

## EVALUATION OF INDONESIAN LANGUAGE LEARNING BASED ON CURRICULUM IMPLEMENTATION WITH INPUT, PROCESS, AND PRODUCT MODEL IN THE PILOT JUNIOR HIGH SCHOOLS

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**ABSTRACT.** *This study aims at finding the strengths and the weaknesses of the program implementation of 2013 curriculum, particularly the implementation of Indonesian language learning at The Pilot Junior High School for the implementation of 2013 curriculum. The research used descriptive qualitative research method by applying the model of Context, Input, Process, Product (CIPP) evaluation. The evaluation by using CIPP framework aimed at describing all the elements that contribute to the implementation of the program. Context is to describe the characteristics of students, teachers, and infrastructure; Input is to describe the preparation of lesson plans; Process is to describe the implementation of the learning process, and Product is to outline the results of student achievement. The results showed: (1) Context, the characteristics of students, teachers, and infrastructure, in general, are good, seen from the attitudes, interests, and student's high competence, and the teacher's ability and experience are great, and sufficient infrastructure of the learning support. (2) Input, the teacher is not optimal in preparing lesson planning materials, seen from the use of the learning plan of Discussion Of Subject Teachers. (3) The process, generally well performed, shown by the application of text-based learning approach, the use of scientific approaches, methods, and instructional media under the provisions of the Education Process Standards, although the use of learning resources and assessment of learning not implemented effectively. (4) The Product showed good results, seen from the average achievement of learning outcomes of each end of the semester and results of National Examination, which exceeded the minimum completeness criteria.*

**Keywords:** evaluation, CIPP models, Indonesian language learning

### 1. Introduction

Along with the progress of times, the changing of the school curriculum is an unavoidable phenomenon. Spirit of globalization cause fundamentally evolutionary and revolutionary changing of the dynamics of knowledge and its application in human life is needed. Dimensions of attitudes, behaviors, and values that govern human life and social interaction is also changing (Asnani, 2009: 2). The shift from traditional agrarian lifestyle to the

modern economy and trade industry also triggers changes in the curriculum. Curriculum as a guideline of education must correspond with the times changing. Therefore, a policy to change the curriculum at a particular time will still be performed (Badriyah and Munindrati, 1997: 1.4).

In the implementation of the curriculum requires the commitment of all parties involved (Hamalik, 2013: 239). During the implementation of 2013 Curriculum, many public figures, organization or institution that suggest postponement of the implementation of the curriculum or the need for further study (Republika, December 8, 2014). This fact leads the government in the second year adopted a policy to stop the implementation of it, except at schools which are the pilot of the implementation of the curriculum.

In the implementation of the learning process based on the 2013 curriculum, there are some new things for teachers, among others, the use of a scientific approach and authentic assessment methods. Especially for Indonesian language learning, there is also a new method, namely the use of text-based language learning approach. The teachers, in implementing some new things look like having many troubles, although they have already had training.

Various facts presented in front, encourage the writer to be able to give an opinion by evaluating the implementation of 2013 curriculum based sample observation at some pilot Junior High Schools with 2013 curriculum support. The focus of this research is directed to disclose evaluatively the application 2013 curriculum on Indonesian language learning in the educational unit of the implementation of 2013 curriculum namely pilot Junior High School (SMP) in Wonogiri district

In keeping with the focus of the research, the problems formulated as follows: (1) How is the characteristics and the perceptions of the teachers, the students, and the school in supporting the learning? (2) How is the development of lesson materials plan? (3) How is the process of Indonesian language learning? (4) How is the outcome of the program?

This evaluation aimed at discovering the strengths and weaknesses of the program of 2013 curriculum implementation, especially the implementation of 2013 curriculum on Indonesian language learning in the pilot junior high school in Wonogiri, observed by the frame of context, input, process, and product (CIPP).

## 2. Theoretical Review

Learning can be interpreted as a changing in individuals through experiences (Slavin, 2008: 141). Learning is primarily a conscious effort of the teachers to get the students learn to achieve the expected goals (Trianto, 2009: 17). According to Gagne, learning is a major factor in the development of the individual (Gredler (2009: 144).

According to Aunurrahman (2009: 34), learning is a system which aimed at helping the students in the learning process, which contains a series design of events and set carefully to support and to encourage internal learning process of the students. Suprijono (2014: 13) explained, in education, teaching teachers means that the efforts to organize the environment by providing learning facilities for students to learn. Learning defined as the process of environment settings aimed at to change the behavior of the students to a positive and better situation as per their potentials and their differences owned by the students (Sanjaya, 2008: 78). Thus, in the process of learning the role of the teacher is no longer a source of learning, but as a facilitator.

In the 2013 curriculum, curriculum development of Indonesian language subjects using a text-based language learning approach (PBT). In this method students expected to be able to produce and use the text by its social objectives and functions. The Indonesian language taught not only as language knowledge but rather as a text that bears the role to be a source of self-actualization in the context of its socio-cultural academic. The text defined as a unit of language, both verbal and nonverbal, which express the meaning contextually.

Text-based language learning, including one of the frameworks that reflect the communicative language learning (Richards in Madya, 2013: 73). PBT framework development is driven by systemic-functional linguistics and research literacy in primary schools in the 1970s and 1980s. PBT is often also known as Genre-Based Approach (GBA) (Associate, 2013: 89).

The final product of PBT is a targeted language text, whether oral or written, produced by students (Associate, 2013: 89). PBT based on the assumptions put forward by Feez and Joyce (1998: 24-27): that (1) language learning is a social activity, (2) education is more effective if teachers express what they expect from the students, and (3 ) the language learning process is a series of gradual steps of assistance on various aspects of language. The genre-based approach, in which the teaching and learning focus on the understanding and the production of selected

chosen genre text, on which hit as become increasingly influential in English teaching (Derewianka, 2003: 133).

Implementation of PBT in 2013 curriculum, in the guidelines of Indonesian language subjects, mandated the use of the four stages. The four stages of text-based learning Indonesian suggested that: (1) building knowledge of the field, (2) modeling of text, (3) joint construction, and (4) independent construction. The four stages are similar to that proposed by Lin. According to Lin (2006: 73), four critical steps for the development of the genre controls: (1) context exploration, (2) text research based on models of texts, (3) the joint construction of a text, and (4) individual application.

In the process of teaching and learning, 2013 curriculum suggests that the use of the scientific approach. This thing confirmed in the Education Process Standards and Subjects Guidelines. The implementation of scientific methods can be one of the efforts to overcome the tendency of teachers using only conventional learning models dominated by lecture method (Wartini, Lasmawan, and Marhaeni, 2014: 2). In the Standard of Education Process explained that the process of learning in the educational unit must be held in an interactive, inspiring, fun, challenging, motivating the students to participate actively and provide enough space for innovation. Creativity, and independence under their talents, interests, and physical development as well as psychological of the learners.

Learning with scientific approach is a learning process that is designed so that learners actively construct concepts, laws or principles through the stages of observing, formulating problems, proposing or formulating hypotheses, collecting data with a variety of techniques, analyzing data, drawing conclusions, and communicating the concepts, the laws or the principles which are "discovered" (Daryanto, 2014: 51). The Scientific approach is the scientific body (a body of techniques) for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge (Zaim, 2017: 34). The scientific approach used for the development of attitudes, skills, and knowledge of learners. The scientific method is inductive seen as more suited to the world of scientific discovery and the world of school children Marsigit (2015: 1).

Research on the implementation of 2013 Curriculum is still rare. Research on the application in 2013 curriculum, among others carried out by Retnawati, Hadi, and Nugraha

(2016: 33). This exploratory descriptive described the assessment implementation by 2013 Curriculum in Vocational High School (SMK) Special Region of Yogyakarta. The research titled "Vocational High School Teachers' Difficulties in Implementing the Curriculum Assessment in 2013 in Yogyakarta Province of Indonesia" The results indicate that in the implementation of 2013 Curriculum shown that the teacher is not yet fully understand the scoring system. Many teachers found difficulty in developing assessment instruments attitudes, implement authentic assessment, formulate indicators, designing rubrics for skills assessment, and collect the scores of several measurement techniques. The study highlighted on the implementation of 2013 Curriculum, has similarities with the study investigators, i.e., evaluative, using qualitative methods, and in the implementation of Curriculum 2013. The difference, these studies did not use traditional CIPP models, specifically regarding the application of curriculum assessment in 2013 in Vocational High School (SMK ), while researchers used a model of CIPP, specifically relating to the implementation of learning Indonesian in junior high.

### 3. Research Methods

This study uses qualitative formative evaluation methods research design of Context, Input, Process, Product (CIPP). CIPP assessment framework is to describe all the elements that contribute to the implementation of the program. The evaluation process is intended to describe and understand the internal dynamics of the passage of a program (Patton, 2009: 30). The formative evaluation study was conducted to determine the effectiveness of objectives achievement, outcomes, or impact of a program and the implementation of policies that planned and carried out within a particular time (Sutopo, 2002: 113).

Stufflebeam (1982: 6), divided the evaluation into four units, namely: (1) Context evaluation, to serve planning decision; (2) Input evaluation, structuring decision; (3) Process evaluation, to serve the implementing decision; (4) Product evaluation, to serve a decision recycling. Stufflebeam (1982: 7) explained that the four units in the CIPP are evaluation concept is a unity that determines the success of the implementation of the program. Evaluative studies that left one of the elements will result in a decision that is not proper or not thorough (Sutopo, 2003: 3). It is the reason the researcher use CIPP model.

The research took place at the Pilot Junior High School (SMP) of 2013 Curriculum implementation in Wonogiri consisted of six schools, for this study the six schools that

researcher gave code: School I, School II School III School IV School V, and School VI. The study began in July 2014 until December 2016. The researcher focuses the study on the Indonesian language subject, the informant teacher were 26 people, 12 of them as principal sources, and there are 90 students as informants. They are in 6 observed schools.

The data in this study is information about the implementation learning of Indonesian language based on 2013 curriculum in the pilot Schools in the implementation of 2013 curriculum in Wonogiri. The data grouped into four units, namely the Context, the Input, the Process, the Product. The primary data sources in qualitative research are words and actions; the rest is additional data such as documentation et cetera (Moleong, 2008: 157).

Credibility data test from qualitative research done by the extension of observation, improved persistence observation, triangulation, negative case analysis, member check or do a check with other members, and the use of appropriate references (Joseph, 2014: 394). Credibility test applied in this study were (1) the extension of observation, (2) improved persistence observations, and (3) perform triangulation, either triangulation of data (source) and triangulation of method.

The analysis model used is the analysis of cross-sites analysis, each case is analyzed by interaction analysis model as suggested by Miles and Huberman (1992: 84). The analysis model consists of three components of the analysis, namely data reduction, data presentation, and drawing conclusions or verification.

## **4. Results and Discussion**

### **4.1. Correspondence among the Process, the Context, and the Product**

Indonesian learning process based on 2013 curriculum to be successful requires the ideal condition of Context to support the implementation of the learning process. Context is, among others, relating to (1) academic potential, attitude and interests of students, (2) educational background, teaching experience, competence, and employment status of teachers Indonesian, and (3) infrastructure learning and school environment.

Academic potential of students in the school who studied quite diverse. In general, the students' academic potential of School I, School II, and School IV are high, School III and

School VI classified as moderate, and School V is persistence observations. Students' potential in the school also varies, however, the average potential used as the basis of classification. It is in line with the opinion of Sanjaya (2008: 54) stated that every student has different abilities that grouped on a high, medium, and low.

The condition of students' interest towards learning the Indonesian language, generally is quite high. The interest is also an important variable in education. Interests can grow by excited feeling and awareness on something, which is supported by a positive attitude. Educated and broad minded will create a person has a lot of knowledge about the benefits of something which will make one has interests on something. Students who understand that the Indonesian lesson is helpful and it is relatively close to life will get them have a high interest towards Indonesian language subjects. It is in line with the opinion of Witherington (2005: 135) which stated that if students have a full understanding and awareness of the real thing which relatively close to their lives and useful to them, it will help to foster their interest in something.

It is necessary to nurture the student's positive attention condition towards Indonesian lesson because it influences the learning outcomes. Effective teaching and learning can be seen by the interest and care of the students in the learning (Usman, 2005: 27). In fact, according to James (in Usman, 2005: 27), student's interest is the primary factor that determines the degree of students' learning activeness.

Academic competence is strongly influenced by the attracted attitude and attracted students. The criteria are as follow: (1) The new student's score on National Standards of School Final Examination (UASBN) from lower level school, (2) student's final score from National Final Examination at the end of the study, and (3) the student's completeness upon learning process. Based on these three criteria, the condition of the students at the observed schools had a different academic competence. The score of UASBN School I ranged from 24.05 to 28.15, School II from 22.80 to 26.65, School III from 16.35 to 24.15, School IV from 17.05 to 23.85, School V 14,15- 23.85, and VI School 15.23 to 27.00. The average results of National Examination Indonesian language lesson in 2015 at the observed school ranged from 73-87, the details are as follows: School I: 87.53, Schools II: 86.08, School IV: 83.73, School III: 79, 22, School VI: 78.48, and School V: 73.11. Indonesian language lesson achievement can be seen

from the results of daily tests or regular assessment, end semester test or Final semester assessment which reached the minimum completeness criteria (KKM).

Teaching experiences of Indonesian language teacher classified as adequate, even very satisfactory. They were having experiences between 7-35 years in teaching skills, except two teachers at School II and IV had less than five years of teaching experience.

Educational background of Indonesian language teachers at the studied school, in general, are the minimum requirements namely have S-1 degree. However, 25% of them are S-2 degree. Only a teacher who had not S-1 degree, yet, the teacher was taking the D-3 level, it was in School IV. The employment status of Indonesian language teachers at the schools, 70% were civil servants, and who were not officials only 30%. Most teachers who were not officials were temporary teachers, only a teacher at School V was a permanent teacher of a foundation.

Considering from the teacher's side, in general, the teachers with long teaching experiences, had sufficient working period, adequate educational background and established employment status (civil servants or permanent teachers of a foundation) are more capable of carrying out the task of teaching. In fact, it is not always the case. Based on direct observation of the learning process on how it ran, in fact, the older teachers were not better in implementing the learning process. For example, a teacher from School II (code B6), with eight years of teaching experience, the learning performance reached (82.61), and it was better than some of the other teachers, with teaching experience about 20 years. So, the length of teaching experience is not a measure of successful learning.

In the implementation of 2013 curriculum, there were some aspects complained by the teachers, including Indonesian language teachers at the school, i.e., the number of regulations that must be followed by the teachers. There were many rules concerning the implementation of Curriculum 2013, mainly the ministerial regulations that impressed often changed were quite burdensome and confusing for the teachers. Since the implementation of 2013 curriculum in the academic year 2013/2014 until mid-2016 no less than 25 regulations issued by the Ministry of Education and Culture. Among these regulations, there was a rule which had not one year in implementation revoked or declared not applicable and replaced with the new regulations.



Everything attached to the teachers, namely teaching experience, education, competencies, personality and others, is, of course, imperative in the teaching-learning process. The process of learning is the center of the educational process, and the teachers are the major part of it (Usman, 2005: 4). Usman's opinion is in line with the Sanjaya's who stated that the success of a learning system, teachers are the primary factor (Sanjaya, 2009: 15). The teacher plays the role and is responsible for the creation of a series of interrelated behaviors performed in a given situation and relation to the progress of changes in behavior and the of the targeted students (Wrightman in Usman, 2005: 4). To realize such conditions, teacher's expertise, gained by experience, education, efforts to increase the competence and others, are indispensable.

Infrastructures at the observed schools are sufficient. Those infrastructures are necessary, such as classrooms and libraries. All the schools already have those things, and the condition is adequate, even for school I and school II, these rooms completed with air conditioner. Textbooks for students, in general, have been provided by the school, but some enrichment books are not adequate. The minimum quantity of enrichment books a school should own minimum is 870 title per school, with a composition of 70% nonfiction and 30% fiction. Internet facilities at all observed schools are available, but in general can not be used by students as supporting tools and learning resources well, except in school I, the students can make good use of internet access smoothly. The school I, School II, and School IV have language laboratory, but not used optimally. Indonesian language teachers never use it. Even, in School II, language lab changed to be classrooms due to the shortage of classrooms have not been solved.

In the environmental side, two factors can influence the learning process, namely the class organization factor and socio-psychological climate factor (Sanjaya, 2008: 56; 2009: 19). The class management element in which includes the number of students in one class, at all schools is no problem. The number of students per class sizes usually do not surpass the requirements of national standards, i.e., a maximum of 32 students. Similarly, climate-psychological factors or the harmonious relationship between the people involved in the learning process. The relationship between the individuals participating in the learning process at school studied, both internally and externally, are harmonious, and there are no significant problems, let alone to disturb the learning process.

In contrast to the conditions of class organization and socio-psychological climate, the physical environment is precise there are some notes on some of the schools. School III located at the outer side of the village. In front of the school, right in front of the school gate, there are a cattle that cause odor pollution on which it is very disturbing. Also, the school's location is side by side to the public cemetery, on which it is only about 1.5 m from the windows of the classroom. Although children can adapt to these conditions, once there are students who come out because of the trauma of everyday look grave and often see the funeral procession. For School I and School II they have disruption due to the location is nearby congested traffic road. The high frequency of vehicle traffic have produced hectic and noisy sound; it gives confusion on the ongoing learning process.

### **b. Correspondence between Input and Context in Process and Product**

Input, Context, and Product have a close relationship. Input is a material and tools developed to support Context in implementing the program, and Product is the achievement of the program that leads to a goal. Within the framework of understanding CIPP, Input is striving to equip Context in implementing Process, so that there is compatibility between the program implementation Process and the Product of program achievement. Based on appropriate Input, it is expected that there is an effective implementation of the Process, so it can produce a product as expected. To get the expected product, the implemented Process should pursued by the conditions and characteristics of the Context. Input in this study viewed from two dimensions, namely, the development of curriculum and lesson planning, and the development of learning materials.

The curriculum used in those schools in the current study was 2013 curriculum. It is enacted as an improvement of the curriculum in 2006 that came into effect in the academic year 2006/2007. The basis of this curriculum reform is the mandate of Law Number 20 the year 2003 on National Education System which confirms that the curriculum should be developed diversifiable with the intention to enable the adjustment of educational programs in the educational unit with the conditions and the peculiarities that exist in some parts of the country. Various changes and dynamics in public require some variations in the curriculum. 2013 Curriculum, as a refinement of the curriculum in 2006, is expected to solve the challenges and conditions in the community.

Referring to the Education Process Standard in 2013 curriculum that learning plan is designed in the form of the Syllabus and Lesson Implementation Plan (RPP), which relates to the Content Standards. Preparation of syllabus and lesson plans adjusted to learning approaches used. Syllabus of all subjects except local content topics in the implementation of Curriculum 2013 has been prepared by the government. It is confirmed in the Regulation of the Minister of Education and Culture No. 61 of 2014 on Unit Level Curriculum in Primary and Secondary Education. At the beginning of the implementation of 2013 curriculum, the syllabus is prepared in full in which includes components of basic competence, learning materials, learning activities, assessment, allocation of time, and learning resources. On each of the components are written things to be prepared and conducted by the teacher, so that the syllabus can be said to be "ready to use." Conditions such syllabus, stiff, when linked with the opinion of Majid (2007: 40) that the plan as a guide in the development of learning, among others for the manufacture of lesson plans, and are inflexible and closed the door for teachers to be creative to adjust to the conditions of the school. In fact, the syllabus is the Definition of learning the lesson plans that contain certain subjects at certain grade levels and, as a result of the selection, grouping, sorting, and presentation of curriculum materials, which are the characteristics and the needs of the local area (Majid, 2007: 38-39

Conditions of "rigid" syllabus no longer maintained. In its development, in the school year 2016/2017, issued outline of revised edition of which contains only the basic components, namely basic competencies, learning materials and learning activities. Thus, to be more operational and easy to follow up the syllabus, it must be developed by teachers to achieve the goal. Unfortunately, some teachers in the Indonesian language still have the perception of the syllabus as at the beginning of the implementation of 2013 Curriculum; they consider that it has been prepared by the government in the form of ready-made. The draft of good syllabus should be prepared based on five things, namely, the analysis of the needs of students (need analysis), goals (goal setting), the design of the syllabus (syllabus design), methods (method), and evaluation (evaluation) (Richads, 2001: 25). Richards's opinion, if followed consistently, ideally every school has its syllabus, which is unique and not the same as another school because the school is not the same condition.

If the government ever promised that the outline provided by the government. However, the RPP stated that it is the responsibility of teacher (Regulation of the Minister of Education and Culture No. 61 of 2014). RPP is developed concerning a syllabus to guide the learning activities of students to achieve basic competency. Every teacher in the educational unit RPP is obliged to prepare a complete and systematic so that learning can take place properly, under the provisions of the Education Process Standards.

Both syllabus and lesson plans used by teachers in the schools is a product of MGMP. At the observed school, MGMP forum of the schools who applied 2013 curriculum made the RPP. Thus, the RPP also not necessarily by the conditions of each school. Though pilot schools of the implementation of 2013 Curriculum is quite varied in characteristics and classified into three categories. Category I is a school that is considered advanced, type II is moderate school, level III are low school group. Syllabus and Lesson plan

MGMPs products that master this form, directly used in every school without any effort to adjust to the conditions of the school. On the one hand, the work of this MGMPs lighten the workload of teachers, but on the contrary, it triggers the teachers are not creative in carrying out their duties.

Syllabus and Lesson plans created by MGMPs and implemented in all schools is certainly not an ideal condition. The phenomenon seen from CIPP evaluation paradigm shows that the input for the process can not equip Context to achieve the Product under the specified target. If the conditions are not the same context, logically the input is also different. Similarly, in a different context, which implemented Process will also be different. The gap between Context with Process should be filled by the right input, to achieve an optimal product. Teachers should strive for by Process Context. It is in agreement with the opinion of Sanjaya (2009: 15-16), that teachers as planners required to correctly interpret the applicable curriculum, student characteristics, facilities and resources available, and make it all as a component of planning and instructional design.

Indonesian language learning in 2013 Curriculum using a text-based approach. Due to the syllabus prepared by the government, so the types of text that become the basis the learning have been stated. The types of text that should be learned is report text on observation results, descriptive text, exposition text, explanatory text, and short story text(class VII); moral tale /

fable text, biography text, procedures text, discussion text and reviews text (class VIII); explanation text, critical response text, the challenge text, and recording text of the experiment (class IX).

At the beginning of the implementation of Curriculum 2013, because the syllabus had been determined, then steps Indonesian learning activities becomes uniform. In general, the learning activities conducted by the following stages (1) modeling the text, (2) preparation of the text together, and (3) the preparation of the text independently, with the individual notes on modeling test activities that should be efforts establish the context. Learning activities carried out by the same steps, namely observing, asking, gathering information, reasoning / associating and communicating, on which it is under the learning approach suggested in the Education Process Standards, namely scientific approach.

About instructional materials, according to the Education Process Standard learning plan should contain facts, concepts, principles, and the relevant procedures, and written in the form of points by the formulation of indicators of achievement of competencies. The teachers are obliged to adjust the subject matter with the speed and ability of learners. With teaching materials enable students to learn a competence in a consistent and systematic, so that cumulatively able to master all the whole and integrated competency (Majid, 2007: 173). Learning material should be packed by teachers as well as possible so the students can master them. In relation with the learner as a subject in the learning process, it is necessary to consider age, emotional maturity, intellectual maturity, interests, and hobbies of the student (Lazar, 1993: 48).

Learning resources that teacher of Indonesian language use in the observed schools is generally less variable. Almost all of them rely on textbooks from the Ministry of Education and Culture. If the teacher only uses one book as a learning resource, moreover only one particular book, it means that teaching is still traditional (Sanjaya, 2008: 175). It is not in line with the recommendations Processing Standards Education, which among others recommend various learning resources. According to Sanjaya (2009: 228), an effective learning process is a learning process that uses a wide variety of learning resources

### **c. The Gap Between the Parts Context, Input, Process, and Product**

Cross section in CIPP (Context, Input, Process, and Product) are all interrelated, interconnected, and also influence each other. The Process of Indonesian language learning at the observed school produced a variety Product. If observed carefully, the process of study has a similar pattern. The similarity is not only regarding curriculum development and lesson planning, but also relating to the development of learning materials, choice of approaches, methods, and media, as well as the development of evaluation. Seen from the role of the teacher and student activity in the learning process, also showed a similar pattern. It influenced by the same perception of the MGMP (The Discussion Of Subject Teacher) and its socialization and teachers training.

The implementation of a Process to be effective and efficient should pursue important input with its Context. At school, in general, the characteristics of the Context, i.e., teachers, students, and schools vary, but the Input and the process performed showed a similar pattern. It indicates that the ability of teachers to select and implement the strategies in adjusting the conditions of Context, and their efforts in filling the gap between the Context and Process through Input, still less varied and not optimal

The process of Indonesian primary factor at the observed schools was implemented with the pattern of the same model, although the conditions of Context were varied. Hence, there is a gap in Context, Input, Process, and Product, which affects that the typical learning Process implementation not done, and made an optimal Product under the specified destination. @

### **5. Conclusion**

Based on the analysis of research and discussion, the proposed findings are as follows: (1) Context as a capital for the implementation of learning Indonesian language namely the conditions of the students, teachers, school infrastructure including library facilities and Internet networks, including the environment, in general, support the learning except for the internet and ICT, because not all students can take advantage of; (2) Input developed by teachers is not all according to need. As the evident, there are some tools which are not made by the teachers, but the result of discussion with MGMP so that it can not be a provision for Process of the Context to achieve the Products as expected; (3) The Process of Indonesian language learning in schools

studied classified as already performing well. This is evident from the teachers in implementing the learning in accordance with the plan that has been developed is the use of approaches, methods, media, activities of educators and students, and the implementation of the evaluation, but the evaluation could not be implemented fully due to time constraints; (4) The Product, Indonesian language learning in observed schools, studied vary, but in general is relatively good, it is highly influenced by the Context that supports Process implementation of the program, not because Input pursued by the teacher or school. The learning achievement of Indonesian can be seen from the results of daily tests or regular assessment in end of the semester or final evaluation of the semester that have reached the Minimum Complete Criteria (KKM) and the average results of National Examination in Indonesian language subjects in 2015 in the studied schools ranged 73-87, the details are as follows: School I : 87.53, Schools II : 86.08, School IV : 83.73, School III 79.22, School VI : 78.48, and the School V : 73.11 every school exceeded the criteria of KKM.

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