Implementation of the 2013 Curriculum in the Learning Process in Primary School at West Sumatra Province

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Abstract

Curriculum is an important tool used to direct the learning process in schools. In the implementation of the 2013 curriculum, the learning process provided by teachers was not following the demands of the 2013 curriculum, such as strategies, media, and assessments were still not appropriate to achieve learning objectives. This shows the need for research that focuses more on the learning process in implementing the 2013 curriculum. The focus of the research is on the following three objectives to identify planning, implementation, and assessment of learning for the 2013 Curriculum in primary school at West Sumatra Province. This research uses qualitative methods with interviews, observation, and document analysis by 1 headmaster, 1 teacher, and 1 student in primary school at West Sumatra Province. Techniques of validity and reliability of research findings used triangulation. The results of the 2013 Curriculum learning planning research were carried out by selecting themes, checking teacher books, checking learning steps, and making lesson plans. The implementation of the 2013 Curriculum is based on thematic learning using a scientific approach. 2013 curriculum learning assessment with authentic assessment. These findings underlie the implementation of the 2013 curriculum in the learning process in primary school at West Sumatra Province, following the provisions of the 2013 curriculum and according to Ralph W. Tyler's curriculum theory.

Keywords: Implementation of the 2013 Curriculum, Learning Process, Primary School

Introduction

Education is largely dependent on its educational system, which also serves as a strategic tool for producing high-caliber human resources. The Indonesian government is constantly working to raise the standard of the country's educational system in recognition of this fact. Curriculum reform is one of the most crucial tools in this reform endeavor. The government introduced the 2013 Curriculum in response to international pressures and the need to foster national character. By focusing on a scientific approach, this curriculum aims to shift the

learning paradigm from teacher-centered to student-centered, producing a generation that is critical, creative, and character-driven.The success of this curriculum depends on three main axes at the operational level: careful learning planning, effective learning implementation, and authentic learning assessment. All education proceeds with the support of the individual in friendly awareness. This interaction is initially unnoticed at birth, but the cycle continues to form a single force, developing its awareness, shaping its tendencies, preparing its thoughts, and releasing its feelings and sentiments. Through education, individuals gradually come to share scientific and moral assets so that humanity can achieve common progress. One of the teaching issues that is fundamentally important to immediately seek answers to is the issue in education, especially in the implementation of learning (Rusman, 2015: 7). In the organization of learning implementation, it becomes the initial stage for efforts to work on the implementation of learning (Hamzah, 2014: 4).

Curriculum is the main support point in the growing learning experience so that schooling can run well because the curriculum is an important tool used to direct the learning process in school. According to Mulyasa (2014), the curriculum should be dynamic in the school system and should follow the development of the times so that changes and progress in the education program are required following the progress of the times. In the improvement of the curriculum in Indonesia, three curriculums are famous because they are still short, especially the Competency-Based Curriculum 2004-2006, Curriculum at the Education Unit Level 2006–2013, and 2013 is the 2013 Curriculum. According to Winardi (2015), the 2013 Curriculum is a continuation of the improvement of the 2006 Education Standard Level Curriculum which contains information skills, behavioral skills, and skills in a coordinated manner. The change from the Competency-Based Curriculum to the 2013 Curriculum is an adaptation of reasoning, as well as an adjustment to the teaching activities carried out by teachers in carrying out education.

Curriculum 2013 guarantees useful, inventive, creative and wise individuals. With creativity, the country's population can advance advantageously to face the inevitable and complex difficulties that represent the future. Therefore, the progress of Curriculum 2013 in producing useful, imaginative and creative individuals, as well as in understanding the objectives of public schooling to shape the personality and development of a dignified country is not to be determined by different elements. The key to progress is related to the power of the leader, teacher innovation, student training, socialization, learning offices and assets, a supportive academic climate, and investment in the local school area (Rusman, 2015).

The implementation of the 2013 curriculum focuses on changing the component of teacher skills that combine social elements, character, academics, and expert abilities (Tilaar, 2009). Teachers are one of the significant variables in implementing the 2013 curriculum. Ideally, the curriculum without the support of the teacher's capacity will make the educational plan useless. Teaching and learning without a curriculum as an assistant will not be viable. The 2013 curriculum should give birth to an imaginative, creative, useful, and successful Indonesian culture through the strengthening of the 2006 Competency-Based Curriculum which contains reasoning plans, material improvement, and material development (Yulhendri, 2016). In educational experience, one of the main points in implementing the 2013 Curriculum is the teacher's ability to apply a model with a scientific approach and

student-focused learning that emphasizes student activity with discovery learning, project-based learning, and issue-based learning (Indar, 2015).

The implementation of the 2013 Curriculum at the primary school level continues to face various significant challenges, both in terms of learning planning, learning implementation, and assessment of learning. In learning planning, teachers still often face difficulties in formulating innovative, contextual Learning Implementation Plans that effectively integrate higher-order thinking skills and the value of strengthening character education. Studies show that some teachers feel that the components of the 2013 Curriculum learning planning are too complicated and the lack of a comprehensive understanding of the preparation of the correct learning planning is the main obstacle (Marlina & Sesrita, 2023; Haris et al., 2023). This causes the resulting learning planning to tend to be rigid and less adaptable to the specific needs of students. Furthermore, at the level of learning implementation, the main challenge lies in the tendency to dominate conventional teacher-centered methods, even though 2013 Curriculum mandates a scientific approach and active student-centered learning. The development of students' critical, creative, and collaborative thinking abilities in line with the goals of the 2013 Curriculum is hampered by teachers' shortcomings in promoting collaborative learning and making the most of learning resources and technology. (Gunawang et al., 2024). Finally, in assessing learning, teachers in primary schools still struggle with the complexity of implementing comprehensive authentic assessments, covering aspects of attitudes, knowledge, and skills. Obstacles often encountered include time constraints, the development of valid and reliable assessment instruments, and the processing of assessment data to provide constructive feedback (Khairunnisa & Sulaiman, 2024; Jannah et al., 2025). These issues collectively indicate that although the 2013 Curriculum has been in place for a relatively long time, the consistency and quality of its implementation still require serious attention and increased teacher capacity through continuous training and intensive mentoring.

Although this problem has been generally identified, there is an urgent need to understand it in the specific context of West Sumatra Province. The province's socio-cultural context, which is based on the philosophies of Adat Basandi Syarak, Syarak Basandi Kitabullah, is likely to influence the way teachers plan and implement value-based learning. Furthermore, the diversity of geographical and socio-economic conditions between urban and rural areas in West Sumatra can create different challenges in planning, implementing, and assessing learning. The lack of empirical data that dissects these three components in detail in the unique context of West Sumatra creates a significant research gap that needs to be filled.

This research provides implications that can help the parties involved in improving the quality of education in Indonesia, especially in the implementation of the 2013 curriculum. The implications of this research are for the development of the curriculum in Indonesia, it can be used as a reference for future curriculum implementation and development, and also increase knowledge and experience in implementing the 2013 curriculum. educators, providing empirical data to inform future policy revisions, curriculum adjustments, and the development of more effective support systems and materials for schools.

This research is important, as a reflection of the implementation of the 2013 curriculum which has been implemented in the field and can improve the quality of education, especially lower

schools in West Sumatra Province because they have successfully implemented the 2013 curriculum in accordance with the specified concept. For teachers and school administrators, this research provides a detailed and authentic picture of the curriculum implementation process. This can be a point of reflection for other educators to analyze their own practices. By understanding documented planning strategies, implementation challenges, and assessment methods, teachers and principals can gain practical insights and validated approaches to overcome similar barriers in their own classrooms and schools. For teacher training and professional development institutions, the results of this research can help shape the content and methodology of pre-service and in-service training programs for teachers. By highlighting the real-world difficulties faced in areas such as student-centered learning and authentic assessment, these institutions can design more relevant, practical, and targeted training that better prepares teachers to face the complexities of implementing the 2013 Curriculum.

The implication of the research for the community is that this research can be a reference for mothers and fathers who have children who are studying at lower school levels, so that they can provide information to parents regarding the implementation of the curriculum at lower school levels. Furthermore, for future researchers, this qualitative research serves as a baseline research, offering a detailed overview of curriculum implementation in a specific context. It paves the way for further research, such as larger-scale quantitative studies to determine the prevalence of these findings, comparative studies across different regions, or more in-depth investigations into specific aspects identified as particularly challenging, such as the integration of higher-order thinking skills.

The quality of the 2013 curriculum shows that the 2013 curriculum is a kind of improvement from the old curriculum. After compiling the curriculum, the next stage is to implement the 2013 Curriculum, and it has been implemented since the new academic year 2013/2014 precisely in July 2013 with test objectives in primary school grades I and IV, junior high school grade VII and senior high school grade IX. Schools designated in the initial stage of implementing the 2013 curriculum have a reference set by public authorities. Primary schools at West Sumatra Province where this research was conducted are also pilot schools that have been implementing the 2013 education program since the new academic year 2013/2014, in July 2013.

Based on the aforementioned concerns, the implementation of the 2013 curriculum involves a number of factors, including the research's focus, the identification of the 2013 curriculum's learning planning, the implementation of the 2013 curriculum's learning, and the identification of the 2013 curriculum's learning assessment. This research will be conducted using qualitative methods, with 1 teacher, 1 student, and 1 headmaster in a primary school at West Sumatra Province, as sample research. The research questions are as follows:

  i.   How is the 2013 Curriculum learning plan in primary school at West Sumatra Province?
 ii.   How is the learning implementation of the 2013 Curriculum in primary school at West Sumatra Province?
iii.   How is the learning assessment of the 2013 Curriculum in primary school at West Sumatra Province?

Objectives of the reseach
  i.   Identify the 2013 Curriculum learning plan in primary school at West Sumatra Province
 ii.   Identify the learning implementation of the 2013 Curriculum in primary school at West Sumatra Province
iii.   Identify the learning assessment of the 2013 Curriculum in primary school at West Sumatra Province

Literature Review
Ralph Tyler's curriculum theory
According to Masykur (2019), the Tyler Model focuses on the best way to design a curriculum that is tailor-made according to the objectives and mission of education. As Tyler points out, four things are seen as the basis for curriculum improvement, namely:
  i.   Subheading 3 Expected teaching objectives
 ii.   Instructional strategy and content, which is to decide the learning process for the learning experience that will be obtained to achieve the ideal objective
iii.   Organizing learning experiences, which is coordinating the learning process for the given learning experience
iv.   Evaluation, is evaluating the learning process from the learning experience to find out the teaching objectives that have been achieved (Mudlofir, 2011).

The 2013 Curriculum
According to Mulyasa (2013), the 2013 curriculum is centered on character and skills, which may provide students with a variety of mindsets and abilities in accordance with the needs of the times and technological advancements. Furthermore, the 2013 curriculum was created to enhance and modify hard and soft skills in the form of knowledge, abilities, and attitudes, claims Fadlillah (2014). According to Law Number 20 of 2003's Article 1 Paragraph 19, curriculum is a collection of plans pertaining to goals, subject matter, and instructional resources as well as techniques that serve as instructions for carrying out learning activities in order to meet teaching objectives. Consequently, it can be said that the 2013 curriculum is based on character and abilities, designed to enhance and modify hard and soft skills in the form of knowledge, skills, and attitudes to give students a variety of mindsets and capacities in response to the demands of technology and the times.

Learning Implementation of the 2013 Curriculum
Lesson plan activities that cover the full learning process, competency development, and student character are the embodiment of learning in the context of the 2013 Curriculum. Interactions with the environment and with teachers and students are part of the implementation of learning. The execution of lesson plans, including introductory, core, and closing activities, is referred to as learning implementation in Chapter IV of the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 22 of 2016 regarding the Standards of Basic and Secondary Education Processes (2016:11).

Learning Process
According to Rustaman in Sholeh Hidayat (2013: 118), In order to accomplish learning objectives, the learning process involves activities that involve contact between teachers and students as well as reciprocal communication in educational settings. Furthermore, according to Chalijah Hasan (1994: 107), the learning process is the course of a lesson that involves the

structuring of multiple connected units of the teaching material. Abdul Majid (2005:4) asserts that the learning process is a teaching and learning process in which teachers must effectively execute the teaching process and meet the predetermined learning objectives. According to the several definitions of the learning process given above, the learning process is a sequence of actions taken by students as learners and teachers as educators that work together to accomplish the established learning objectives.

Research Method

Because the researcher intends to describe a phenomena based on the real situation and data in the form of words, this research employs a qualitative research approach. It is a strategy or inquiry to investigate and comprehend the primary phenomenon, according to Creswell (2013). By asking research participants questions and gathering their responses in the form of text or words, the researcher is able to gain a better understanding of the primary phenomenon. After that, verbal data is examined. The analysis's findings may manifest as themes. The researcher's interpretation of the data captured its most profound meaning. In order to obtain the research's findings, the researcher then reflects on their own experiences and provides an explanation based on pertinent prior research. The researcher then employed a qualitative descriptive research as the research design. According to Emzir (2011:3), qualitative research is descriptive. Instead of statistics, the information gathered is presented as words or images. Excerpts from the data are used in written research results to support and explain the presentation.

Thus, it can be said that this research employs a qualitative descriptive approach since the researcher wishes to explain a phenomenon based on the real-life circumstances that the research participants encountered. In this case, the researcher wishes to explain how the 2013 Curriculum was implemented in a primary school based on the real-life circumstances that the teacher encountered. Based on the findings of observations, interviews, and document analysis, the information used to describe the 2013 Curriculum's implementation was acquired. The information gathered pertains to the 2013 Curriculum's implementation, including its planning, execution, and evaluation of learning. The information is displayed in Word format.

The population of primary school instructors, students, and headmasters in West Sumatra Province who fit the research's requirements is used as the research sample. A population, according to Creswell (2013), is a collection of people who share or have some similarities. In support of the aforementioned viewpoint, Sugiyono (2020: 91) asserts that the population is the total area of generalization made up of items or subjects with certain amounts and attributes chosen by researchers to be studied and from which conclusions are subsequently made. Due to time, facility, energy, expense, and scope constraints, this condition does not allow all teachers, teachers, and headmasters to participate as research respondents; therefore, the research is decided by sampling.

Purposive sampling was also employed in this research. According to Raco (2010:115), The sample for the qualitative method is purposeful and follows the goals and objectives of the research. Qualitative method samples do not emphasize the amount or representativeness, but rather the quality of information, credibility, and wealth of information possessed by the research respondents. In order to get information about the 2013 curriculum's

implementation in the planning, implementation, and assessment phases of the learning process, researchers will use purposive sampling to gather data from a research sample. So that this research involves 1 teacher, 1 student, and 1 headmaster in primary school at West Sumatra Province based on the criteria that the researcher has determined.

Qualitative research data collection methods, namely interviews, observations, and document analysis (Creswell, 2013; Othman Lebar, 2017). The interviews in this research were conducted individually, not in groups and the type of interview conducted was a semi-structured interview. In order to gather information on the 2013 curriculum's application in teaching planning, learning implementation, and learning assessment, this interview is intended for one teacher, one student, and the headmaster of a primary school in the West Sumatra Province. Next, the researcher uses the passive observation data collection technique, which means the researcher is not actively involved in the respondent's activities, only observing passively and recording everything observed. In this research, observation was carried out to observe how the 2013 curriculum was implemented in the learning process in primary school at West Sumatra Province and this observation activity aimed to collect data regarding learning implementation activities. Documents analysis that will be used as data in the form of teacher-made learning plans and syllabi is the goal of document analysis done in relation to learning planning. Documents analysis in the form of images pertaining to the continuous learning implementation process is the goal of the analysis of documents pertaining to learning implementation. The documentation research was also used to collect data on several documents related to the assessment of student learning conducted by teachers in primary school at West Sumatra Province.

The data analysis method is based on the data collection carried out, namely interview data, observation, and document analysis. As stated by Sugiyono (2020:244) The process of methodically gathering information from observations, interviews, and document analysis is known as data analysis. As seen in Table 1 below:

Table 1
Data analysis research

Research Questions	Research Analysis
How is the learning plan for the 2013 Curriculum in primary school at West Sumatra Province?	Interview and documents analysis
How is the implementation of the 2013 Curriculum learning in in primary school at West Sumatra Province?	Interview, observation and documents analysis
How is the learning assessment of the 2013 Curriculum in primary school at West Sumatra Province?	Interview and document analysis

Qualitative data analysis in this research uses data analysis according to Creswell (Sugiyono, 2020:160), which is providing raw data in the form of transcripts, field notes, and the researcher's views, organizing and storing data for analysis, reading all data, coding, organizing themes and describe the data, build between themes, interpret and give meaning to the arranged themes. As in Figure 1 :

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┌─────────────────────────────────────────────────────────────┐
│   Provide all raw data from interviews, observations and      │
│                    document analysis                          │
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        │     Sorting and providing data for analysis │
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        ┌─────────────────────────────────────────┐
        │           Read the data as a whole        │
        └─────────────────────────────────────────┘
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                              ▼
        ┌─────────────────────────────────────────┐
        │             Coding of all data            │
        └─────────────────────────────────────────┘
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                              ▼
        ┌─────────────────────────────────────────┐
        │      Make descriptions based on coding    │
        └─────────────────────────────────────────┘
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                              ▼
        ┌─────────────────────────────────────────┐
        │         Connecting between themes         │
        └─────────────────────────────────────────┘
                              │
                              ▼
        ┌─────────────────────────────────────────┐
        │   Give interpretation and meaning to the theme │
        └─────────────────────────────────────────┘
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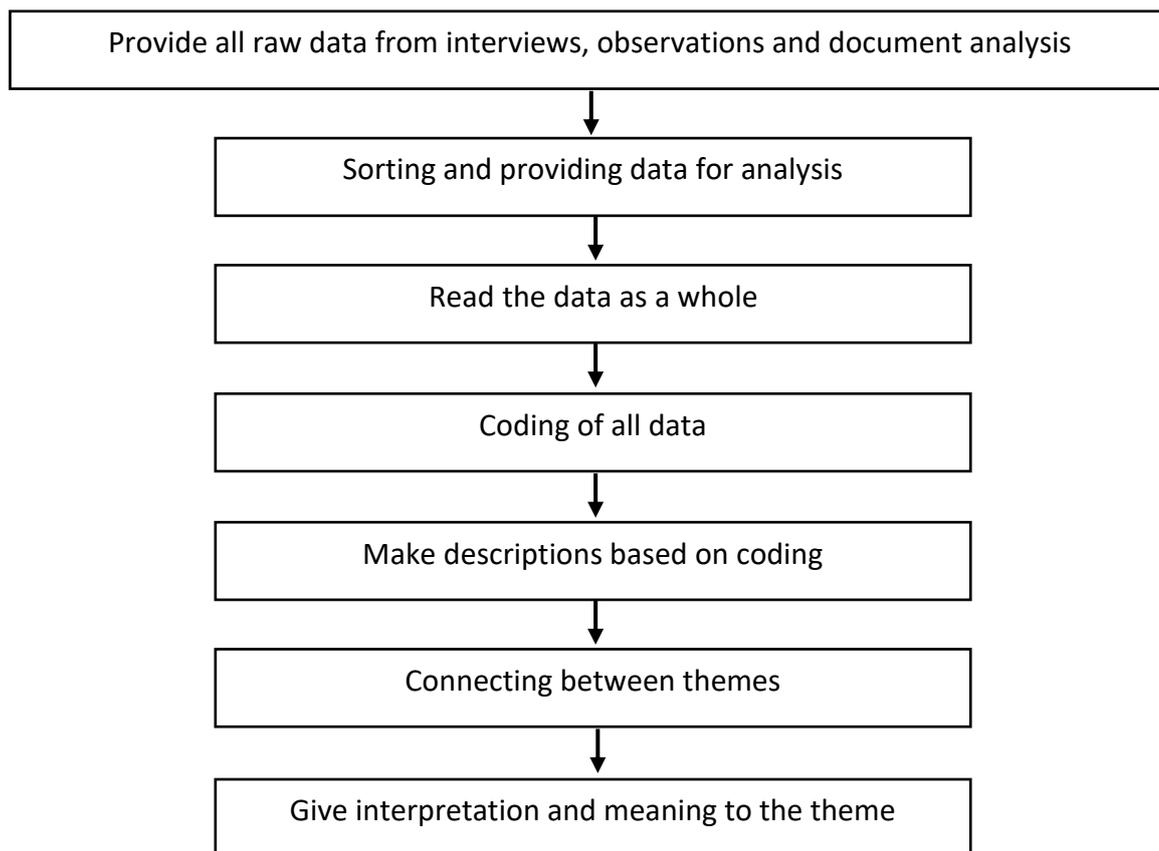
Figure 1 *Qualitative data analysis according to Creswell (Sugiyono, 2020:160)*

The researcher employed the triangulation technique in this investigation. Technical triangulation involves analyzing data from the same source using various methods, according to Sugiyono (2020:191). In this research, the researcher uses data collection techniques, interviews, observation, and document analysis to determine how the 2013 curriculum is being implemented in the learning process in primary schools in West Sumatra Province. Since the technique in question is a data collection technique, the researcher will verify information on the same respondent using various techniques, as shown in Figure 2:
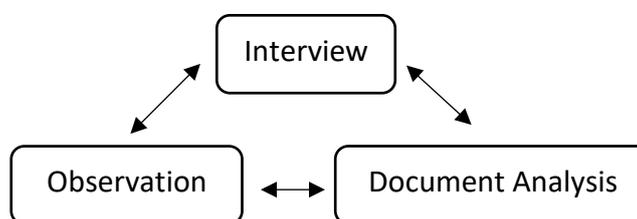
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                    ┌──────────────┐
                    │  Interview   │
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                   ↗                ↘
      ┌──────────────┐          ┌────────────────────┐
      │ Observation  │ ←──────→ │ Document Analysis  │
      └──────────────┘          └────────────────────┘
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Figure 2 *Triangulation of data collection techniques (Sugiyono: 2020)*

Research Findings
The findings of this research are predicated on the research findings to answer the research questions and achieve the 3 research objectives, as detailed below.

Learning planning of Curriculum 2013 in primary school at West Sumatra Province

Table 2
Distribution of Theme Patterns Learning Planning of Curriculum 2013

Research objective	Research Question	Theme
Identifying the 2013 Curriculum learning plan in primary school at West Sumatra Province	How is the 2013 Curriculum learning planning in primary school at West Sumatra Province ?	Choose a Theme Study the teacher's book Check measurements Make a learning implementation plan

i.Choose a theme

Based on the findings of the research, the respondents stated that the first thing in the planning of learning in the 2013 curriculum is to choose a learning theme and the theme that the teacher chose during this research was theme 9 "My country is rich".

ii.Study the teacher's book

From the activity of reviewing the teacher's book, especially analyzing and observing the mapping of Standard Criteria for Graduates, Core Competencies, and Basic Competencies, it can be concluded that the benefit of the activity is the theme that will be presented in learning by the concept of Standard Criteria for Graduates, Core Competencies, and Basic Competencies mapping that has been analyzed and observed. Another benefit is checking Standard Criteria for Graduates, Core Competencies, and Basic Competencies indicators whether they are interrelated or not so that later it can be ascertained that if the component is delivered in the form of learning implementation, then the component is interrelated into a common thread so that it can be delivered effectively and structured.

iii.Check measurements

The measure used when the researcher conducted the research was the thematic measure 9 "My Country is Rich". The teacher's measure is a modified measure. The school identity, core competencies, learning content, basic competencies, themes, learning materials, learning assessment, time allocation, and learning resources are all included in the thematic syllabus that teachers employ.

iv.Make a learning implementation plan

The components of the 2013 Curriculum learning implementation plan include school identity, class/semester, theme/sub-theme identity, learning for (continued from theme/sub-theme identity), learning content, competence gist, basic competence and competency achievement indicators, learning objectives formulated based on basic competence, learning materials, learning methods/models/approaches which are details of learning activities, media tools of learning resources, steps of learning activities, and assessment, according to the analysis of the plan created by the teacher while the researcher was gathering data.

Learning implementation of Curriculum 2013 in primary school at West Sumatra Province
*Th*e 2013 curriculum was implemented in a methodical manner, according to the findings of the document analysis and interview observations. The initial, core, and closure activities are the three parts of the learning implementation process. The researcher then examined and expanded upon the theme and sub-theme about the 2013 Curriculum's implementation in West Sumatra Province's primary schools.

Table 3
Distribution of Theme Patterns and Sub-themes Learning Implementation of Curriculum 2013

Research objective	Theme	Sub-Theme
How is the implementation of the 2013 Curriculum learning in primary school at West Sumatra Province?	Learning opening activity	i.Prepare students psychologically and physically. i.Ask and answer questions to inquiries concerning the previously studied material and its connections to the upcoming topic. i.Present an issue to the class and outline the learning goals or fundamental skills that must be mastered. ɩ.Outline the tasks that students will complete to address issues or assignments. ɩ.Provide the advantages of education.
	Core learning activity	i.Learning based on integrative thematics i.Using a scientific method to learn i.A learning model that aligns with the fundamental ideas of the 2013 curriculum is used in the learning process.
	Closing learning activity	i.Make a lesson summary or conclusion and reflect on the learning i.Give a written test i.Comment about the process of learning. ɩ.Present the lesson plan for the next class.

Learning assessment of Curriculum 2013 in primary school at West Sumatra Province
Drawing from the findings of observations and interviews conducted as part of the 2013 curriculum's learning assessment using genuine assessment, the researcher has analyzed and further detailed the theme of the learning planning of the 2013 Curriculum in primary school at West Sumatra Province.

Table 4
Distribution of Theme Patterns Learning Assessment of Curriculum 2013

Research objective	Theme	Sub-Theme
How is the learning assessment of the 2013 Curriculum in primary school at West Sumatra Province?	Authentic Appraisal	1. Assessment of knowledge 2. Attitude assessment 3. Assessment of skills

In the 2013 Curriculum learning assessment in primary school at West Sumatra Province, it can be concluded that teachers use authentic assessment to measure student learning outcomes that are implemented comprehensively and continuously, three aspects are

assessed, namely knowledge, and attitude and skills. Next, in making teacher assessment criteria refer to the teacher's book and develop it as long as it does not deviate from the basic competencies indicator after doing the assessment analysis the teacher reports the results of student learning assessment to students, parents, and headmaster.

Discussion
The discussion of this research is based on the research findings to answer the research questions and achieve the 3 research objectives, as detailed below
Based on the research findings, before implementing the 2013 Curriculum learning process, teachers first make a lesson plan. So, it can be said that lesson plans are steps that need to be taken in the implementation of a policy or activity to achieve learning goals. This is the opinion of Hadari Nawai (Abdul Majid, 2007:16) revealing that planning means arranging steps to solve a problem or the implementation of a job aimed at a certain achievement. Selecting a theme, reviewing the teacher's guide, assessing the learning metrics, and creating a plan for learning implementation are the four components of the 2013 curriculum's learning planning phases. Learning planning is designed as a syllabus and a Learning Implementation Plan that refers to the Content Standard, according to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 regarding the Standard of the Primary and Secondary Education Process, Chapter III of learning planning (2016:5), which supports the research's findings.

Following the creation of a lesson plan, teachers in West Sumatra Province's primary schools implemented the 2013 Curriculum by implementing learning according to the lesson plan. Based on the research's conclusions, the 2013 curriculum learning was systematically applied in West Sumatra Province's primary schools, beginning with the opening, middle, and closing activities. Through these three activities, students get learning experiences and various information. The learning implementation of the 2013 curriculum is in line with the theory put forward by Tyler regarding Instructional strategy and content as well as Organizing learning experiences, Tyler stated that the learning experience is not the content nor the content of the lesson nor the activity of the teacher teaching but the learning experience refers to the student's activities in the learning process. A student's learning experience is determined by a number of principles. First and foremost, the learning experience of the learner needs to align with the goals that need to be met. Second, pupils must be satisfied with every learning experience. Third, students should be involved in the creation of any learning experience. Fourth, a single educational experience might accomplish many objectives (Masykur, 2019). This idea is consistent with the researcher's findings, which show that learning has been student-centered and that the process of learning is already guided by the goals to be met.

Then, In the implementation of the 2013 Curriculum in primary school at West Sumatra Province there is also a learning assessment, so after the teacher plans the learning, implements the learning, next is the learning assessment. This assessment is conducted to see whether the learning objectives have been achieved or not. The learning assessment of the 2013 curriculum is by the fourth Tyler Theory which is about evaluation or evaluating the effectiveness of learning experiences to know if the educational goals have been achieved. This is by the results of the research that the researcher found that to know how the learning experience that the students get, an assessment is needed to know that the goal has been

achieved. As such, Habibullah (2021) states that the assessment process should be designed to measure the extent to which objectives have been achieved and to ensure that this knowledge is incorporated into future planning. Additionally Mudlofir (2011) that assessment aims to determine student learning outcomes according to the set goals.

Conclusion

From the findings and discussion of this reseach above, the researcher can conclude that the 2013 curriculum learning planning is carried out by choosing a theme, checking the teacher's book, checking the learning measures, and making a lesson plan. For the implementation of the 2013 curriculum learning is carried out based on thematic learning that uses a scientific approach and a learning model that is suitable for the 2013 curriculum. Next, the learning assessment of the 2013 curriculum is carried out with an authentic assessment approach. So, the implementation of the 2013 curriculum in the learning process in primary schools at West Sumatra Province follows the provisions of the 2013 curriculum and according to Ralph W. Tyler's curriculum theory.

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