

EVALUATION OF HISTORY LEARNING PROGRAM IN SENIOR HIGH SCHOOL : CASE STUDY AT SMAN 10 BOGOR CITY, WEST JAVA, INDONESIA

^{1*}Nuraeni Marta,²Robinson Situmorang, ³Diana Nomida , ⁴Moch. Sukardjo

ABSTRACT--*The purpose of this study is to evaluate the extent of the quality of history learning in high school. This study uses an Evaluation study using the CIPP Stufflebeam Model. This research was conducted at SMAN 10 Bogor City with data collection techniques using interview, observation, questionnaire and document analysis guidelines which were analyzed using triangulation. the results of this study indicate that history learning for the time being has not been very effective, due to several problems namely: evaluating the context in the implementation of the 2013 curriculum for history learning in secondary schools has not been well socialized to stakeholders, especially teachers as curriculum implementers in the field. in addition, based on input evaluation, it shows that teacher competence strongly supports the success of history learning, process evaluation shows that learning still uses knowledge transfer considering key facts and textbook thinking, while product evaluation looks at the use of the 2013 curriculum which divides history learning into historical subjects Indonesia and historical subjects do not provide maximum benefit, so repetition often occurs on some material. This concludes that in reality students who study history subjects lack understanding history as a continuation to 'real life'. Therefore, it is very much needed handling by making the problem as part of recommendations in an effort to improve teacher competency and professionalism, by optimizing the functions of supervisors and principals as guarantors of the quality of learning in the classroom, especially on historical subjects.*

Keywords--*Learning history, Curriculum 2013, CIPP Model*

I. INTRODUCTION

1.1 Implementation of 2013 Curriculum

The evaluation of the history of curriculum learning in 2013 so far has not been carried out comprehensively, even though evaluation is needed as an effort to improve quality and improvement and accountability of history learning programs for stakeholders (Sukardi, 2014). Based on several research results, it shows that learning history in high school is still considered monotonous, boring, history teacher creativity in learning history in class is still minimal and still relies on textbooks. This condition was also complained by several experts including: Aman,

¹ *Lecture at department of Educational History State University of Jakarta,Indonesia, nuraeni@unj.ac.id

² Lecture at department of Education Technology State University of JakartaIndonesia.

³ Profesor at department Education Technology State University of JakartaIndonesia.

⁴ Head of The Educational Technology Doctoral Study Program, Lecture at Department of Electronics EducationState University of Jakarta,Indonesia.

(2013) who stated that history learning in Indonesia still emphasizes historical knowledge and Zed (2018) which states that the low competence of history teachers causes history learning in boring schools.

Learning history reappeared as an interesting issue to study, especially after the enactment of the 2013 curriculum. The new curriculum has significantly changed the learning process in the classroom. In the 2013 curriculum learning history is divided into two nomenclature namely Indonesian history subjects and history subjects. The change seen is an increase in the number of hours of study in history subjects and also changes in the structure of the curriculum. The addition of history hours from one hour to three to four hours has implications for both teachers and students in learning activities in the classroom which of course greatly affects the output / learning outcomes (Nuriyah, 2014).

The addition of these class hours should made both teachers and students have ample time to improve the quality of learning history so that the goal of learning history, namely forming an awareness of Indonesian nationality can be achieved. The irony is that until now the issue of learning history in high schools is still in the spotlight of various parties both from the community (stakeholders) and the government who consider learning history still boring. Learning history at school is only about knowledge of historical facts which makes history learning very "dry" and emphasizes memorization (Umasih, 2012). This has made history learning less attractive to students. this can be said that although a new curriculum has been implemented, the field of history has not changed. In the field of history learning, it is still teacher oriented but has not emphasized on student oriented, it still uses the 2006 curriculum paradigm (KTSP), namely history learning still emphasizes cognitive abilities. In fact, the modification of the 2006 curriculum into the 2013 curriculum is the Indonesian government's effort to meet the needs and challenges of the globalization era in which the development of technology and information has influenced various fields, including the field of historical education.

According to Terry Haydn with his article entitled "Information and Communications Technology in the History Classroom" explains that the internet and communication technology can be used as tools or media for learning history (James Arthur, 2002). The use of the internet is intended so that learning history is not monotonous which only relies on textbooks.

Learning is the main activity in formal education in schools. The learning process undertaken determines the quality of formal education. The learning process itself is a complex activity, because there are several factors that influence each other and determine the success of the learning process. These factors include the curriculum, students (students), educators (teachers), school managers, facilities and infrastructure, and the situation of the school environment. (Anurrahman, 2010). These factors must synergize with each other so that the learning process runs effectively, and efficiently. This means that learning history is a system that is interrelated with one another so that it can affect the achievement of the objectives of learning history. For this reason, it is necessary to conduct a comprehensive evaluation using the CIPP model, namely context, input, process and product, so as to produce comprehensive information that can be used as a recommendation for improving the quality of historical learning (Mahmudi, 2011).

II. LITERATURE REVIEW

The concept of evaluation has a different meaning from assessment, measurement or test. The concept of evaluation itself has several definitions or definitions stated by experts, including Stufflebeam and Shinkfield stating that evaluation is "Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goals, design, implementation, and promote understanding of the involved phenomena (Stufflebeam, 2007). The same statement also stated by Owen, that "...evaluation as the process of making a judgment about the value or worth of an object under review. At this stage it is worth nothing that evaluators use the term 'evaluand' to generically denote the 'object' that is the focus for the evaluation.

The next Scriven, (2007) who states that, "evaluation is the process of determining the merit, and value of things, and evaluations are the products of that process". This means that evaluation is the process of determining the worth, goodness and value of something and the results of evaluation are the product of the process. This means that the evaluation is done to determine the worth, goodness and value of the object of evaluation. While the National Study Committee on Evaluation and UCLA stated that "Evaluation is the process of ascertaining the decision of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful for decision makers in choosing among alternatives. The meaning is that evaluation is a process or activity of selecting, collecting, analyzing and presenting information that is appropriate to find out the achievement of a program goal, procedure, product or strategy implemented, so that it can be used as a basis for decision making and can determine several alternative decisions for the preparation of the program next.

Mean while Fitzpatrick (2012) states that, "evaluation is determining the worth or merit of an evaluation object (whatever is evaluated), then he defines the concept of evaluation with a broader understanding, "evaluation as the identification, clarification, and application of defensible criteria to determine an evaluation object value (worth and merit) in relation to those criteria. Another limitation is put forward by Lincon & Guba (1994) which states that "evaluation as a process for describing an evaluation and judging its merit and worth". It means to judge it as something good and valuable or not. A similar opinion was expressed by Michael Scriven, that evaluation was "judging the worth or merit of something". Furthermore he also said that; evaluation is defined as the systematic determination of the quality or value of something.

Mean while the concept of evaluation based on the Joint Committee on Standards for Education Evaluation as quoted by Stufflebeam defines, "evaluation is a systematic assessment of the worth or merit of an object". That is, that evaluation is a systematic assessment of the goodness and worth of an object being evaluated. Furthermore, Davidson defines evaluation as follows, "evaluation as the act or process of determining the merit, worth, or significance of something or the product of that process[1]. Based on the limitations of the concept of evaluation as described above, it can be said that evaluation is a process to obtain justification for the worth or usefulness of the object or program being evaluated.

Based on the definition of evaluation as described above, the program is one of the evaluation research objects. This is confirmed by Stufflebeam, "Objects of evaluation may be programs, projects, policies, proposals, products, equipment, services, concepts and theories, data and other types of information, individuals, or organizations, among others. The program is a unit or unit of activity that is the realization or implementation of a policy, takes

place in a continuous process and occurs in an organization that involves a group of people. While Rutman defines the program as follows; A program, in our practical term, is an intervention or set of activities mounted to achieve external objectives- that is, to meet some recognized social needs or to solve an identified problem. Practically the term program is a series of activities carried out to achieve external goals namely to get the need for social recognition or to solve the problem identified. This means that the program is a complex activity consisting of several interrelated components to achieve certain goals.

Furthermore Royse defines the program as follows; "A program is an organized collection of activities designed to reach certain objectives. [2] A program is a collection of organized activities designed to achieve certain goals. In addition Spaulding stated that, "A program is a set of specific activities designed for an intended purpose, with quantifiable goals and objectives". [3] From the three statements, it can be said that the program is an activity carried out systematically to achieve the stated goals. Something is said to be a program if carried out by an organized group of people to achieve certain goals. Thus learning can be regarded as a program, because it is done by a group of people in an organization (educational organization) that is designed to achieve certain goals.

Learning is a set of specific activities that are designed for measurable goals and objectives or goals. A set of learning activities starts from the order of curriculum preparation at the center (Puskurbuk), making analysis of subject matter (AMP), making learning plans, implementing learning activities that include the learning process and evaluation of learning achievement. Based on the description above, it can be said that learning is carried out in a program, which is a learning program.

The concept of learning contains two main elements, namely learning and teaching, which implies there is an interaction between the teacher as an educator and students as students. As explained in Act Number 20 of 2003 concerning the National Education System which states that; Learning is the process of student interaction with educators and learning resources in a learning environment. Learning is an activity carried out in a two-way way between students and educators, so that learning activities are not dominated by teachers.

Learning according to Jonhson, quoted by Peter F. Olivia (2005) in his book, *Developing The Curriculum*, states that instruction as the interaction between a teaching agent and one more individual is intending to learn. Gagné et al. (2005), explains "instruction as a set of events embedded in purposeful activities that facilitate learning. Learning is an instructional system consisting of a set of events that are carried out in a planned and systematic manner used to influence students so that the learning process occurs. Next Gagne stated about learning; "...any activity on the part of one person is intended to facilitate learning on the part of another". This shows that teachers play a role and facilitate the process and learning outcomes in students themselves. Instructors are parties who actively facilitate students. From these statements it can be concluded that learning is a series of events that affect students as students or in such a way that changes in behavior called learning outcomes are facilitated.

Joice and Weil states the definition of learning as "a process by which teachers and students create a shared environment including sets of values and beliefs (agreement about what is important) wich in turn the color of their view of reality." the learning process, teachers and students jointly create an environment including a set of values and beliefs that are considered important to unite views about the reality of life. In order for the learning process to prioritize the role of students in finding knowledge, therefore the learning orientation is changed to be more focused on the interests of students without negating the importance of the presence of the teacher as an educator and facilitator.

Thus learning is a pattern in which a planned procedure is arranged. Learning implies that the series of learning activities is designed in advance so as to focus on achieving the expected behavior change. Based on the opinions of the experts mentioned above, it can be said that learning is a complex activity consisting of several components that work together.

III. MATERIALS AND METHODS

This research uses a qualitative approach. Data analysis uses data triangulation techniques. While data collection is done through interviews, observations, questionnaires and documents. This research was conducted at the 10th senior high school of Bogor because history learning there was taught by to teachers who had different academic backgrounds, namely graduates from the history science department and the history education department. Interviews were conducted with key informants namely the school principal, deputy headmaster in the field of curriculum, head of administration and core informants which included history field teachers and students (Sugiyono, 2015).

The analysis of the research uses the CIPP stufflebeam evaluation model which includes; contex, input, process, and product. The CIPP 'Stufflebeam evaluation procedure consists of three centered circles and a description of the most important values. In the inner circle there is one direction arrow that indicates the value "core" or core value that must be defined and used for the evaluation given. The round circle wheel is divided into 4 associated evaluations, related to other endeavors, such as objectives, planning, actions, and results. The outer circle shows the types of evaluation, each of which consists of 4 evaluations, namely context, input, process, and product. Each two-way arrow shows a reciprocal relationship between the specific evaluation focus and the type of evaluation (Stufflebeam, 2007).

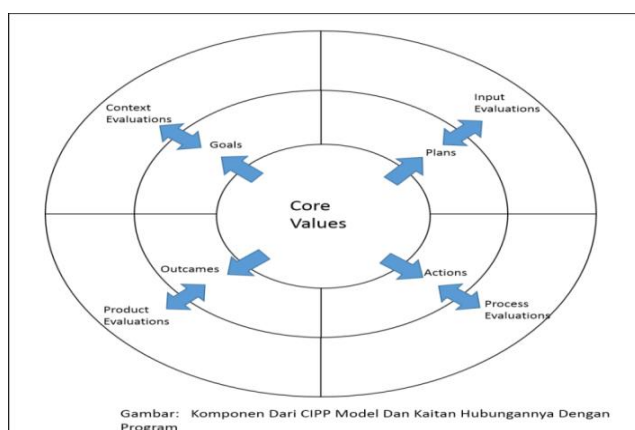


Figure 1: Design of research

Resources : Stufflebeam, 2014; 378

IV. RESULTS

The results of the study are described based on data analysis following the evaluation stages of the CIPP model which includes context, input, process and product. In the context of the research context, the focus is on the

curriculum (Core Kompetensi). The input is focused on the competencies of students, teachers, facilities and infrastructure. The process is focused on learning activities that include planning the implementation and evaluation of learning outcomes. While the product is focused on outcomes, namely the attitude of awareness of history and nationality of Indonesia.

Table 1:Research Criteria

No.	Component	Indicator
1.	Contexts	Curriculum 2013
2.	Input	Teacher Competency Student Competency infrastructur
3.	Process	Planning, implementation, evaluation
4.	Product	Outcomes

From the results of context evaluation it can be said that the 2013 curriculum has not been well understood by teachers, schools and stakeholders. This is because the application of the curriculum uses a top-down pattern, and is not based on field needs analysis. In addition, the government lacks socialization of implementation as a result, teachers are not ready mentally or knowledgeably. Inadequate socialization results in teachers having difficulty developing a curriculum that is implemented in the form of syllabus and lesson plans. Complicated syllabus and lesson plan format procedures and time constraints constrained curriculum development. This condition encourages teachers to take pragmatic actions by copying syllabus paste and lesson plans from other schools or from the internet. As a result, curriculum development is not through analysis of student needs, but is still teacher oriented. Therefore RPP does not accommodate student needs. Curriculum development in the field experiences obstacles, teachers have difficulty in compiling indicators of competency achievement that refer to graduation standards and content standards. Based on the data above, it can be said that the structure of the 2013 curriculum, which divides history learning into subjects of Indonesian history and history, is already relevant to the needs of the times, but because of its implementation it does not accommodate the needs in the field so that the implementation of the 2013 curriculum experiences obstacles, and is less effective.

Evaluation of inputs consisting of input from students, teachers and infrastructure shows that the three components are very influential, especially teacher input. From the observations it was found that the history teacher at SMAN 10, had different professional competencies.

Observation table 2.

Table 2:Professional Competence of teacher

Professional competence (Ministry of Education,		
	Teacher A	Teacher B
no.16 of 2007)		

mastery of the material, structure, concept and mindset of scientific	4	2
Mastering the competence of subject	4	3
Develop course materials	4	1
Developing professionalism in a sustainable manner through the reflective	1	1
Harnessing information and communication technologies and develop themselves	3	1
Score	$\frac{16}{20} \times 100$ = 80 Good	$\frac{8}{20} \times 100$ = 40 Less

Based on the table, it can be said that history teacher A (non-educational) teacher has quite good professional competence, while history history B teacher (education) can be said to have low professional competence. A history teacher is able to make history textbooks and is sold in general for history subject reference books. however, due to busyness and many teaching hours the consequences are less able to develop creativity models and historical learning media for teaching and learning activities. While the pedagogical ability of the research results as illustrated by table 3.

Table 3: Pedagogical Competence

Pedagogical Competence	Teacher A	Teacher B
Mastering learning material	4	3
Understanding learning strategies	1	3
Having expertise in learning objectives and planning	2	2
Having classroom management skills	2	4
Having skills in motivating students	2	4
Having communication skills	2	3
Having the ability to work effectively with students from different cultural backgrounds	3	4

Have technological expertise	3	2
Score	$\frac{19}{32} \times 100$ = 59%	$\frac{25}{32} \times 100$ = 78%
	Less	Sufficient

Based on the table above, teacher A's pedagogical competency with a non-educational tertiary background is lacking, while history B's teacher who has a historical education background has sufficient pedagogical competence. Based on these data history teacher A has the advantage of professional competence and history teacher B has pedagogical competence. From the documented data of students who entered the SMAN 10 Bogor City school, including great great, this means that students generally have quite good intellectual abilities, in general students have the awareness to learn even though the aim is still to emphasize the ability to answer exam questions.

Evaluation of the process, from observations it can be seen that educational background influences how to teach. Non-education history teachers although they are able to compile their own textbooks but are less able to explain verbally systematically and coherently. Conversely, history teachers from LPTK lack the ability to make their own books or modules, rely more on existing textbooks, and learn more on textbook thinking.

On the other hand both have in common the way of teaching that emphasizes factual explanations which are only about historical knowledge. the number of teaching hours that is quite a lot resulted in teachers lacking enough time to develop creativity and innovation, consequently learning history tends to be monotonous. Thus it can be said that teaching requires several main things, namely knowledge, expertise, professional, commitment, and motivation.

In addition, historical material that is packaged in a spiral pattern allows repetition of material. The weakness of the spiral pattern is the lack of clear limits on the depth of mastery of the subject matter. This learning process results in students being bored and bored. Though the learning process determines the quality of formal education.

In addition, the results of the study found that learning does not refer to the lesson plan, but refers to textbooks. Teacher competence is relatively low, less able to carry out learning according to process standards. Teacher creativity in developing models, media and historical learning resources is still lacking. This is because the number of teaching hours is quite a lot, which is more than 30 hours a week. Learning orientation is still in the mastery of knowledge, so learning outcomes (products) indicate the achievement of cognitive competence. At the product stage it shows that learning history has not yet reached the goal. The assessment instruments used have not been able to measure the achievement of the objectives of the history education curriculum. The teacher has not been able to make questions in accordance with the assessment standards. The questions made do not refer to the learning objectives but to the material. The assessment conducted emphasizes knowledge competency, skills competency and attitudes that have not been accommodated. Academic learning outcomes students feel satisfied, because it has reached the value of minimal learning criteria. But not yet reached the value of complete learning criteria. Of the 32 students as many as 27 students still do not feel the benefits of the material they are learning for their real life. Thus the results of the study indicate that there is a relationship between context, input and the process that will produce output (product).

In addition it was found that teacher input was crucial for the success of curriculum implementation in the field. Thus, learning history consisting of Indonesian history subjects and history at SMAN 10 Bogor City has not been effective. For this reason, it is recommended that improvements in various components of the learning program, especially the teacher component as program implementers in the field.

Based on the results of in-depth interview with students, found the reason for the lack interest in learning history. Lack of interest in learning history is because historical subjects are not included in national examinations and the requirements for admission to state universities.

V. DISCUSSION

Evaluation of learning history is a reflective process to improve the quality of learning. Learning evaluation refers to Law number 20 of 2003 concerning the National Education System article 57 paragraph 1, that the evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties. For this reason, the evaluation of historical learning is carried out systemically using the CIPP 'Stufflebeam approach, in order to obtain comprehensive information for better historical learning (Mahmudi, 2011).

History is one of the disciplines in science that studies human activities as individuals, groups or communities in the context of space and time. As Peter's statement quoted by Husbans (2011) that the main point of studying history is not about remembering the key fact, it's about understanding things, it's about analyzing, it's about being able to do things, as well as providing a general skill in life'. Therefore the history teacher must have the ability to place historical events in accordance with his era, so the teacher does not make generalizations in history (able to think historically). this means that history teachers must possess the science of history. Furthermore, teachers must also have the ability to design learning strategies so that those who are able to develop learning models in accordance with the characteristics of the material to be taught, and the competencies to be achieved.

Meanwhile according to Frederick (2005) that teaching history is both a science and art. History involves us in the science of asking informed, structured questions about the past. History also involves us in the art of explaining how elements of the past are alive today while understanding the uniqueness of historical periods of time. Thus the curriculum change has not maximally improved the quality of the history of learning. the success of the history learning process still depends on the teacher's competence, commitment, and motivation.

Changes in learning history are not easy to implement in the field. The division of history subjects into compulsory history and specialization at the level of implementation is still experiencing obstacles, because the teachers and educational unit institutions are not ready either mentally or knowledgeally. In addition there are still some Indonesian historical material that is repeated on historical material (specialization). Repetition of the theme of this material should be able to develop teachers deeper in specialization subjects because the time available is 3-4 hours, longer duration than the compulsory history subjects which are only 2 hours. Repetition of this material is one of the causes of boring history learning, plus teachers who are not able to develop historical material creatively, interestingly and funly so that history learning is not carried out optimally in accordance with the standards of content and process standards. This condition reinforces the "*image*" among students that learning history is boring.

Judging from the objectives of history learning for high schools as stated in the Ministry of Education No.22 concerning the Content Standards for Primary and Secondary Education Units are; 1). Build student awareness about the importance of time and place which is a process of the past, present and future, 2). Train students' critical power to understand historical facts correctly based on scientific approaches and scientific methodologies, 3). Growing appreciation and appreciation of students for historical relics as evidence of the civilization of the Indonesian people in the past, 4). Growing students' understanding of the process of the formation of the Indonesian nation through a long history and is still in process until now and in the future, 5). Growing awareness in students as part of the Indonesian people who have a sense of pride and love for the country that can be implemented in various fields of life both nationally and internationally (Ministry of Education, 2012). From this formulation, it can be said that learning history is very important is to build critical power, appreciation, national insight, pride and love for the country. This is confirmed by William Hardy McNeill's historian writing, is no more and no less than carefully constructed collective memory. Thus, learning history has an important meaning in the formation of the nation's character and civilization with dignity and in the formation of Indonesian people who have a sense of nationalism and love for the motherland.

It needs to be emphasized that learning history is not only introducing and giving knowledge about an event that happened in the past, but understanding and instilling historical awareness so that students gain meaning and usefulness from the events he learned for his life in the present and the future. "History" prepares us more humanely in the present, and to meet, rather than to foretell, the future "

Historical learning in addition to teaching historical knowledge (*essentialism*), also contains investment values (*perennialism*) associated with various aspects of social life, nationality, nationality and humanity. Related to this, almost all over the world, history is taught in schools or educational units. Some reasons which state that the importance of history is taught in schools are stated by Sam Wineburg, *The familiar past entices us with the promise that we can locate our own place in the stream of time and solidify our identity in the present ... the past becomes a useful resource in our everyday life, an endless storehouse of raw materials to be shaped or bent to meet our present needs. Situating ourselves in time is a basic human need. Indeed, it is impossible to conceptualize life on the planet without doing so* "(Sam Wineburg 2001) In addition, Nugroho also said that historical education aims not only as educative, but also as inspirational, creative and innovative. (Nugroho Notosusanto 1975) Thus the purpose of historical education is aligned with the graduates' competencies expected in the global era.

The 2013 curriculum is a competency-based *and character-based curriculum*, which is expected to equip students with a variety of attitudes and abilities in accordance with the demands of the times and technological demands. (Mulyasa 2013, 6) In the 2013 Curriculum there was a paradigm shift in the learning process, namely that previously in KTSP learning was still centered on teacher (*teacher centered learning*), whereas in the 2013 curriculum, learning centered on students (*student centered learning*), ie learning was carried out for the benefit students, students are the subject of learning activities. In addition, learning is scientific, that is, students actively find out, and are able to solve problems. Furthermore, learning is directed at learning experience activities which include; observe, ask questions, gather information / exploration, associate (process information, reconstruct) and communicate. The learning experience becomes a competency that must be trained, and carried out strengthening both vertically and horizontally in each subject. In addition to that in the 2013 Curriculum the assessment system

uses an authentic assessment system, ie assessment is carried out not only at the end of learning, but also in the process of ongoing learning activities (Nuriyah, 2014).

This paradigm shift in learning orientation is the answer to the challenges in the globalization era. The 2013 curriculum is expected to produce graduates who not only have intellectual abilities, but also make people who are religious, creative, independent, have global insight and are able to solve problems. This is because the 2013 curriculum provides the opportunity for students to develop abilities, talents and interests more broadly and openly according to the principle of individual differences and democracy. According to Noah, as stated in the introduction to the book by Mulyasa, (ibid) education is life, therefore learning activities must be able to equip students with life skills (*life skills or life competencies*) that are appropriate to the environment and the needs of students.

The expected competence in Indonesian history subjects or compulsory history subjects is to develop the ability to think historically (*historical thinking*) through the study of facts and historical events, foster student appreciation and appreciation of historical relics as evidence of Indonesian civilization in the past, and foster awareness in students as part of the Indonesian nation who has a sense of pride as a nation, loves the motherland, breeds empathy and tolerant behavior that can be implemented in various fields of community and nation life (Permen No. 69 of 2013).

In essence, the emphasis on the subjects of Indonesian history as a compulsory subject is how students learn history to become Indonesian "children", who have the responsibility of being the nation's successors. Thus the subjects of history must develop and instill the concept of Indonesia as an "ideology or value". According to Mulyana (2013), the concept of Indonesia as an ideology needs historical legitimacy to the existence of Indonesia as a nation state, which will foster a sense of nationalism and patriotism. For this reason, in the study of history, the concept of continuity and change is directed towards the development of Indonesian values.

While specialization subject groups aim to provide opportunities for students to develop their interest in a group of subjects in accordance with their scientific interests in higher education and to develop interest in certain disciplines or skills. Specialization history courses study the history of Indonesia and the world with longer hours, which are three to four hours each week. It is expected that the teacher is able to develop and explore deeper subject matter, so that students not only have a national insight, but also internationally, and are able to think critically, creatively and innovatively.

Changes in curriculum structure for the SMA / MA and SMK / MAK levels basically pay attention to differences in the ability and speed of learning of students and provide opportunities that are open to students to choose subjects of interest, explore subject matter and develop their various potentials independently. flexible according to general basic abilities (intelligence), talents, interests and personality characteristics without being limited by the divisions of majors that are too rigid.

In addition, in the 2013 curriculum the number of historical learning hours is greater than the KTSP curriculum should be an opportunity for teachers to develop historical learning, and can facilitate students to explore historical subject material by using a variety of learning resources and find meaning from events learned so that it is internalized in himself. In addition, scientific methods, students should no longer rely on textbooks or worksheets as the only source of learning, but are encouraged to use other learning resources, such as documents or archives, artifacts and information from sources or historical witnesses, including sources obtained from the environment around it, so students can explore their own history (local history). There are two reasons Percoco said, for not

using textbooks as the only source of learning in history learning at school, namely: First, because textbooks are generally thick so the book is heavy for students to carry. Second, textbooks often hamper creativity in the development of material. (James Percoco 1999,) While in Indonesia the textbooks tend to be boring because the contents of the textbooks are not much different from the contents of the textbook material at the previous educational level (Wirawan, 2012).

Furthermore, Mulyana briefly explained that the principles of learning history for the high school level based on the 2013 curriculum included; learning is focused on developing thinking skills and historical skills so that students understand the main concepts of history, master the basic skills of history, and strengthen the use of key concepts and basic skills when they learn various historical events; each historical event is designed as a whole and in-depth learning activity, whether done in groups or individually; the history learning process gives students the opportunity to use a variety of sources both textbooks, reference books, documents, resource persons, or artifacts and provides broad opportunities to produce historical awareness.

Based on the results of the study showed that learning history based on the 2013 Curriculum still experienced obstacles and did not run as expected as stated in the 2013 Curriculum Implementation Guidelines. Learning history still emphasizes remembering and understanding historical facts as measured by written tests in the form of multiple choice, although The curriculum used is the 2013 by objective tests. Learning outcomes assessment systems like this place more emphasis on measuring cognitive abilities, not measuring competencies that contain performance, work products and creative works (Anwar, 2017).

In the end learning history is more conical to the knowledge of historical events. Learning like this does not produce graduates who are able to explore the meaning of the events learned. So the history of learning that takes place in the field can be said "fire away from the grill". Learning history that emphasizes memory and understanding of historical facts makes learning activities "dry" and boring. History learning activities there is almost no difference in treatment between the SBC Curriculum and 2013 Curriculum. In addition, teachers do not understand the stages of learning experiences in history learning activities based on 2013 Curriculum, resulting in learning that is very burdensome to students (students), almost all historical subject matter, The teacher gives assignments to students to search, find and solve problems, without getting good guidance from the teacher. [1] In some schools, teachers still have difficulty explaining some of the same themes in compulsory history subjects and specialization subjects. This condition is a mistake, because basically there is no repetition of material when viewed from the Basic Competency and Competency Standards. In this context the teacher must be able to develop the material and facilitate it creatively, innovatively and pleasingly, especially for specialization history material which has a longer learning time compared to compulsory historical subjects. However, not all teachers are able to do this, even in the field it is found that teachers have difficulty regulating long hours of study, which is 3 to 4 hours, this condition not only affects the teacher, but can also have an impact on students, which ultimately students experiencing boredom in following history learning in class (Mulyasa, 2007).

VI. CONCLUSION

Based on the results of this study, it can be concluded that changes in the structure of the 2013 curriculum affect the learning of history. history learning which is divided into Indonesian history subjects and history subjects

has not yet reached the expected goals according to graduation standards. The unsuccessful implementation of the 2013 curriculum in Bogor's 10 senior high schools was partly due to the lack of teacher competency resulting in less professional history of the school's teachers. Professional teachers are teachers who have not only pedagogical competence, but also have historical scientific ability, motivation and commitment.

Learning history that is spiral so that the material repetition occurs which results in students being bored. Changes in the curriculum that are top down in their implementation face problems, especially in the process of learning activities. This is because infrastructure, teachers and educational unit institutions are not yet ready. Changes to the curriculum should analyze the conditions and needs needed in the field first, in order that curriculum can answer the educational needs in the field and can be implemented properly.

Based on the analysis of the evaluation of the history learning program, it can be said that the context, input, process and product are a systemic unit that influences the achievement of learning objectives. However, the input component that includes the history teacher's professional competence and student motivation in learning is a major factor in the success of history learning. Professional history teachers are teachers who have expertise in the field of history and pedagogic, and have motivation and commitment to their profession.

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