

## ABSTRAK

Alfiyaturrohmah, L., 2021, Evaluasi Pembelajaran Matematika Bersistem Kurikulum 2013 Revisi Pada SMP Sederajat di Kota Semarang. Skripsi, Program Studi Pendidikan Matematika, Universitas Muhammadiyah Semarang. Pembimbing: Martyana Prihaswati, S.Si., M.Pd., Venissa Dian M., S.Pd., M.Pd.

Kata Kunci : Evaluasi Kurikulum 2013 Revisi, Model Evaluasi CIPP, Pembelajaran Matematika

Permasalahan yang diangkat dalam penelitian ini adalah adanya pengembangan kurikulum dari Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 menjadi Kurikulum 2013 di Indonesia. Proses implementasi kurikulum 2013 pada satuan pendidikan sendiri pasti memiliki kelebihan dan kekurangannya masing-masing. Penelitian ini bertujuan untuk mengetahui bagaimana hasil evaluasi pembelajaran matematika bersistem kurikulum 2013 revisi pada SMP sederajat di Kota Semarang.

Penelitian ini menggunakan jenis penelitian deskriptif dengan pendekatan kualitatif dengan mengambil responden yaitu perangkat sekolah dan siswa. Teknik pengumpulan data yang dilakukan peneliti yaitu dengan cara wawancara, observasi, dan dokumentasi. Teknik pengambilan sampel dalam penelitian ini adalah *purposive sampling*, dimana peneliti menentukan pengambilan sampel dengan cara ciri-ciri khusus yang sesuai dengan tujuan penelitian. Sehingga peneliti menentukan tiga sampel, yaitu (1) dua perwakilan SMP Negeri; (2) dua perwakilan SMP Swasta; dan (3) dua perwakilan MTs di Kota Semarang. Penelitian ini menerapkan model evaluasi CIPP yaitu *context evaluation*, *input evaluation*, *process evaluation*, dan *product evaluation*. Hasil penelitian ini dapat dilihat dari: (1) Evaluasi Konteks (*Context Evaluation*), menyimpulkan bahwa penerapan kurikulum 2013 revisi di sekolah masih bertahap dan belum semua kelas menerapkan pembelajaran kurikulum 2013 revisi; (2) Evaluasi Masukan (*Input Evaluation*), yakni penerimaan tenaga pendidik dan siswa yang berkualitas di sekolah tentunya membantu proses pembelajaran yang efektif dan efisien, serta kesiapan sarana prasarana untuk mendukung pembelajaran kurikulum 2013 revisi; (3) Evaluasi Proses (*Process Evaluation*), yakni guru sudah mempersiapkan rencana pembelajaran sesuai dengan ketentuan kurikulum 2013 revisi namun, metode yang digunakan belum sesuai dengan apa yang sudah direncanakan, serta siswa masih beradaptasi dengan penerapan *Student Center Learning* pada pembelajaran. (4) Evaluasi Produk/Hasil (*Product Evaluation*), yakni pelaksanaan penilaian pembelajaran sudah mengacu pada panduan teknis penilaian pembelajaran kurikulum 2013 revisi dan pemberian pembelajaran remedial atau perbaikan untuk siswa yang belum mencapai kemampuan minimal. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa sekolah sudah siap mengimplementasikan kurikulum 2013 revisi dalam pembelajaran.

## **ABSTRACT**

Alfiyaturohmah, L., 2021, Evaluation of Mathematics Learning With The 2013 Revised Curriculum System at Junior High Schools in Semarang City. Thesis, Mathematics Education Study Program, Muhammadiyah University of Semarang. Advisor: Martyana Prihaswati, S.Si., M.Pd., Venissa Dian M., S.Pd., M.Pd.

Keywords: 2013 Revised Curriculum Evaluation, CIPP Evaluation Model, Mathematics Learning

*The problem raised in this study is the development of a curriculum from the 2006 Education Unit Level Curriculum (KTSP) to the 2013 Curriculum in Indonesia. The process of implementing the 2013 curriculum in the education unit itself has its own advantages and disadvantages. This study aims to determine how the results of the evaluation of mathematics learning with the 2013 curriculum system at junior high schools in Semarang City.*

*This research uses descriptive research with a qualitative approach by taking respondents, namely school equipment and students. The technique of collecting data by researchers is by means of interviews, observation, and documentation. The sampling technique in this study was purposive sampling, where the researcher determined the sampling by means of special characteristics in accordance with the research objectives. So that the researchers determined three samples, namely (1) two representatives of State Junior High Schools; (2) two representatives of private junior high schools; and (3) two MTs representatives in Semarang City. This study applies the CIPP evaluation model, namely context evaluation, input evaluation, process evaluation, and product evaluation. The results of this study can be seen from: (1) Context Evaluation, concluding that the implementation of the 2013 curriculum in schools is still gradual and not all classes have implemented the 2013 curriculum learning; (2) Input Evaluation, namely the acceptance of qualified educators and students in schools certainly helps the learning process effectively and efficiently, as well as the readiness of infrastructure to support the 2013 curriculum learning; (3) Process Evaluation, in which the teacher has prepared a learning plan according to the 2013 curriculum, however, the method used is not in accordance with what has been planned, and students are still adapting to the application of Student Center Learning in learning. (4) Product Evaluation, namely the implementation of the learning assessment has referred to the technical guidelines for the 2013 curriculum learning assessment and provides remedial learning or improvement for students who have not reached the minimum ability. Based on these results, it can be concluded that the school is ready to implement the 2013 curriculum in learning.*