Curriculum Evaluation Model in Development Higher Education Curriculum

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Abstract

The curriculum evaluation model decides the direction in the evaluation process. The curriculum cannot be separated from the evaluation process. Evaluation provides progress and has an impact on the emergence of curriculum strengths and weaknesses. So that the evaluation can provide clarity and can be seen where the weaknesses and strengths of the curriculum. In evaluating the curriculum, it cannot be separated from what evaluation model is chosen in conducting the evaluation. Aspects such as the purpose, function, form, and model of curriculum evaluation become an important part in a curriculum evaluation and become a reference in evaluating curriculum development in higher education.

I. Introduction

Evaluation is an important part of educational progress. Curriculum evaluation has a great impact if it is continuously carried out on every component of the curriculum used. As the curriculum is designed with planning, monitoring, and evaluation stages, the same thing needs to be done in evaluation. Without an evaluation in the process of using the curriculum, users and stakeholders will not know how the conditions of the curriculum.

Evaluation is done by comparing the data in the field with the standard so that a picture that shows the actual situation compared to the standard is obtained. This evaluation model also allows researchers to be able to give consideration without having to make decisions. (Aini, S. et al. 2019)

Berman Hutahaean (Hutahaean, 2014) said that curriculum evaluation must be carried out comprehensively so that the desired goals are achieved optimally. Every curriculum development activity cannot be separated from the evaluation element so that the success of a curriculum can be achieved. With the evaluation of the curriculum to get a picture of the success of the curriculum as well as the advantages and disadvantages of the curriculum.

Development is a systematic and continuous effort made to realize something that is aspired. Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired. In addition, development is also very dependent on the availability of natural resource wealth. The availability of natural resources is one of the keys to economic growth in an area. (Shah, M. et al. 2020)

The implementation of curriculum evaluation also cannot be separated from what evaluation models will be used, these models can help develop evaluations and can explore problems that occur in the curriculum. That is why in the evaluation there needs to be careful consideration in order to determine the right evaluation model when conducting an

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evaluation. Rusman (Rusman, 2009) said that in the process of evaluating the curriculum, it is necessary to know the planning for the preparation of evaluations such as the history of evaluation developments, the role of evaluation, the purpose of evaluation, evaluation approaches, and what needs to be considered are curriculum evaluation models. In this discussion the author will discuss the curriculum evaluation model in the development of the higher education curriculum, through this discussion the world of education can be a reference for stakeholders in choosing a curriculum evaluation evaluation model.

II. Review of Literature

2.1. Definition of Curriculum Evaluation

Evaluation is an action or a process to be able to determine the value (Narkancana, 1986). Guba and Lincoln quoted from Vienna Sanjaya (Sanjaya, 2010) said that evaluation is a process of giving consideration to the value and meaning of something being considered (evaluation). And something that is considered can be in the form of people, objects, activities, circumstances or a certain entity. Evaluation can also be said that giving value to certain qualities and evaluation can also be seen as a process of planning and obtaining information (Syafnidawaty, 2020). So that it can be interpreted that evaluation is giving value, meaning, quality, and obtaining information in a plan that is considered good.

The curriculum according to Law Number 20 of 2003 in Article 1 Point 19 concerning the national education system says that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain education. In the Oxford dictionary it states that the curriculum is a subject in a study program or taught in schools (Hamdi, 2020). Zais said that the curriculum can be understood as a program of subjects, such as English, algebra, history, economics and others. (Hamdi, 2020). Another view also states that the curriculum is the content of certain subjects in the program or recorded information data in guiding students through the required notebooks and provided in the lesson plan. (Julaeha, 2019).

According to Hilda Talba (Hilda, 1962)argues that the curriculum usually contains a statement of specific goals and objectives; it denotes multiple choice and arrangement of content, manifesting certain patterns in learning and teaching, either because there is a purpose or the demands of the organization require it. And the end of the curriculum includes an evaluation program of the results.

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.(Wiji, Syaefudin, & Umi, 2021). WhereasAccording to Rusman, the view that the curriculum is all activities given to students under the responsibility of the school (all the activities that are provided of the students by the school (Rusman, 2009).

Meanwhile, the definition of curriculum can also be semantically grouped into three parts, namely traditional, modern, and present. The definition of the traditional curriculum is that all fields of study are taught in educational institutions, the modern curriculum states that the field of study is only a small part of the curriculum content, where the curriculum involves all student activities in order to get actual experience in the classroom, school, and also outside school, and all of this is under the responsibility of the school. While the understanding of the current curriculum is a system that includes, objectives, content, evaluation, all of which are attempted by the school in order to obtain the expected results inside or outside school.(Sulistyorini & Muhammad, 2016). So it can be concluded that

curriculum evaluation is the process of applying systematic scientific procedures to assess the design, implementation, and effectiveness of a program (Adnan, 2017).

III. Research Method

3.1 Curriculum Evaluation Objectives

The purpose of curriculum evaluation is to reveal the process of implementing the curriculum as a whole, in terms of various aspects. The performance indicators evaluated are effectiveness, efficiency, relevance, and program feasibility. Curriculum evaluation has the aim of revealing a comprehensive curriculum implementation process from several aspects of curriculum evaluation. Ibrahim and Masitoh (Ibrahim & Masitoh) provide evaluation objectives in the curriculum, namely:

1. Program Repair

   The role of evaluation in this section is constructive, in this section the information from the evaluation results is used as an improvement if needed in the curriculum program that is being developed. In this section, evaluation is seen as a factor that allows the achievement of optimal development results from the results of curriculum development to be implemented.

2. Accountability to Various Parties

   Curriculum evaluation must be in the form of accountable reports from curriculum developers to the government, parents, implementing education units, the community, and various parties who participate in curriculum development.

3. Determination of Follow-up on Development Results

   Curriculum development must continue to be followed up and evaluated in order to answer the possibility of follow-up from the evaluation. There are two possible follow-up evaluations of curriculum development.

   1. Will the new curriculum be disseminated or not into the existing system?
   2. Under what conditions and in what ways will the new curriculum be disseminated into the existing system? (Rusman, 2009).

   In accounting for the results that have been achieved, curriculum developers need to conduct an evaluation in order to overcome all the problems of weaknesses in the evaluation of curriculum development Hamid Hasan (Hasan, 2009) provides four objectives of curriculum evaluation as follows:

1. Provide information on the implementation and development of a curriculum as input for decision making
2. Determining the level of success and failure of a curriculum
3. Develop various alternative problem solving that can be used in efforts to improve the curriculum
4. Understand and explain the characteristics of a curriculum and the implementation of a curriculum

3.2 Curriculum Evaluation Function

Evaluation is very necessary in the world of formal education. With the evaluation of everything in the object of education, including the teacher, they will understand that the implementation of learning is closely related to their performance as a teacher. The following is a function of curriculum evaluation in the world of education which the author quotes from Wina Sanjaya (Sanjaya, 2010):

1. As feedback for students
2. As a tool to know how much achievement students achieve the goals that have been set.

3. In order to provide information as a reference in developing curriculum programs
4. As a basis for students to be able to decide their future field of work and in their future career development.
5. The curriculum must be developed according to the plan to be achieved.
6. To provide feedback for interested parties in schools, including parents, educators, curriculum developers, universities, graduate users, education policy makers and the community.

Tyler mentions that curriculum evaluation is part of improving the curriculum. Meanwhile, Cronbach stated that curriculum evaluation is to provide assistance in improving the curriculum and giving awards. For Cronbach, the function of curriculum evaluation needs to be improved in order to be able to reward existing programs(Apliliani, 2016).

3.3 Forms of Implementation of Curriculum Evaluation
There are two forms of curriculum implementation described by Isna Hanifa (Hanifah, 2014) namely formative assessment (Monitoring) and Summative Assessment.
1. Formative Assessment
This activity is carried out on the implementation of the curriculum with the intention of knowing to what extent the curriculum is implemented and what problems are felt in the implementation of the curriculum. The following are some forms of formative assessment.
a. This form of implementation is carried out during a program
b. This form has the aim of improving weaknesses in the implementation of a program
c. It is carried out continuously so that it is carried out objectively and comprehensively
d. Existing results must be immediately compiled and can be used in the next program
e. Using assessment tools: observation, interview, test
f. Assessors: teachers, head of education and training, supervisors, special assessment team
g. The aspects assessed are: implementation of teaching, assessment, guidance, administration of the use of learning resources, educational facilities.
2. Summative Assessment
a. Executed after the completion of a program
b. The main purpose is to assess the success of a program seen from the predetermined goals
c. The aspect that is assessed is the product, or the result of the program.

While Muhammad Ali (Ali, 2009) said that formative evaluation is an evaluation that should be carried out with the aim of making improvements. Formative evaluation should be carried out on all subjects in each program. And summative evaluation is carried out so that it can be seen how successful the curriculum is implemented.

3.4 Curriculum Evaluation Models
The following are evaluation models that can be used in evaluating the curriculum.
1. CIPP Model
The CIPP model is a mode developed by Daniel Stufelbearn which has several coverage points, the following are four scopes that the author quotes from Rianto Yatim (Orphan, 2006) that is:

a. Context is an assessment that is related to the needs of students by using a variety of descriptive and comparative properties and making a conclusion to determine goals in various educational programs.

b. Input or input is expected to provide information by using sources in order to achieve a goal. These sources of information are able to provide strategies in making decisions to design and select procedures in order to achieve the objectives of the program.

c. The assessment process is carried out if the program is in progress so that it has an impact on the activities carried out. Through the assessment process we come to understand what the shortcomings of the existing learning design are. Assessment also serves to help difficulties in decision making.

d. Product assessment is an effort to measure the achievement of the program being implemented. The assessment is carried out because there is a comparison between expectations and results so as to get results whether the program will be continued or not.

2. Quantitative Evaluation Model

This evaluation model is a model that uses quantitative processes in collecting data. This evaluation model also always emphasizes the importance of using quantitative methodologies and the use of tests. The quantitative model does not use a process approach in developing evaluations. The evaluation model also focuses on the dimensions of the curriculum as learning outcomes. This dimension is the criteria of the quantitative model (Adnan, 2017).

3. Multivariate Mixed Model

This evaluation model prioritizes strategies to allow comparisons of the curriculum and measure the success rate of the curriculum based on the specific criteria of each curriculum (Sukmadinata, 2000).

4. Illumination Model

This evaluation is part of a study on the implementation of the program, the influence of environmental factors, the goodness and weakness of the program, and the influence of the program on the development of learning outcomes. Hamid says(Hamdi, 2020)In evaluation activities, this model is always used in several ways, namely: using a procedure called progressive focusing with several steps, such as orientation, with the main steps of orientation, more focused observations, and causal analysis. As well as being open and flexible. The evaluation technique also includes observation, interviews, document analysis questionnaires and also includes tests.

5. Innovative Curriculum Program Evaluation Model)

The EPIC model is an evaluation model that describes the entire evaluation program. According to Nana, which the author quoted fromPardomuan NJM Sinambela (Sinambela, 2010) If you look at the evaluation form of this model in a cube, you will see three cube fields. The first field is behavior, or behavior that is the target of education which includes cognitive and psychomotor. In addition, there are also instructions or teaching which includes organization, content method, facilities and cost. And the last field is institutional which includes students, teachers, administrators, educational specialists, family and community.

6. Educational System Evaluation

This evaluation compares performance on each criterion, ending with a description and a judgment. The results of this evaluation will be concluded and refined after that it will be inputted and will be re-evaluated with a broader meaning. Rusman(Rusman, 2009) provides some of the more commonly used evaluation approaches:

a. Comparing performance in each program dimension with internal criteria

b. Comparing program performance using external criteria, namely the performance of other programs

c. Evaluation techniques include tests, observations, interviews, questionnaires, and document analysis.

7. Model Black Tyler

This evaluation model is built on two basics, namely: evaluation is directed at the behavior of students. This evaluation is carried out before and after the implementation of the curriculum. Referring to these two principles, this model aims to evaluate the curriculum to focus on the learning dimension only. As for the implementation of Tyler's evaluation model, which the author quotes from:(Adnan, 2017)these are:

a. Determine the objectives of the curriculum being evaluated. The curriculum goal referred to by Tyler is a model of behavioral goals.

b. Determine the situation of a student how he can show his behavior that has a relationship with the goal. This evaluation also expects that special attention is needed for the learning process that occurs in the learning outcomes that have been designed through the curriculum.

c. It is necessary to determine the evaluation tool that will be used in measuring student behavior. The evaluation tool can be in the form of tests, such as observations, questionnaires, interview guides.

Tyler's model has advantages and disadvantages, namely, sometimes this model is not in line with education because this model is too focused on learning outcomes. So this model often ignores the learning process. Because, if the evaluation ignores the learning process and focuses on the learning process, it means ignoring the curriculum components. While the advantages of this model is its simplicity.

The next model is the curriculum evaluation model which the author quotes from Mukhneri (Mukhneri, 2010):

1. Research Model Evaluation

This evaluation model tends to always refer to a theory and in the evaluation it uses psychological test methods and field experimental tests.

a. Psychological tests or psychomotor tests, usually known to have two tests, namely intelligence tests and learning outcomes tests.

b. The field experiment, this evaluation method is usually carried out in agricultural research. Although this method is used for research, this model is also widely used in education.

2. Objective model evaluation

This evaluation model uses elements of a multivariate mixed approach. This evaluation also measures the criteria for each curriculum so that these two approaches allow for a comparison of more than one curriculum.

IV. Conclusion

Evaluation of the higher education curriculum needs to be done using various existing approaches. Evaluation is important to do because evaluation has long been and has an important role in the progress of the world of higher education. If there is no evaluation of the curriculum, curriculum users will not know what are the weaknesses and strengths of the curriculum. The evaluation process must be carried out so that the implementation of the curriculum can run optimally. Curriculum stakeholders can find out how the development of the curriculum is being implemented. Through curriculum evaluation, universities as curriculum users can make improvements in order to achieve the goals of higher education that have been made and set to be effective for use.

Evaluation of the curriculum is inseparable from the evaluation models that will be used. Several evaluation models in the discussion above can be used in the evaluation process. Some of the evaluation models above that the author includes are some of the models closest to the curriculum evaluation model, although there are also many other models that the author has not discussed.

The curriculum evaluation model plays an important role in the evaluation process that will be carried out. The results of the evaluation can be used by stakeholders in higher education to develop the education system that is run.

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