

Effectiveness and Success Rate in Policy Implementation of Unit Level Education Curriculum (KTSP) at Junior High School in Ambon

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Abstract: *This study aims to analyze the effectiveness and success rate of Policy Implementation Unit Level Curriculum (KTSP) in the city of Ambon. The effectiveness and success rate education units and the Department of Education, Youth and Sports Ambon City in planning and developing the curriculum can be seen from the active stakeholder's participation as an KTSP policy implementers. In curriculum development has formed a team (TPK), according to the guidelines and rules. Still found in the educational unit of KTSP policy implementation is not in accordance with the guidelines for curriculum development, but there are several educational unit was appropriate. Supervision has not appeared in activating components or elements involved as implementers KTSP in Ambon City. The curriculum has not been developed according to the needs of learners, community culture and learning conditions. Education units have not been doing content analysis to determine local content that will be implemented to meet the needs and curriculum development in accordance with the characteristic of the local area. Data was collected through observation, in-depth interviews, documentation.*

Keywords: Effectiveness, Success Rate, Implementation, Policy, KTSP

1. Introduction

Realization of the Constitution-1945 Article 31 which states that every citizen is entitled to teaching and the Government shall as well as organizing a national education system regulated by Law countries have adopted a national education system as can be seen in Law No. 20 of 2003 on the National Education System (Education System). Education System confirms the legal basis for building a national education by applying the principles of democracy, decentralization, autonomy, justice and uphold human rights. This is a response to demands for reform in Indonesia, which generally requires the application of the principles of democracy, decentralization, justice and uphold human rights in the life of the nation.

The principle of decentralization of education to give effect to the amount of authority (autonomy) executive education in this school in an effort to implement the national curriculum standards set by the National Education Standards Agency (BSNP). Basically the provision of education, in this context is the implementation of school-level curriculum and qualified teachers is a tip of the spear.

Improving the quality of national education affects the quality of schools and teachers. One of the government's efforts in improving the quality of primary and secondary education is to establish national standards that are the minimum should be achieved by each unit of primary and secondary education. This meant that the quality of the process and outcomes of education in Indonesia can compete with other countries.

In the quality assurance of education required a standard as a reference. Those standards are Government Regulation No.

19 Year 2005 on National Education Standards provides guidance on eight national education standards, namely: Content Standard, Standard Process, Graduate Competency Standards, Standards Teachers and Education Personnel, Infrastructure Standards, Standards Management, Financing Standards, Education and Assessment Standards. This standard is the minimum standard to be achieved by any educational institution (school). Of course, this standard becomes a reference for schools in developing and improving the quality of education.

Government to encourage and guide the education units to achieve the standards mandated by the National Education Standards. Two of the eight national education standards, namely Content Standards (SI) and Graduate Competency Standards (SKL) is the main reference for education in developing curriculum units, in accordance with the mandate of the Law of the Republic of Indonesia Number 20 of 2003, the National Education System and Regulations The Government of the Republic of Indonesia Number 19 Year 2005 on National Education Standards and Ministerial Regulation No. 22, 23, and 24, 2006. Based on the provisions of the curriculum development process in Indonesia following two major steps, namely the process of development carried out in the central government and development carried out in each education units.

Through the KTSP schools can implement educational programs in accordance with the characteristics, potential and needs of the students in the district, with regard to the potential and needs of the region. System of government policies on curriculum delivery and monitoring covers aspects how the dissemination of information, the strengthening of professional service and monitoring model curriculum as a whole is in a dynamic system.

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Curriculum policy delivery system is an effort to disseminate the curriculum programmed either as document and content and direction as well as the approach used by teachers and other interested parties through a system of professional development services. Furthermore, monitoring of the curriculum is an attempt to obtain information on whether or not the curriculum to both the document and the contents and set the direction and approach. Efforts delivery of curriculum policy basically meant that the builder of education ranging from central to local level must have the same views and understanding of the executive at the school level, the teacher. That teachers adapt and transfer policies as they do in the classroom through a social process. Although the involvement of the principal's role in this regard to operationalize the policy center is relatively less. Some of the problems found in the center of translating policy described below. First, the extent of the spread of information policy is reviewed geographical position of Indonesia. Second, the varying degree of understanding in accepting the idea of renewal in terms of both the intellect and the structure of positions as supervisors and implementing the curriculum. Third, the empowerment of Curriculum Development Team (TPK) that have been formed in all provinces (33) and counties and cities (465) according to Circular No. 33 / MPN / 2007 on the establishment of TPK not show optimal results according duties and functions.

Curriculum Development Unit Level Curriculum (KTSP) provides a logical consequence of the school to develop a curriculum that is not mere restructuring but more importantly to change beliefs and habits of teachers. In particular which presents a professional approach (professional approach) on the ability of expertise (expertise) teachers and supervisors as well as other elements involved in the Curriculum Development Team. Professional development needs to consider the mastery of course material for teachers, especially in the development of curriculum documents because the curriculum is essentially arranged in a systematic, hierarchical based philosophy each field of study. The contents of the minimum national standards must be achieved learners which is a standard of excellence, accountability, which must be met by the school. Appropriate curriculum demands Content Standards (SI) which contains the minimum capability (minimum learning competencies) expected ruled by the whole nation from Sabang to Merauke. The ability of the quality of education that is expected to be able to answer the demands of the present that is conceptually times as factoring point (point of departure), the local scope to the people of the world (from the local to a world society), social cohesion to democratic participation (from social cohesion to democratic participation), from economic growth to human development (from economic growth to human development).

Empirical reality shows that the quality of teachers in Maluku is currently very poor, ranging from elementary level to high school. The quality of primary school teachers to high school in Maluku province is still low. Appropriate teacher competency test results in 2013, Maluku province ranked second from the last sequence of the 33 provinces in

Indonesia. Of course, require specific attention and serious treatment of all parties who have an interest both in terms of the central government's Ministry of Education and Culture and the local government that the Provincial Department of Education offices, district and city, as well as the entire community education observers and stakeholders to work to improve and develop quality and the quality of education in Indonesia in general and more specifically the quality of education in the Moluccas.

Competence most teachers in Maluku needs to be improved because the majority do not graduate S1. Of 21 411 teachers, only about 31 percent of graduates S1 and 69 percent require qualification to S1, the implications of these conditions greatly affect the successful implementation of policies KTSP.

Based on the results of the implementation of data quality mapping mentoring for teachers and other personnel in the province of Maluku, Ambon mainly conducted by LPMP Maluku after conducting mentoring preparation of the KTSP with 11 districts and the City in Maluku Province found that the school or educational unit has been able to draft the KTSP . This is a sign that there are still shortcomings in the implementation of the KTSP in the field so that the necessary handling of all parties concerned to find solutions together solving how good effort KTSP application.

To date the application of the KTSP in Ambon not run well as it should, the classic reason is the teachers do not understand and do not master the demands of the KTSP, caused by several things, such as socialization has not been effective, the readiness of teachers and support facilities are inadequate, the school environment is not conducive, and so forth so that the learning process has been proceeding according to the existing conditions, would affect the quality of teaching and learning process, and result in a lower quality of learning outcomes. This dissertation research article aims to analyze and explain 1). The effectiveness of policy implementation KTSP in secondary schools in the city of Ambon, 2) the level of success of policy implementation KTSP in secondary schools in the city of Ambon.

2. Review of Literature

In taxonomy, Grace (2009) in his book *Theory of Public Administration and Management*, explains the science of public administration has been recognized as a stand-alone discipline even develop into several branches. The separation between the political and the administrative process by Woodrow Wilson, FJ Goodnow and Leonard D. White that the orientation of the classical public administration concerning the activities of the government in the implementation of political power, in this case developed the principles and processes of public administration with the criteria of efficiency, effectiveness, and rationality, Waldo, 1981 and Tjokroamidjojo, 1987 in (Grace, 2009). Studies on public administration is inseparable from government organizations in the handling of public affairs. Bellone (1982) argues that the discipline of public administration is predicated on the study of organization. Organization theory, hypotheses about human behavior in

complex government organization and administration theories and hypotheses about human behavior in work groups, is fundamental in the theory of public administration so that it can be explained that the public administration are talking about human behavior in government organizations. Furthermore philosophically, Keban (2004), said that the policy is a set of principles, or desired conditions, as a product, a policy seen as a set of conclusions or recommendations as a process, a policy seen as a way in which by the way an organization can determine what is expected of him, namely programs and mechanisms to achieve its products and as a framework, a policy is a process of bargaining and negotiation to formulate issues and methods of implementation.

In terms of its kind, James Anderson (1979) divides policies into four types, namely, (1) Policy substantive vs. procedural policy. Substantive policy is a policy that should be done by the government, for example, a policy that expects all children with special needs attend regular schools. Procedural policy is a policy that is set aside, complete supporting facilities, as well as setting up the school teacher who organizes inclusive education, (2) regulatory vs. distributive vs. re-distributive policies. Distributive policies are policies that are the distribution and utilization of services to a particular group of people, or individuals, for example, cash transfers to the poor. Regulatory policy is a policy of restriction or prohibition to the behavior of a group of people or individuals, for example, the policy of the use of helmets for riders of two-wheeled motorcycle. Redistributive policies are policies that govern the allocation of wealth, income or rights among various groups in society, (3) material policy vs. symbolic policy. Material policy is a policy that provides concrete advantages in certain group of people, for example *Raskin* (rice for poor people) assistance to the poor. Symbolic policy is a policy that benefits symbolically to the target groups, eg holiday policy on Idul Fitri feast. (4) provision of means of public policy (public goods) vs. specific procurement policy means (private goods). Public infrastructure procurement policies are policies that govern the provision of public services, for example, highway construction reforms. Special means of procurement policy is a policy that governs the provision of goods or services free market, for example, housing services employees. Van Meter and Van Horn (1975), the implementation of policies on three things: (1) the purpose or objective of the policy, (2) the activity or activities of the achievement of objectives, and (3) the results of the activities. Furthermore, Abdullah (1986) [6] suggests the meaning and purpose of the implementation of that term in the implementation process there are at least three important and essential elements, namely, (1) the presence or policy and programming are carried out, (2) the target groups that become targets that are expected to receive benefits in the program, alteration or improvement, and (3) the implementation of the element (implementers) both organizations and individuals responsible for the management, supervision of the implementation process.

In view of Edward III (1980) policy implementation is influenced by four variables, namely: 1). Communication. Successful implementation of the policy requires that the implements to know what to do. What are the goals and

objectives of the policy must be transmitted to the target group (target group) that will reduce the distortion of implementation. If the goals and objectives of the policy are unclear or even not known at all by the target group, then it is likely there will be resistance from the target group. The success of the Family Planning (FP) in Indonesia, for example, one reason is because the National Family Planning Coordinating Board (BKKBN) intensively to disseminate the purpose and benefits of family planning programs to couples of reproductive age (EFA) through various media. 2). Resource. Although the contents of the policy has been communicated clearly and consistently, but when implementing lack the resources to implement, implementation will not be effective. These resources can be either human resources, namely the executive competence, and financial resources. Resource is an important factor for the implementation of the policy to be effective. Without resources, policies just stay in the paper into documents. 3). Disposition. Disposition is the nature and characteristics possessed by the implements, such as commitment, honesty, and democratic nature. If the executor has a good disposition, then he will be able to run with good policies such as what is desired by policy makers. When the executive has a different attitude or perspective to policy makers, the policy implementation process becomes ineffective. A wide range of experience in the development of Third World countries shows that the level of commitment and honesty low apparatus. Various cases of corruption which appeared in Third World countries, such as Indonesia is a concrete example of the lack of commitment and honesty of officials in implementing development programs. 4). Bureaucratic structure. The structure of the organization in charge of implementing the policy has a significant influence on policy implementation. One of the important aspects of the structure of any organization is the standard operation (SOP). SOP as a guide for each executive in the act. Organizational structure that is too long will tend to weaken oversight and lead to red-tape, the bureaucratic procedures are complicated and complex. This in turn causes the activity of the organization is not flexible.

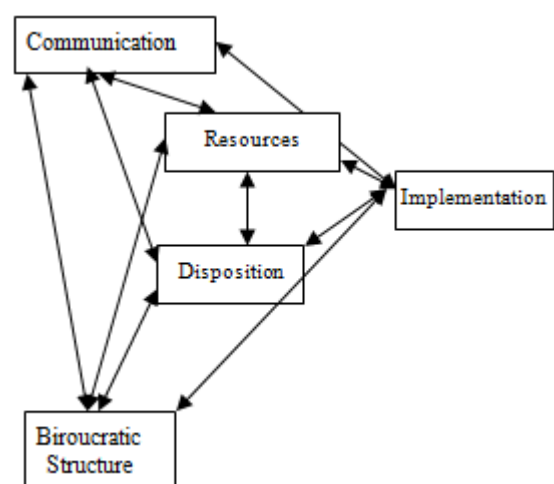


Figure 1: Determinants of Implementation According to Edward III

In the Complete Indonesian Dictionary, Ed.3, explained that, the effectiveness is derived from the word significant effect due to or influence, which subsequently developed into an

effective means can bring results, efficacious or effective. By Sondra P. Siagian (1999) in the book Human Resource Management [8] provides a definition, the effectiveness of the utilization of resources, facilities and infrastructure in a certain amount of conscious previously set to produce some goods for services activities are performed. Demonstrate the effectiveness of the success achieved in terms of whether or not the targets. If the results of the activities closer to the target, meaning the higher the effectiveness.

According to SitiChairiah (2010) in a paper entitled: Effectiveness of Teacher Education and Professional Training (PLPG) in Supporting Professionalism Teacher effectiveness is the utilization of resources, facilities and infrastructure in a certain amount of conscious previously set to produce a certain amount of work on time, so effectiveness can also defined as everything that is able to bring the results of that effort can be planned.

3. Methodology

Qualitative research, as describing the data obtained from the field, trying to collect data in the form of words or images that do not emphasize on the numbers, more emphasis on the process or the product come out, inductive data analysis and further emphasize the significance (data behind the observed) that aims to provide an explanation of the facts based on the observed object. Therefore, researchers from the fact that is inductive and empirical research results also using inductive analysis.

Data sources and targets in this study are those related to policy implementation KTSP consists of; (1) The primary data in the form of the answers of the questions posed to some informant, (2) the data policy implementation phenomenon KTSP, KTSP related to planning, curriculum development, implementation and conversion KTSP and KTSP evaluation.

In collecting the data, the researcher acting as human instruments. Determination of informants done purposively with snow ball technique. Based on the research objectives with reference to the key concepts, in order to obtain in-depth qualitative data; then used some qualitative data collection techniques, such as observation, in-depth interviews and documentation. Chronologically, the data collected will be analyzed through the analysis of data reduction techniques, data presentation and verification.

4. Results and Discussion

4.1. Description of Research

a. Design Implementation KTSP real condition of research results based on the information of the respondents from the department of education and educational units that as a first step in planning the curriculum policy implementation (KTSP), the development team and the school curriculum Ambon sample (SMP 14, SMP Negeri 2, SMP Al Wathan and MTs Alfattah and SMP Muhammadiyah) in planning, better education unit has established a curriculum development team based Mayors Ambon and Principal. The development of KTSPteamprimary and secondary education

through the following steps; (1) for the city, team work provides the material in the form of training to principals, supervisors, teachers working group (KKG) and deliberation subject teachers (MGMP), and held a workshop teacher guides, mainly carried out in the framework of efforts to increase the competence of teachers. (2) the parties involved in curriculum development team is composed of the school committee, board of education, department of education, professional associations, principals, industrial world and the world of work, natural resources and socio-cultural, all work together to monitor and evaluate to facilitate document curriculum that has been made. As the results of interviews with respondents, "that there are some planning steps, first, the formation of policy implementation KTSP team, the team is composed of related elements. Both of internal teacher, and internal auditors (committee) and stakeholders. Second, socializing mechanism of regulation of the KTSP. Third, formulate policy in a resume item. Because KTSP should have a clear objective that is synergistic with the national goal ". (Interview, MYI, July 16, 2012).

b. Preparation and Development of KTSP

Real conditions as a result of research, curriculum development team consisting of education authorities, principals, educational unit, expert, expert resource persons, school committees, stakeholders all have the potential to do a SWOT analysis to develop a vision, mission and objectives of the educational unit based on criteria preparation. Explanation of the respondents, "that in the making and curriculum development, the developer always pay attention to the vision and mission of the institution are formulated together with SWOT analysis. Including factors ideals held by the leaders of the institution. Principal as a leader or a leader in the manufacture and development of optimal KTSP always directs a team of developers to do their best in accordance with the guidelines for the manufacture and development of the curriculum, the calendar shows the preparation of education at any educational institution. Demands competencies required by the user or stakeholder institutions. Because the translation of the vision and mission based on the vision and mission of the institution ". (Interview, hat, vice principal of SMP Negeri 2 Ambon).

c. The application or implementation of the KTSP

Real condition that the research findings, the development of the syllabus still found many teachers who do not perform the mapping of SK and KD. In the syllabus there are many teachers who started the process of adoption and adaptation of the existing syllabus. The results of interviews with the respondents, that the development of lesson plans and syllabi are usually teachers and principals do based on the principle of the development of lesson plans and syllabi. Develop a syllabus-based KTSP, especially to understand the process, starting from planning, implementation and evaluation and revision. For the development of the RPP should be at the start with an understanding of the meaning and purpose, and developers need to know the theoretical and practical elements contained therein.

Teachers must master the ways of making lesson plans, otherwise he could not projecting what to do and learners. Especially regarding the establishment of basic competencies that will be owned by the learner. About what

should be learned, what to do, and how can teachers know the students have mastered certain competencies. So the lesson plan is the establishment of guidelines for the implementation of learning and competence of learners. Usually early in-service activities for our teachers prior to the development of syllabi and lesson plans. (Interview, Na, vice principal of curriculum SMP Negeri 14).

d. Assessment or Evaluation of the Implementation of KTSP
The findings of this study indicate that there has been no study instrument learning outcomes. The results of interviews with the respondents, that the implementation of the evaluation in accordance with the plans made, as already noticed the relevance of the material and the mission of the curriculum with the curriculum goals, because the principle of relevance and relevance of curriculum materials are fit for purpose. Pay attention to the condition of the student, school and community. Before the curriculum outlined conducted a needs analysis to see the depth and breadth, because it could happen mismatch material. Implementation of the evaluation in accordance with the plan and the content of curriculum materials (GBPP, Syllabus and SAP), because every translation of the curriculum should be seen in the content of the curriculum, and how to revise the KTSP through BSNP guide, in accordance with the content and facilities and the availability of the educational unit, optimally performed 70% and based the direction from BSNP. (Interview, SR, Principal SMP Al Wathan, 22 September 2012).

e. Changing KTSP

Real conditions found in this study, for the development of appropriate learning event lines are learning development, basic competence, subject matter, learning objectives, viability, experiential learning, alternative methods of activities, media and learning resources, evaluation. Results of interviews with respondents, that way make changes to the curriculum that is being used is KTSP revised at any time, start beginning and end of the teaching knowledge by involving relevant agencies, LPMP, LPTKs, experts from outside the region (such as Yogyakarta, for the substance of matter and based verification instrument). There regulation then made revisions to invite a team of curriculum developers. (Interview, SBD, 3 February 2012).

4.2. Discussion of Results

a. Design Implementation KTSP.

When examined with a model policy of Edward III (1980) in the book *Implementing Public Policy* and Van Meter and Van Horn (1975) in *The Policy Implementation Process a Conceptual Framework*. Administration and Society argued that the analysis is based on the communication variables development policy makers in the implementation of policies such as education department curriculum KTSP Ambon City and City education units are ideal for planning the curriculum has to establish good communication with interested parties, such as the school committee, the parents, community leaders, youth leaders, and so on. The findings of this research, curriculum development team to disseminate the curriculum policy implementation program stakeholders to explain the goals and objectives of the policy. This is according to Edward III (1980) argued that what the goals and objectives should be transmitted to the

target group (target group) in order to reduce the distortion of implementation.

In real terms in the current study found there are several schools in the city of Ambon has not been able to design KTSP, is due to ineffective communication between the policy makers with education units in the city of Ambon. So it still happens distortion at executive level understanding in this matter educational unit Ambon. In connection with the resource variables in the formation of the curriculum development team has been involved elements such as, teachers, internal auditors, committees and others, it is by Edward III and Van Meter and Van Horn argues although the contents of the policy has been communicated clearly and consistent, but the implement lack of resources, especially human resources (human resources) to carry out the implementation will not be effective. Edward III explained without resources, policies just stay in the paper into documents.

Curriculum subjects which have been made by several schools in the city of Ambon, such as: SMP14, SMPNegeri2andSMPAl-Wathanhas met the standards for this type of education unit, because in creating and developing a curriculum for the education unit using appropriate guidelines drawn up by BSNP. Data resulting from observations research, curriculum documents show that there is already considering the needs of local character, the social needs of the community and the culture conditions, age of the students and community needs.

b. Preparation and Development of KTSP

Gaffar (1994) in Mulyasa (2013) in his book *Education Unit Level Curriculum (KTSP) A Practical Guide* [10] explained that the vision is a distant view of the power, depth and extends the power of abstract thought, which has a very powerful force and can break through all physical boundaries and place. Curriculum development team consisting of education authorities, principals, educational unit, expert, expert resource persons, school committee, all have the potential to do a SWOT analysis to develop a vision, mission and objectives of the educational unit with certain criteria. The findings of this study indicate, that in the manufacture and development of KTSP in Ambon City curriculum development team always pay attention to the formulation of the vision and mission of the school. Usually formulated by the school and socialized to the school community and other interested parties. Schools that define and establish and develop a vision and mission. The fact is, the composition of the curriculum development team in Ambon already noted, involving all existing components, such as experts, speakers, curriculum specialists and others.

c. The application or implementation of the KTSP

Edward III (1980) in the book *Implementing Public Policy* explains that the implementation of the policy is not effective when implementing competence inadequate, besides if the goals and objectives of the policy are unclear or even unknown to the target group, then it is likely there will be resistance, then necessary coaching and mentoring activities regarding techniques make syllabus ranging from SK-KD mapping that produces a rich syllabus minimal

adaptation and adapt to the characteristics of the educational unit.

Mulyasa (2007) in the book *School-Based Management: Concepts, Strategies and Implementation* recalled the importance of RPP in the implementation of KTSP, as this determines the success of learning, learners should ideally be involved in the development of competencies to identify, establish a standard material, develop indicators of learning outcomes, and make an assessment, they can determine the type of evaluation to see the success and progress of learning. Involving learners among others can be done by group discussion and brainstorming.

d. Assessment and evaluation of the implementation of KTSP

Van Meter and Van Horn (1975), in *The Policy Implementation Process a Conceptual Framework*. Administration and Society ideally mentioned that to obtain, analyze, and interpret data about the process and the learning outcomes of students, carried out systematically and continuously, so that it becomes meaningful information in making decisions. It requires a standard and made policy objectives should be clear and measurable so that it can be realized. If the vague standards and targets, there will be multiple interpretations and easily lead to conflict between the agent implementation. Teachers, principals, and education units as implement in the assessment of learning outcomes for learners need to have a good disposition. Because teachers in assessing the nature of the characters themselves are committed to a strong, honest behave, and act democratically in carrying out its duties and obligations.

The results of observations of this study indicate that the design of assessment by teachers made during the preparation of syllabus, elaboration is part of the lesson plan (RPP), regarding the midterm replay, replay end of the semester, and repeat the increase in class conducted by educators under the coordination of the educational unit.

e. Changing KTSP

Development and modification of the learning event conducted in accordance lines of learning development, form, basic competence, subject matter, learning objectives, viability, experiential learning, alternative methods of activities, media and learning resources, evaluation. Based on the findings, then make changes to the way the curriculum is used, namely, KTSP revised at any time at the beginning and end of the school year with the involvement of relevant agencies, LPMP, LPTKs, experts from outside the area. From the fact findings indicate, that the problems faced by the education unit in the city of Ambon is the formulation of curriculum objectives have not been up to date, learning programs are developed based on the curriculum has not been sufficiently up to date. Goals to be achieved as the articulation of client expectations combined with the school and school goals have not been able to depict the image of graduates are expected to be generated. In addition to the study of the goals to be achieved, it must be taken into consideration is the nature and character of which is owned by the implement curriculum policy implementation. Due to the commitment and honesty and good character of this means that the implement has a

disposition like it will run with good policies such as what is desired by policy makers (Edward III, 1980) in the book *Implementing Public Policy*.

5. Conclusion

This study tries to analyze the effectiveness and success rate policy implementation unit level curriculum (KTSP) junior high school in the city of Ambon. Conclusion of the study is formulated as follows:

a. Planning Policy Implementation KTSP

There are still some schools in the city of Ambon have not been able to design KTSP, is due to ineffective communication between the policy makers with education units in the city of Ambon. So it still happens distortion at executive level understanding in this matter educational unit Ambon. In connection with the resource variables in the formation of the curriculum development team has been involved elements such as, teachers, internal auditors, committees and others. Although the contents of the policy has been communicated clearly and consistently, but the implement lack of resources, especially human resources (human resources) to carry out the implementation will not be effective, because without resources, policies just stay in the paper into documents.

b. Preparation and Development of KTSP

Curriculum development team consisting of education authorities, principals, educational unit, expert, expert resource persons, school committee, all have the potential to do a SWOT analysis to develop a vision, mission and objectives of the educational unit with certain criteria. That in the manufacture and development of KTSP in Ambon City curriculum development team always pay attention to the formulation of the vision and mission of the school. Formulated by the school and school community and disseminated to interested parties. That the composition of the curriculum development team in Ambon has noticed, involving all existing components, such as experts, speakers, curriculum specialists and others.

c. The application or implementation of the KTSP

Implementation of the policy is not effective when the implement has inadequate competence, besides if the goals and objectives of a policy is unclear or even unknown to the target group, then it is likely there will be resistance, it is necessary to coaching and mentoring activities regarding techniques make syllabus ranging from SK-KD mapping that produces a rich syllabus minimal adaptation and adapt to the characteristics of the educational unit.

d. Assessment and evaluation of the implementation of KTSP

Teachers, principals, and education units as implement in the assessment of learning outcomes for learners need to have a good disposition. Because teachers in assessing the nature of the characters themselves are committed to a strong, honest behave, and act democratically in carrying out its duties and obligations. The design assessment by educators conducted at the time of preparation of syllabus, elaboration is part of the lesson plan (RPP), concerning replications midterm, replicates end of the semester, and repeat the increase in

class conducted by educators under the coordination of the educational unit.

e. Changing KTSP

How to make changes to the curriculum that is, KTSP revised at any time at the beginning and end of the school year with the involvement of relevant agencies, LPMP, LPTKs, experts from outside the area. The problems faced by the education unit in the city of Ambon is the formulation of curriculum objectives have not been up to date, learning programs are developed based on the curriculum is not sufficiently up to date. Goals to be achieved as the articulation of client expectations combined with the school and school goals have not been able to depict the image of graduates are expected to be generated. In addition to the study of the goals to be achieved, it must be taken into consideration is the nature and character of which is owned by the implement curriculum policy implementation. Due to the commitment and honesty and good character of this means that the implement has a disposition like it will run with good policies such as what is desired by policy makers.

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