

Evaluation of History Learning Program in Senior High School: Case Study at Sman 10 Bogor City, West Java, Indonesia

Nuraeni Marta^{a*}, Robinson Situmorang^b, Diana Nomida^c, Moch. Sukardjo^d, ^aLecture at department of Educational History State University of Jakarta Indonesia, ^bLecture at department of Education Technology State University of Jakarta Indonesia, ^cProfesor at department Education Technology State University of Jakarta Indonesia, ^dHead of The Educational Technology Doctoral Study Program, Lecture at Department of Electronics Education State University of Jakarta Indonesia, Email: ^{a*}nuraeni@unj.ac.id

The purpose of this study is to evaluate 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 including interview, observation, questionnaire and document analysis guidelines which were analysed 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. This study concludes that in reality students who study history subjects lack the understanding of history as a continuation of 'real life'. Therefore, this problem needs to be made 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.

Key words: *Learning history, Curriculum 2013, CIPP Model.*

Introduction

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). Several research results show that learning history in high school is still considered monotonous and boring. The creativity of history teachers in teaching history in class is still minimal and they still rely on textbooks. This condition was criticized by several experts including: Aman, (2013) who stated that history learning in Indonesia still emphasizes historical knowledge, and Zed (2018) who states that the low competence of history teachers causes history learning to be boring in schools.

Learning history reappeared as an interesting issue to study 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 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 give teachers and students ample time to improve the quality of learning history so that 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 to be 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. The field of history learning is still teacher oriented and yet uses the 2006 curriculum paradigm (KTSP), which 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 in his article entitled "Information and Communications Technology in the History Classroom," the internet and communication technology can be used

as tools or media for learning history (James Arthur, 2002). The internet is intended to shift the learning of history from textbooks, which are monotonous.

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, which involves 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).

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 as stated by experts, including Stufflebeam and Shinkfield, who stated that, "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). It was 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.

Scriven (2007) 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 evaluation is conducted 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." This affirms that evaluation is a process or activity of selecting, collecting, analysing and presenting information that is necessary for the achievement of a program goal, procedure, product or strategy, so that it can be used as a basis for decision making and can determine several alternative decisions for the preparation of the next program.

Fitzpatrick (2012) states that, "evaluation is determining the worth or merit of an evaluation object (whatever is evaluated)," and goes on to define the concept of evaluation in broader terms: "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), who states that, "evaluation as a process for describing an evaluation and judging its merit and worth". This means judging it as something good, 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.

The concept of evaluation based on the Joint Committee on Standards for Education Evaluation, as quoted by Stufflebeam, indicates that "evaluation is a systematic assessment of the worth or merit of an object". That is to say, 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." 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, which takes place in a continuous process and occurs in an organization that involves a group of people. 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.

Royse defines the program as follows; "A program is an organized collection of activities designed to reach certain objectives." In addition Spaulding stated that, "A program is a set of specific activities designed for an intended purpose, with quantifiable goals and objectives". From the three statements, it can be said that the program is an activity carried out systematically to achieve the stated 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 or objectives. A set of learning activities starts from the order of curriculum preparation at the centre (Puskurbuk), and involves making an analysis of subject matter (AMP), making learning plans, and 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. Act Number 20 of 2003 concerning the National Education System states that, "Learning is the process of student interaction with educators and learning resources in a learning environment." Learning is an activity carried out on a two-way street between students and educators, so that learning activities are not dominated by teachers.

Learning according to Jonhson, as quoted by Peter F. Olivia (2005) in his book, *Developing The Curriculum*, states that instruction is the interaction between a teaching agent and one more individuals 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 behaviour called learning outcomes are facilitated.

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

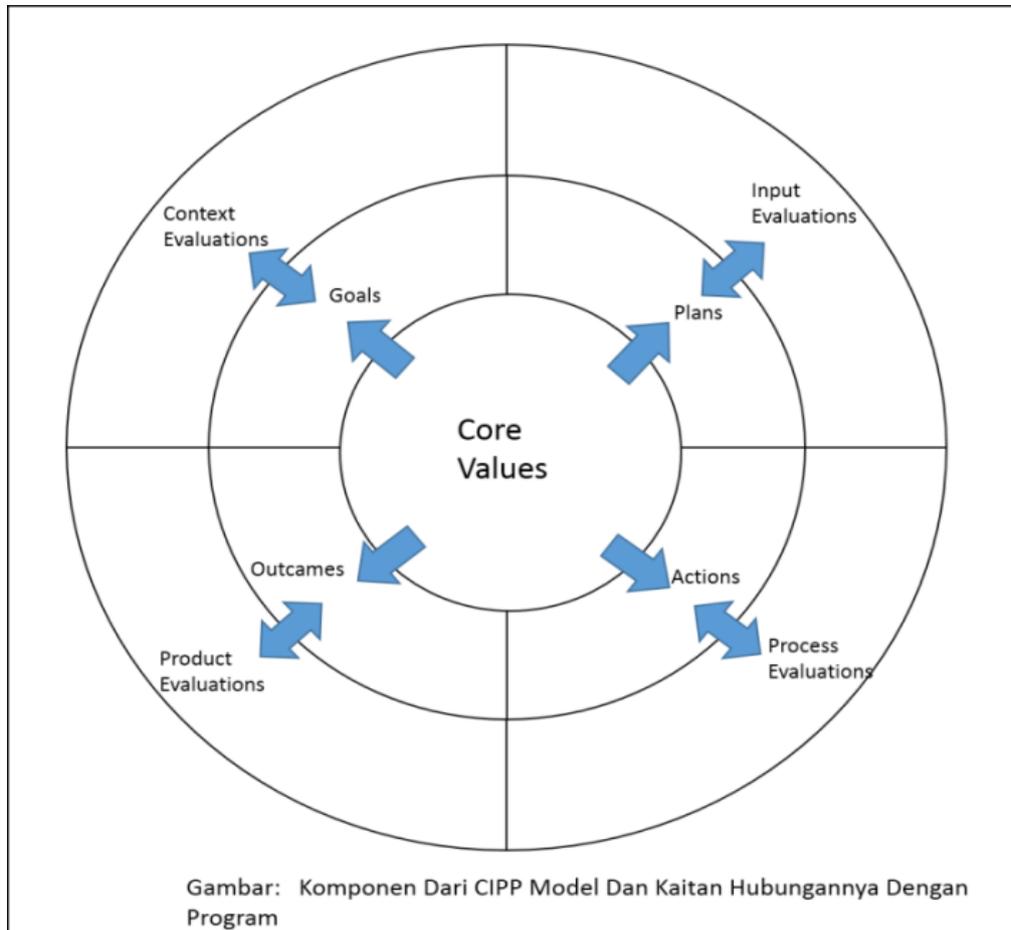


Materials and Methods

This research uses a qualitative approach. Data analysis uses data triangulation techniques. Data collection is conducted through interviews, observations, questionnaires and documents. This research was conducted at the 10th senior high school of Bogor because history was taught by teachers who had different academic backgrounds. Some were 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, the head of administration, and other core informants which included history field teachers and students (Sugiyono, 2015).

The analysis of the research uses the CIPP Stufflebeam evaluation model which comprises of context, input, process, and product. The CIPP 'Stufflebeam evaluation procedure consists of three centred 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, which are related to other endeavours, 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).

Chart 1. Design of research



Resources : Stufflebeam, 2014; 378

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 Competency). 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 Infrastructure
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 and, as a result, teachers are not ready mentally or in terms of knowledgeability. 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 hampered curriculum development. This condition encourages teachers to take pragmatic actions by copying syllabus 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, and 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 the subjects of Indonesian history and history, is already relevant to the needs of the times. However, because its implementation, does not accommodate the needs in the field, 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, no.16 of 2007)	Teacher A	Teacher B
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) good professional competence, while 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, they are less able to develop creativity models and historical learning media for teaching and learning activities. The pedagogical ability of the research participants are 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	$\frac{19}{32} \times 100$ $= 59\%$ Less	$\frac{25}{32} \times 100$ $= 78\%$ 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 the 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, students generally have quite good intellectual abilities, and the awareness to learn even though the aim is still to answer exam questions.

From observations, it can be seen that educational background influences the method of teaching. Non-education history teachers, although they are able to compile their own textbooks, 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 share a way of teaching that emphasizes factual explanations, which are only about historical knowledge. The high number of teaching hours 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, professionalism, 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. 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, and they are 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 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. Through academic learning outcomes, students feel satisfied, because they have reached the value of minimal learning criteria, but not yet 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 be made, especially the teacher component as program implementers in the field.

Based on the results of in-depth interviews with students, the reason for the lack interest in learning history was found. The lack of interest in learning history is a result of historical subjects not being included in national examinations and the requirements for admission to state universities.

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 for 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. Peter's statement, as quoted by Husbands (2011), suggests 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 they can develop learning models in accordance with the characteristics of the material to be taught, and the competencies to be achieved.

According to Frederick (2005), 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 in knowledgeability. In addition, there are still Indonesian historical material that is repeated in 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, which is of 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. Teachers are also not able to develop historical material creatively, interestingly and entertainingly. Thus, 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.

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). Grow the appreciation of students for historical relics as evidence of the civilization of the Indonesian people in the past, 4). Grow students' understanding of the process of the formation of the Indonesian nation through the long and ongoing process of history, 5). Grow 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, which is no more and no less than a carefully constructed collective memory. Thus, learning history has an important meaning for the formation of the nation's character and the dignity of civilization, as well as the sense of nationalism and love for the motherland among the Indonesian people.

It needs to be emphasized that learning history is not only conducted through 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 learned for the present and the future. "History" prepares us to be more humane 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 as to the importance of history being 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 educate, but also to inspire creativity and innovation (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 technology (Mulyasa 2013, 6). In the 2013 Curriculum there was a paradigm shift in the learning process, namely that previously in KTSP learning was still centred on teachers (teacher centred learning), whereas in the 2013 curriculum, learning centred on students (student centred learning), i.e. learning was carried out for the benefit students as 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 observation, asking questions, gathering information, exploration, association, and communication. The learning experience becomes a competency that must be trained, as well as strengthening both vertically and horizontally in each subject. In the 2013 Curriculum, the assessment system also uses an authentic assessment system, i.e. 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. It should also cultivate a citizenry that has a sense of pride as a nation, love for the motherland, and breed empathy and tolerant behaviour that can be implemented in various fields of community and national 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 instil the concept of Indonesia as an "ideology or value". According to Mulyana (2013), the concept of Indonesia as an ideology needs historical legitimacy, 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.

The specialization of subject groups aims 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. Specialized 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 national insight, but also international insight, as well as being 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. This flexibility is based on basic abilities (intelligence), talents, interests and personality characteristics without being limited by the divisions of majors, which are too rigid.

In addition, in the 2013 curriculum the number of historical learning hours is greater than the KTSP curriculum. This should be an opportunity for teachers to develop historical learning, and encourage 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 addition, students should no longer rely on textbooks or worksheets as the only source of learning, but should also be encouraged to use other learning resources, such as documents or archives, artefacts and information from sources or historical witnesses, including sources obtained from the environment, 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: 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) In Indonesia, 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).

Mulyana briefly explained that the principles of learning history for the high school level based on the 2013 curriculum stipulate that 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 like textbooks, reference books, documents, resource persons, or artefacts, and provides broad opportunities to produce historical awareness.

The results of the study showed that learning history based on the 2013 Curriculum still had obstacles and did not run as expected by 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 recommended 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 to "fire away from the grill". Learning history that emphasizes memory and understanding of historical facts makes learning activities "dry" and boring. In 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 the 2013 Curriculum, resulting in learning that is very burdensome to students (students). Of almost all historical subject matter, the teacher gives assignments to students to search, find and solve problems, without getting good guidance from the teacher. 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, who experience boredom when following history learning in class (Mulyasa, 2007).



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 qualified teachers. Professional teachers are teachers who have not only pedagogical competence, but also have historical scientific ability, motivation and commitment.

In learning history, 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 analyse the conditions and the needs in the field first, so 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 pedagogy, and have motivation and commitment to their profession.

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