0887>
- Owolabi, & Thomas, O. (2012). Effect of Teacher's Qualification on the Performance of Senior Secondary School Physics Students: Implication on Technology in Nigeria. *English Language Teaching*, 5(6). <https://doi.org/10.5539/elt.v5n6p72>
- Pahrudin, Martono, T., & Murtini, W. (2016). The Effect of Pedagogic Competency, Personality... Pahrudin, et al Proceeding The 2 nd International Conference On Teacher Training and Education Sebelas Maret University The Effect of Pedagogic Competency, Personality, Professional and Social Competency Teacher to Study Achievement of Economic Lesson in State Senior High School of East Lombok District Academic Year 2015/2016. *Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University*, 2(1). <https://pdfs.semanticscholar.org/33ed/82b0821c203732db9e84a101cf76bfbe5ba9.pdf>
- Priandani, I., & Syamsi, K. (2022). *The Effectiveness of Curriculum 2013 Implementation on Distance Learning*. <https://doi.org/10.2991/assehr.k.220129.017>
- Purwowododo, A. (2016). Dialectics of Educational Technology and Reposition of Islamic Religious Education: Teachers' Role in Globalization Era. *Ta'dib: Journal of Islamic Education*, 21(2), 137. <http://jurnal.radenfatah.ac.id/index.php>

- Rahardyan, S., Siswandri, & Purnama, S. K. (2020). Evaluation of the 2013 Curriculum Implementation for Physical Education Learning in Madrasah Ibtidaiyah, Wonogiri District Year 2019/2020. *International Journal of Multikultural and Multireligious Understanding*, 7(11), 471–478. <https://ijmmu.com/index.php/ijmmu/article/view/2230/1917>
- Ryder, M., Jacob, E., & Hendricks, J. (2019). An inductive qualitative approach to explore Nurse Practitioners views on leadership and research: An international perspective. *Journal of Clinical Nursing*, jocn.14853. <https://doi.org/10.1111/jocn.14853>
- Stavropoulou, A., & Stroubouki, T. (2014). Evaluation of Educational Programmes – the Contribution of History to Modern Evaluation Thinking. *Health Science Journal*, 8(2). <https://www.hsj.gr/medicine/evaluation-of-educational-programmes--the-contribution-of-history-to-modern-evaluation-thinking.pdf>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta.
- Suluh, M., & Ate, D. (2019). Efektifitas Pelaksanaan Kurikulum 2013 ditinjau dari Kesiapan Sekolah dan Pengaruhnya terhadap Perkembangan Sekolah. *Jurnal Penelitian Pendidikan IPA*, 5(2), 248–254. <https://doi.org/10.29303/jppipa.v5i2.280>
- Syae Purrohman, P. (2011). *Classroom Action Research Alternative Research Activity for Teachers*.
- Trettin, B., Feldman, S., Andersen, F., Danbjørg, D. B., & Agerskov, H. (2021). Improving management of psoriasis patients receiving biological treatment: A qualitative approach. *Nursing Open*, 8(3), 1283–1291. <https://doi.org/10.1002/nop2.745>
- Warju. (2016). Innovation of Vocational Technology Education Educational Program Evaluation using CIPP Model. *Innovation of Vocational Technology Education*, XII(1), 36–42. <http://ejournal.upi.edu/index.php/invotec>
- Winarso, W. (2016). Assesing The Readiness Of Student Learning Activity And Learning Outcome. *Jurnal Pencerahan*, 10, 74–88. <https://doi.org/10.13170/jp.10.2.5246>
- Witteck, L., & Habib, L. (2013). Quality Teaching and Learning as Practice Within Different Disciplinary Discourses. *International Journal of Teaching and Learning in Higher Education*, 25(3), 275–287. <http://www.isetl.org/ijtlhe/>
- Wraga, W. G. (2017). Understanding the Tyler rationale: Basic Principles of Curriculum and Instruction in historical context. *Espacio, Tiempo y Educación*, 4(2), 227–252. <https://www.redalyc.org/pdf/4774/477455340011.pdf>
- Wulandari, A. (2020). Implementation of the 2013 Curriculum Based on a Scientific Approach (Case Study at SD Cluster II Kintamani). *International Journal of Elementary Education*, 4(3), 422. <https://doi.org/10.23887/ijee.v4i3.28172>
- Yuliani, S. (2016). The Implementation of 2013 Curriculum at SMA Negeri 12 Pekanbaru. *J-SHMIC : Journal of English for Academic*, 3(2), 92–103. [https://doi.org/10.25299/jshmic.2016.vol3\(2\).531](https://doi.org/10.25299/jshmic.2016.vol3(2).531)
- Zsolnai, A. (2015). Social and Emotional Competence. *Hungarian Educational Research Journal*, 5(1), 1–10. <https://doi.org/10.14413/herj.2015.01.01>