

IMPLEMENTATION OF 2013 CURRICULUM POLICY IN QUALITY ASSURANCE OF EDUCATION (CORRELATION STUDY BETWEEN TEACHERS AND STUDENTS) AT 3 STATE SENIOR HIGH SCHOOL SEMARANG

Priyoto; Sri Suwitri; Y. Warella; Hardi Warsono

Public Administration Doctoral Program, Faculty of Social and Political Sciences,
Diponegoro University, Semarang, INDONESIA.

prodidap@gmail.com

ABSTRACT

Indonesia's Human Development Index (HDI) is lower than Malaysia. This is because, the education indicator is one of the benchmarks for improving the HDI so that it is not left behind. The Indonesian government also does not remain silence efforts have been made through the Ministry of Education. The issue of globalization makes moral degradation of the nation's successors is the homework especially for the Ministry of Education. The requirement to formulate the right educational instrument for the progress of a nation is crucial. Various policies have been formulated by the Ministry of Education, ranging from changing the education system to changing education legislation. All of this is done solely for the advancement of the nation. Curriculum and education are like two sides of a coin that cannot be separated. Each other has a close relationship. Talking about the curriculum there is a change in curriculum from year to year. Having undergone a change of 10 curricula, the face of education in Indonesia is still not equal to that of other countries. For this reason, the Government through the Ministry of Education is required to take appropriate policies, so that the State of Indonesia can be aligned with other countries. The last curriculum that experienced a change was the 2013 policy curriculum during the period of M. Nuh serving as Minister of Education, welcomed by pros and cons by some people. How not, the community considers that the 2013 curriculum policy is very miserable.

Keywords: HDI, Ministry of Education, Education System, Curricula, and Curriculum Policy

INTRODUCTION

Apart from the existing pros and cons, M.Nuh considers that education is essentially aimed at eliminating three community diseases. The aim of education is to eliminate poverty, ignorance and backwardness of civilization, while Nuh's 2013 curriculum concept was revealed when he was performing Umrah in 2006 then. The concept is Tazkiyah (attitude), Recitations (knowledge) and Ta'alim (skills). With this 2013's concept or curriculum, it is expected to overcome these three diseases. The implementation of the 2013's curriculum will be implemented in stages and limited. He realized that there were many parties who opposed the implementation of the 2013 curriculum. The beginning of the 2013 curriculum was implemented in the new school year, precisely in July 2013, but only a few schools implemented the 2013 curriculum. 2014. Then it was replaced by the new Minister of Education, namely Anies Baswedan. According to him the 2013's curriculum still needs to be studied again. For this reason, the status of the 2013's Curriculum is not yet clear. The Ministry of Education and Culture abbreviated as (*Kemdikbud*) is still carrying out a moratorium until next year. The reason for the Anies Baswedan Minister of Education and Culture (*Mendikbud*) is that the curriculum still contains shortcomings and many people

protested. The Ministry of Education and Culture has formed a team to carry out a review and evaluation on the 2013's Curriculum, the Ministry of Education and Culture decided to delay the implementation of the 2013's Curriculum nationally and make improvements until now. The process has ideas, designs, documents, and implementations. The idea is good, but the second and third processes have not been carefully prepared, so problems arise during implementation. Only lasted 22 month since these was sworn by President and then had to be in a cabinet reshuffle which was replaced by Muhadjir Effendy to date. The long journey of curriculum formulation has been experienced by the Indonesian, already attached to the minds of the public if the automatic change of minister also changes its curriculum policy. Muhadjir Effendy assured that the 2013's curriculum would not change much which changed only the development of material in a better direction.

The curriculum is the heart of education. The success of education is not only influenced by the curriculum. However, it cannot be denied that the curriculum is one aspect of the course of education. Improving the quality of education can be more optimal through the curriculum, changes in curriculum from the Ministry of Education with a different vision and mission, have the opportunity to confuse the actors involved. The most recent is the 2013's curriculum or better known as (K-13) which has been perfected. The government, through the Education Office, is expected to be able to ensure the quality of education to achieve national education standards. In addition, a curriculum must be designed systematically and comprehensively by paying attention to all development needs, student learning so that the results will be able to achieve goals in education.

Three State Senior High School Semarang is a school that has always been the pilot project of the Education Office. This is because the input in the school is higher than other schools. The purpose of the study was to: (1) analyze the factors that influence the success of the 2013 curriculum to ensure the quality of education 3 State Senior High School Semarang schools (2) Is there a correlation between teachers and students in school quality assurance in 3 State Senior High School Semarang. Qualitative descriptive analysis was used to describe the implementation of the 2013 curriculum in maintaining the quality of education. Snowball techniques that select limited sources at first, but continue to develop into many sources according to research needs. To explore the desired answers, the researchers conducted in-depth interviews with typherson, and Analysis Hierarchy Process (AHP).

Since the implementation of the 2013 curriculum is expected to be able to bring the nation's successor character in a more positive direction. How not, in the 2013 curriculum attitude is more dominating. Because the basis of the 2013 curriculum aiming to build character education for the nation's children. The 2013 curriculum emphasizes character development in addition to cognitive skills and abilities because Indonesia is currently experiencing a character crisis that is shown by the amount of corruption, crime takes place everywhere, and the nation's children easily receive culture from other countries without filtering it out whether culture is good or bad for themselves. Three main values will be developed in the 2013's curriculum. The first is to re-respect the norms that become national culture, including the development of honest, disciplined and responsible characters. The second is to foster scientific values. In this case the government is trying to foster the spirit of innovation, seeking knowledge, and creating creativity for students. The third thing is to foster nationality and love for the country, including respecting the culture and work of the nation.

From empirical data, with the existence of curriculum changes, of course there are a lot of expenses to change facilities or learning books, the teacher must change learning from the old curriculum into a new curriculum. This is not easy to implement, the successful implementation of the 2013's Curriculum is not only on accuracy and comprehensiveness.

SKL formulation and basic framework, and curriculum structure, but also from the leadership of principals are at the level of education and teacher leadership units at the classroom level. Principal leadership has an important role in facilitating teachers in carrying out the teaching and learning process in the classroom. While teacher leadership at the classroom level clearly an inseparable part of the success in the implementation of the 2013's Curriculum. Teachers are the leading actors in the implementation of the 2013's Curriculum dealing with students. The important role of teachers includes: (1) the ability to describe topics in subjects to be interesting and easily understood by students, (2) the ability to identify the level and area of difficulty of students and the ability to help him get out of these difficulties, and (3) the ability to evaluate student learning progress. Discussions about teacher performance cannot be separated from the important role of teachers in efforts to improve the quality of the national education system which is increasingly felt as an urgent need, especially regarding the provision of quality Indonesian human resources that are highly competitive so that they can compete in global competition. 3 State Senior High School Semarang is a school that has its own educational quality standards, to answer challenges in the future. With a high standard of input value compared to other state high schools in the city of Semarang. Input is all the potential entered into school as the initial capital of educational activities at the school. Through the process of learning educational activities designed to improve input competencies to produce quality output. Looking at the three competencies in the 2013 curriculum, namely attitudes, knowledge and skills, the students' input will be prepared to be an output that has intellectual, emotional, and spiritual intelligence through a learning process that has scientific characteristics and authentic assessment.

LITERATURE REVIEW

Public Administration Science

The discourse of the science of public administration cannot be separated from the political-administrative dichotomy from the beginning of its development. In the early period, Woodrow Wilson (1887) through his essay seminar said that politics should not interfere in administration, and on the contrary administration should not interfere in politics.

Wilson (1887, p.212) mentions that:

Public administration is detailed and systematic execution of public law. Every particular application of general law is an act of administration. The assessment and raising of taxes, for instance, the hanging of criminal, the transportation and delivery of the mail, the equipment and the recourse of the army and navy, etc., are all obvious acts of administration; but the general laws which direct these things to be done as clearly from and above administration. The broad plans of governmental actions are not administrative, the detailed execution of such plans is administrative. Constitutions, therefore, properly concerned themselves only with those general law instruments that are to control general law.

Public administration implements are detailed and systematic legislation. Every application of legislation is an administrative activity. Determination The Outline of the State Policy is not an activity of public administration it is outside, even above public administration. The laws and regulations themselves which direct these activities are outside the administrative area. Since then this thought was accepted as a public administration discourse in the United States until the 1940s. The dichotomy of political-administration began to emerge in discourse, especially when Dwight Waldo (1946) and Hebert Simon (1947/1997) rejected the idea with different arguments. For Waldo (1946), all administrative actions were political at

the field level. Agreeing with Waldo, Simon (1947) argued that it was impossible to separate politics and administration or vice versa. This dichotomy had disappeared from the discussion until finally in the 1980s this issue emerged and came to life again through the emergence of the control of bureaucracy theory which debated the area of political influence in the bureaucracy. During this period the debate or even tension between experts who are pro-dichotomous thinking and the cons that occur again. The climax is that the division of the expert group is referred to as the Madisonian school for the pro dichotomy and the Hamiltonian school for groups who disagree with dichotomy (see Frederickson et al., 2012). The Madisonian group, consisting of experts who have been involved in political science and economics, while the Hamiltonian group was supported by traditional, management and professional public administration experts, stated that administration must be free from political influence. The question is, how is the substance of this dichotomy debate, and what is the impact on the development of further public administration science?

A simple description of political and administrative differences is explained clearly by Frank Goodnow (1900), James Q. Wilson (1989), and then presented very clearly by Frederickson et al., 2012, as seen in Figure 1. the following:

<i>Goals</i>	<i>Means</i>
<i>Politics</i>	<i>Administration</i>

Figure 1. *Traditional representation of the difference between politics and administration*
 [Source: Frederickson et al., 2012.]

The initial representation of the political-administrative dichotomy as shown by the figure leads us to the question of how precisely the region separated by the dividing line? Is it two or proportional, or situational? Which areas are more dominant, political or administrative? These questions have implications for the emergence of Figure 2 are empirically, the model shown in the figure is closer to accuracy. It's just that the facts also show that bureaucrats are often involved in formulating policy agendas and making such decisions. So besides each of them is having its territory, but there is still a line of encounter although not as rigid as the line described by Wilson.

Goals Means

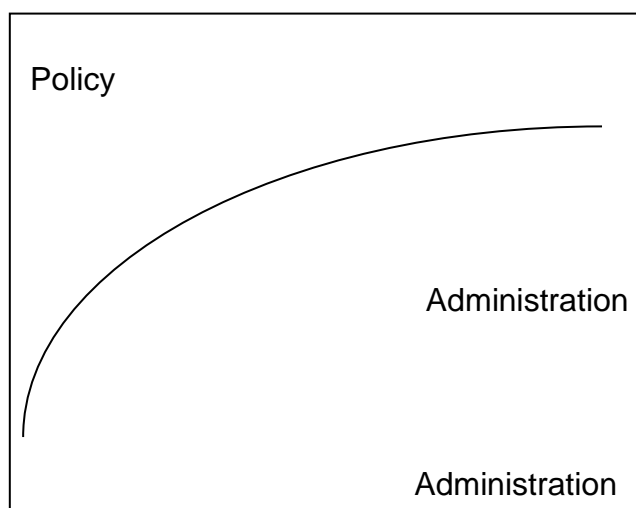


Figure 2. *Empirically valid representation of the differences between Politic and Administration* [Source: Frederickson et al., 2012.]

Implementation of 2013 Curriculum

Understanding of the 2013 curriculum

2013's curriculum is a curriculum that prioritizes understanding, skills, and character education, where students are required to understand the material, active in the process of discussion and presentation and have good manners and discipline as well as a complement to the previous curriculum of 2013's curriculum that is a curriculum integrated skills, themes, concepts, and topics in both within disciplines, across several disciplines and within learners (Loeloek Endah and Sofan Amri: 2013). In other words, that an integrated curriculum as a concept can be said to be a learning system and approach that involves several disciplines or subjects / fields of study to provide meaningful and broad experience to students. It is said to be meaningful because in the integrated curriculum concept, students will understand the concepts they study in a complete and realistic manner. It is widely said that what they get is not only in one scope but all interdisciplinary views related to each other. The essence of the 2013's curriculum is in the effort of simplification and thematic-integrative nature. The 2013's curriculum is prepared to produce generations who are ready to understand the challenges of the future. Therefore the curriculum is structured to anticipate future developments. The obstacles of the 2013's curriculum are aimed at making students or students have a better ability to do as follows:

- a. Observation
- b. Asking questions (interview)
- c. Reason
- d. Communicate (represent) what they get or know after receiving learning material.

The learning objects in the 2013 curriculum are: natural, social, artistic and cultural phenomena. Through this approach, it is expected that our students will have much better attitude, skills and knowledge. They will be more creative, innovative and more productive, so that later they can succeed in face various problems and challenges in his era, enter a better future.

The implementation of the 2013 curriculum is part of continuing the development of the Competency-Based Curriculum (KBK) which was initiated in 2004 by integrating attitudes, knowledge and skills in an integrated manner, as mandated by Law 20 of 2003 concerning National Education System in the explanation of article 35, where competence graduates are graduates' qualifications that include attitudes, knowledge and skills in accordance with agreed national standards. This presentation is part of the 2013 public curriculum test, which is expected to capture opinions and input from the community.

2013 Curriculum Learning Process

The 2013 curriculum learning process consists of intra-curricular learning and extracurricular learning.

- 1) Intra-curricular learning is based on the following principles:
 - a. The intra-curricular learning process is a learning process that deals with subjects in the curriculum structure and is carried out in class, school, and community.
 - b. The learning process in Elementary School/ Junior High School is based on the theme while in Junior High School, Senior High School, Skill Middle School based on the Learning Implementation Plan developed by the teacher.

The learning process is based on the principle of active student learning to master Basic Competencies and Core Competencies at a satisfying level.

Extracurricular learning

Extracurricular learning is an activity carried out for activities designed as activities outside of regularly scheduled learning activities every week. Extracurricular activities consist of compulsory and optional activities. Scouts is a compulsory extracurricular activity. Extracurricular activities are an integral part of the curriculum. Extracurricular activities function for:

- a. Develop students' interest in certain activities that cannot be carried out through ordinary classroom learning
- b. Develop skills that are primarily focused on leadership, social and human relations, and various life skills.

Extracurricular activities are carried out in the environment:

- 1) School
- 2) Society
- 3) Nature

Extracurricular activities must be assessed which results are used as supporting elements of intra-curricula activities.

Principles of 2013 Curriculum Development Curriculum development is based on the following principles:

- 1) The curriculum is not only a collection of subjects because subjects are only a source of learning material to achieve competence. On the basis of these principles the curriculum as a plan is a design for educational content that must be possessed by all students after completing their education in one unit or level of education, the curriculum as a process is the total learning experience of students in one unit or level of education to master the educational content designed in the plan, and learning outcomes are students' overall behavior in applying their acquisition in the community.
- 2) The curriculum is based on graduate competency standards set for one education unit, education level, and education program. In accordance with the Government's policy regarding 12-year compulsory education, the Graduates Competency Standard which is the basis for curriculum development is the ability that students must possess after attending the education process for 12 years. Besides that, in accordance with the functions and objectives of primary and secondary education levels as well as the functions and objectives of each education unit at each level of education, curriculum development is also based on the Competency Standards for graduates of basic and secondary education and the Competency Standards of education units.
- 3) The curriculum is based on a competency-based curriculum model. Competency-based curriculum model is characterized by the development of competencies in the form of attitudes, knowledge, thinking skills, psychomotor skills that are packaged in various subjects. Competencies that include knowledge are packaged specifically in one subject. Competencies including attitudes and skills are packaged specifically in each subject and are cross-subject, organized by taking into account the principles of reinforcement (horizontal organization) and sustainability (vertical organization) so as to fulfill the principle of accumulation in learning.

Curriculum Structure

The curriculum structure describes the conceptualization of curriculum content in the form of subjects, content / subject positions in the curriculum, distribution of content / subjects in the semester or year, learning load for subjects and learning load per week for each student. Curriculum structure is also an application of the concept of organization content in the learning system and organizing the burden of learning in the learning system. Organizing content in the learning system used for the upcoming curriculum is the semester system while organizing the learning burden in the learning system based on class hours per semester. The curriculum structure is also an overview of the application of curriculum principles regarding the position of a student in completing learning in a unit or level of education. In the curriculum structure, it describes the curriculum idea about a student's learning position, namely whether they have to complete all the subjects listed in the structure or the curriculum gives an opportunity for students to determine various choices. The curriculum structure consists of a number of subjects and learning load on each educational unit.

Implementation Phase

The implementation of thematic learning every day is carried out by using three stages of activities namely opening / preliminary activities, core activities, and closing activities.

a. Opening / preliminary activities

This activity is carried out primarily to create an early atmosphere of learning to encourage students to focus on being able to follow a good learning process. The nature of the opening activity is an activity to warm up. At this stage digging can be done on the child's experience about the theme to be presented. Some examples of activities that can be done are telling stories, physical / physical activities, and singing.

b. Core activities

In the core activities are focused on activities that aim to develop the ability to read, write and count. The presentation of learning materials is done using various strategies / methods that are varied and can be done classically, in small groups, or individually.

c. Final / Final Activities and Follow-up Activities

The nature of the closing activity is to calm down. Some examples of final activities that can be done are to conclude / reveal the results of the learning that has been done, storytelling, reading stories from books, pantonyms, moral messages, music / music appreciation.

2013 Curriculum Concept

The concept of the 2013 curriculum develops in line with the development of educational theory and practice, also varies according to the flow or theory of education adopted. What needs to get an explanation in curriculum theory is the concept of curriculum. It is only recently considered that it has appeared in the curriculum that was once used. There are three concepts in the 2013 curriculum, the curriculum as substance, as a system, and as a field of study.

The first concept, the curriculum is as a substance. The curriculum is seen as a plan of learning activities for students in the school, or as a set of goals to be achieved. A curriculum can also refer to a document that contains a formulation of goals, teaching materials, teaching and learning activities, schedule and evaluation. A curriculum can also be described as a written document as a result of agreement with the curriculum makers and education policy holders with the community. A curriculum can also include a certain scope, a school, a

district, province, or the whole country. This concept is actually not much different from previous curriculum concept, but in the 2013 curriculum, it is more focused on the quality of teachers as implementers in the field. This opinion was raised in a discussion about the 2013 Curriculum which was initiated by the Indonesian Student Association (PPI) of the Netherlands, in Utrecht, the Netherlands some time ago. "The quality of teachers needs to be considered, and teachers also cannot be lazy and stop learning," as reported by the Dutch PPI website, Monday (01/07/2013). According to the discussion participants, namely students and the Indonesian community in Utrecht, the Netherlands, the education system needs to prevent the occurrence of laziness of teachers due to those who have received certification. They assess, it would be nice if teacher certification is not made for a lifetime, but updated regularly like a driving license (SIM). That way, the teacher is always motivated to improve the quality regularly. One positive point conveyed by the discussion participants is the step of the government planning to re-create general guidebooks for students and the teaching guidelines for teachers are considered appropriate. They suggest, this book also contains links electronic (link) about various additional knowledge that teachers and students can get on the internet.

The second concepts, is the 2013's curriculum as a system, namely the curriculum system. The curriculum system is part of the schooling system, the education system, even the community system. A curriculum system includes personnel structures, and work procedures on how to develop a curriculum, implement, evaluate, and refine it. The results of a curriculum system are how to maintain the curriculum to remain dynamic. This concept can also be ascertained to change from the previous curriculum concept, because the discourse of curriculum change in the education system is indeed a natural thing, considering the development of human nature continues to experience change. Determining the new system, it is expected that policy makers should not just change, but should be first determine the framework, basic concepts and philosophical foundation that governs it.

The third concept, curriculum as a field of study namely the fields of curriculum study. This is the field of study of curriculum experts and education and teaching experts. The aim of the curriculum as a field of study is to develop knowledge about curriculum and curriculum systems. Those who explore the field of curriculum, learn concepts basic curriculum. Through literature and research various research and experiment activities, they find new things that can enrich and strengthen the field of curriculum study. The change of the KTSP curriculum to the 2013's curriculum is one of the efforts to renew after doing research for curriculum development according to the needs of the nation's children and or the younger generation.

2013 Curriculum Dimensions

The 2013's curriculum defines the Graduates Competency Standards (SKL) as they should, namely as a criterion regarding the qualifications of graduates' abilities that include attitudes, knowledge, and skills. The references and principles of the 2013's curriculum preparation refer to Article 23 of Law No.20 in 2003, which states that the preparation of the curriculum must pay attention to increasing faith and piety, increasing noble character, increasing the potential, intelligence, and interests of students, the diversity of regional and environmental potential. , regional and national development demands, the demands of the world of work, the development of science, technology, and art, religion, the dynamics of global development, and national unity and national values. Learning objectives are adapted to the national education goals stated in Article 3 of Law No.20 in 2013, namely: "The development of the potential of students to become faithful and fearful people of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and

responsible citizen. "Bases on the juridical foundation, learning outcomes can be categorized that must be achieved by students, namely as follows

Table 1. Dimensional 2013's Curriculum

Dimension	Description
Spiritual attitude	of Faith and cautious to God Almighty
Social Attitudes	Be noble, healthy, independent, democratic and responsible
Knowledge	Knowledge
Skilled	Creative and skills

Roadmap of dissertation research

This dissertation research aims to maintain the quality of education at 3 State Senior High Schools, more focused on the study of the 2013's curriculum policy implementation. Issues circulating among the public who say that the minister changes the curriculum. What is the readiness of stakeholders in schools, including: heads of education offices, principals, school committees, teachers, and student? For more details, see the framework in the picture below:

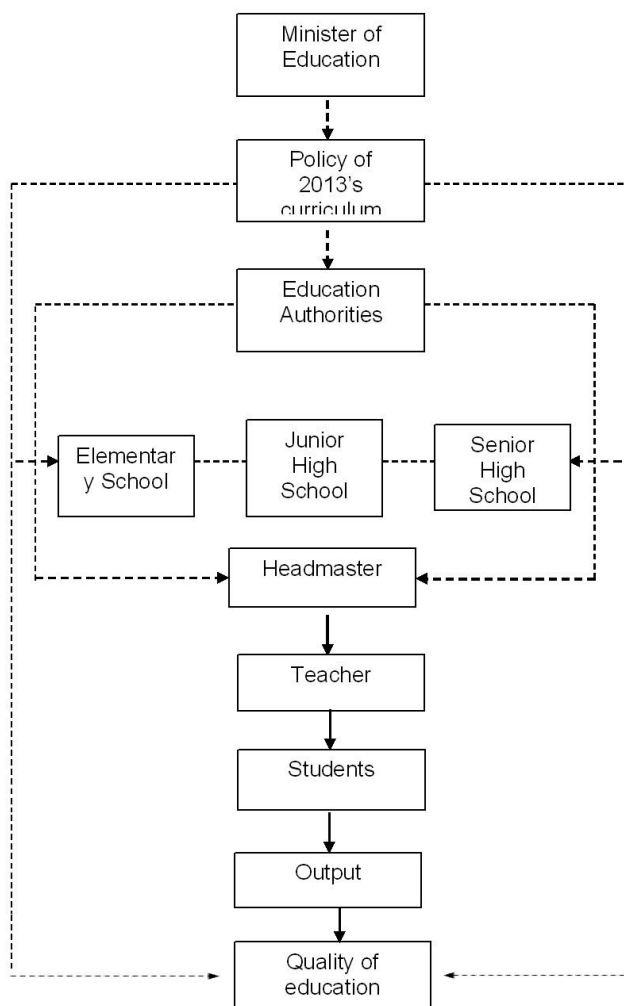


Figure 3: Framework for theoretical thinking formulation of the 2013 curriculum implementation

The picture above illustrates the theoretical framework of this research. Whereas with the implementation of the 2013's curriculum at 3 State Senior High School Semarang wasn't make the quality of education at 3 State Senior High Schools decrease. This lies in the readiness of the school principal which as the spearhead means the headmaster must master the school management properly and take formulation actions.

What should be taken in order to maintain the quality of school education Not only principals who contribute to the success or failure of a curriculum are teachers. The teacher is the main actor who makes the output of a student high or low. Teachers as the main actors play an important role in producing output that is appropriate or even parallel to schools that is abroad. For this reason there is always supervision for teachers in 3 State Senior High School Semarang. This is done to maintain the quality of education in schools. Actors who play the next role are students. From students can be seen, whether a curriculum is successful or not in maintaining the quality of education seen from the output indicators.

The assumption that arises from chapter 1 that even though at 3 State Senior High School Semarang high school can maintain the quality of its education with all kinds of curricula applications. However, there are still obstacles that exist in the field, including: the lack of costs for the professional development of teachers and education personnel and the development of school management and the lack of honorarium payments.

RESEARCH METHODS

1) Research Location

The location taken at 3 State Senior High School located in Semarang City. This school has always been the pilot project of the Education Office to always be used as an example by other schools, especially those in the City of Semarang.

2) Type of Research

This type of research uses qualitative descriptive method

3) Data collection techniques

Collect data by direct observation and interviews with existing stakeholders.

RESULT AND DISCUSSION

1. Quality assurance of education through the implementation of the 2013 curriculum at 3 State Senior High School Semarang

The implementation of the 2013 curriculum at 3 State Senior High Schools has been implemented since the enactment of the Minister of Education and Culture Regulation precisely on 15 July in 2013 or the beginning of the new school year. Whereas in the initial implementation of the curriculum implementation because of the minimal socialization to schools including in 3 State Senior High Schools Semarang, there had been confusion in implementing the implementation of the new curriculum. But all elements of the school realizes that the quality of education, especially at 3 State Senior High Schools Semarang, must be maintained so the school agrees to always carry out work program evaluations, every teacher remembers as the main actor in the implementation of the 2013's curriculum.

2. Factors that influence the success of the 2013 curriculum can guarantee the quality of education in schools at 3 State Senior High School Semarang.

According to Drs. Wiharto, M. Si, a factor that still guarantees the quality of education in 3 State Senior High Schools, among others: the role of actors namely principals, teachers, and

students who work together. In addition, adequate facilities and infrastructure are the role of the curriculum. For the role of the curriculum itself not so dominant in ensuring the quality of education means that the curriculum is changing naturally, making actors involved in learning anticipate it by strengthening the mental, knowledge and insight of educators. In addition, the role of the principal as the person in charge of the school is also very important. The ideal school management setting is a step to maintain the quality of education that exists. Ideal school management includes:

- a) Establishing healthy communication between actors, meaning that the information conveyed by the Education Office and related offices related to the principal conveyed in detail to all teachers who were the main actors in learning.
- b) The teacher is given a dispensation to continue school again, in order to improve the quality of Human Resources.
- c) The existence of periodic assessments (supervision) for all teachers at 3 State Senior High Schools Semarang.
- d) Establish communication with the school committee regarding the funds provided by the education office through boss funds. Transparent and accountable reporting is the main key. So that the lack of funds provided by the Education Office can be used to the maximum extent possible. Even though in reality there are still deficiencies in the field.

3. Quality assurance of good education at 3 State Senior High School Semarang The quality of education is very important to maintain the quality of a school.

Even though now the registration of new students must be in accordance with zoning but there are special conditions proposed by 3 State Senior High School Semarang that is a higher standard of value than other schools. In addition, for new students having achievements in the non-academic field is also taken into account. This is because the quality of education is maintained by the input of new students must be taken seriously.

4. Correlation of teachers and students in school quality assurance at Semarang 3 Public High School.

The initial hypothesis shows that there is a positive correlation between teachers and students in the context of education quality assurance. This is because the teacher is like the ship's captain who brings it to his destination. So a teacher must have insight and maintain the quality of its human resources. Viewed from the point of view of students is the input of new students' admissions. This will be very important when conducting the process of teaching and learning activities in the school environment.

CONCLUSION

- 1) Quality assurance of education through the implementation of the 2013 curriculum at 3 State Senior High School Semarang. Evaluation of the work program of each teacher remembers as the main actor in the implementation of the 2013 curriculum.
- 2) Factors that influence the success of the 2013 curriculum can guarantee the quality of education in schools at 3 State Senior High Schools Semarang, including:
 - a. Good communication between actors involved in education quality assurance includes: principals, teachers, students, school committees and school supervisors.
 - b. There is evaluation for teachers through periodic supervision.
 - c. Teachers are given the opportunity to upgrade higher sciences or in other words given compensation to continue their studies to the next level.

- 3) Good quality education assurance at 3 State Senior High Schools Semarang
The input of new students must be taken seriously, even though now the zoning system must pay attention to the quality of new students.
- 4) Correlation of teachers and students in school quality assurance at 3 State Senior High Schools Semarang.

There is a positive correlation between the teacher and students in the framework of education quality assurance. To produce quality student output, the curriculum is not a reference but a good collaboration between the principal, teacher and student. Teacher readiness, availability of facilities and infrastructure, the value of student input are the dominant factors of successful curriculum implementation. Although there are many other factors that can influence the success of implementing a curriculum. But at least these factors are directly correlated with the 2013 curriculum implementation.

REFERENCES

- [1] Frederickson, H., George, K., Smith, B., Christopher, W. L., & Michael, J. L. (2012).
- [2] Goodnow, F. (1900). *Politics and administration: A study in government*. New York: Russell and Rusell.
- [3] Loeloek, E. P., & Sofan, A. (2013). *Understanding guide to 2013 curriculum*. Jakarta: Pustakaraya Achievement.
- [4] Nana, S. S. (2000). *Curriculum development theory and practice*. Bandung: Teenagers Rosdakarya.
- [5] Simon, H. (1947). *Administrative behavior*. New York: There Free Press.
- [6] *The primary public administration theory (2nd Ed.)*. Colorado: Westview Press.
- [7] Waldo, D. (1946). *The administrative state*. San Francisco: Chandler.
- [8] Waldo, D. (1950). Trends in the theory of public administration. *Public administration review*, 10 (1), 61-68.
- [9] Waldo, D. (1955). *The study of public administration*. New York: Doubleday and company, inc.
- [10] Waldo, D. (1984). *The administrative state: A study of the political theory of American public administration*. New York: Holmes & Meier publisher, inc.
- [11] Wilson, J. Q. (1989). *Bureaucracy: What government agencies do and why they do it*. New York: Basic books.
- [12] Wilson, W. (1887). The study of administration. *Political science quarterly*, 2 (2), 197-222.