

Evaluation and Development of Educational Curriculum Implementation

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ABSTRAK

In curriculum evaluation, monitoring the implementation of the curriculum is also important to identify problems that appeared when the curriculum is implemented. Through monitoring carried out in a planned and continually, it is expected that the obstacles that arise and hinder the implementation of the curriculum immediately will be recognized, and could be formulate an alternative solutions to the problems might be done. Curriculum development is a process that include activities to carry out evaluation experiments, so that the shortcomings found can be corrected for a better results. Evaluation of curriculum preparation and its design is challenging and complicated, and does not have the same criteria.

1. Introduction

Curriculum is *a collection of lessons and assessments that a will be taught in an educational institution* that will be monitored and controlled so that the curriculum run by following program set curriculum seen from three dimensions, as science, a system and as a plan. In curriculum evaluation, monitoring the implementation of the curriculum is also important to identify problems that appeared when the curriculum is implemented. Through monitoring carried out in a planned and continuous manner, it is expected the obstacles were arised and hindered the implementation of the curriculum thus be recognized and could be formulate an alternative solutions for the problems might be done. Continually it developed and be maintaining or controlling. Therefore would be effective and efficient. Evaluation is an important instrument that serves to collect data, provide the considerations and make decisions based on data and information from the object being evaluated.

In curriculum development, evaluation is necessary considering it use to improve and provide input for further curriculum development in accordance with developments and needs in education sector. Evaluation function is not to provide absolute judgement and negative correction, inasmuch as to provide positive input so that the curriculum would be in line with the needs and development of the times. With the evaluation of the curriculum in the field of education, the position of evaluation curriculum has an important position in the curriculum development process. For this reason, this paper will discuss the position of evaluation in curriculum development.

Basicly a curriculum determined by the teacher (educational person). Teachers' participate in compiling the curriculum, set it to develop a research or provide an input to the curriculum development committee. Every procedures are taken in curriculum development, teachers has play an important role, in fact the particular teachers are an important element such

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as determines the success or failure of curriculum implementation in an institution. education (school). Teachers are actively involved in implementation with students. The teacher determines about teaching topics, the materials, what instruments chosen and used and evaluate the results of curriculum implementation. In a learning process, the component that determines the success of a process is evaluation. Through evaluation people will notice the conveyency of learning or educational goals or a program could be achieved in line with the desired goals.

Evaluation is one of the common thing particularly must be carried out in education and learning activities. Through evaluation, we will achieve the development of learning outcomes, intelligence, special talents, interests, social relationships, attitudes and personality of students or learners and the success of a program.

2. Discussion

A. Definition of Evaluation

Evaluation is an activity or process to assess something. To be able to determine the value of something that being assessed, measurement is carried out and the form of measurement and acknowledge as a test.

Recognizing the evaluation itself, we able to make an assessment of the procedures, techniques, and materials being evaluated, in order to these three issues the results of the evaluation carried out, both regarding validity, reliability significance (trust) and objectivity (Bandung: sinar baru, 1992). In addition, the reason of the impact of educational outcomes is not only based on students, or schools, the assessment should not only be carried out by schools, but also by the users of graduates. In general conceivable on two things, specifically:

1. Evaluation of the curriculum process
2. Evaluation of curriculum outcomes

The aim of the process evaluation is to assess the addition of curriculum will provide learning experiences in line with the objectives set. Meanwhile, the results aim is to assess in case with the learning outcomes achieved by students are in line with the objectives.

An evaluation process in implementation probably to be carried out using the principles of assessment principles (research). The types of assessment could be set here are mainly action assessment and evaluation assessment. Normally, research is conducted by experts to seek feedback from a curriculum process. While those related to routine teacher tasks can evaluate the results, which can be used as feedback.

B. Principles of Curriculum Evaluation

The implementation of the assessment is showed to determine the students' ability accomplish the goals set. The goal is the reference of a number of components, both material components, methods and evaluation. Thus whether the goal is fully achieved or not, then all materials become the basis for evaluation (Saiful Arif 2009).

Based on the explanations, in conducting curriculum evaluation it is necessary to adhere to the following principles:

- a. Evaluation refers to the goal
- b. Evaluation is comprehensive or thoroughly
- c. Evaluation is carried out objectively. (Ali, M., 1992)

1. Objectives as a reference in evaluation

Objectives as a reference demand to formulate in advance therefore clearly describe what is to be achieved. Here a more in-depth study of the cognitive, affective and psychomotor forms or levels of the taxonomy is required. Another principle of using objectives as a reference in evaluation is that the formulation must be able to describe the form of effort that can be regulated. The main emphasis in determining the goals in evaluation is largely determined by the form of curriculum that is applied, certainly in the form of subject off target different from activity or life curriculum

2. All Materials Must Be Covered in the Evaluation

If the goal determines the spreading and amount of material, the result will contain of material that must be assessed in order to achieve the goal. There are two kinds of possibilities, first we have to evaluate with as many items as possible or quantitatively, certainly this will take a long time second, samples can be taken: if we use samples as a basis for conducting a

comprehensive evaluation, certain techniques are needed, it can be done by first making an evaluation grid. Only then is the evaluation instrument made. (Rahmat Raharjo 2013)

3. Actual Results Are the Basis of Study

Evaluation results must be able to describe the actual state of the results achieved. By recognizing the results of everything surely be known as aspects of the weaknesses and strengthen of the curriculum implemented, in addition to the ability of the students themselves. In order for the evaluation results to be meaningful for the above purposes, objectivity needs to be considered and held. This objectivity means that the evaluation has be carried out as well as possible, without any external influence from the teacher or student factor itself.

C. Forms of Curriculum Evaluation Implementation

Comprehending from the implementation and objectivity, curriculum evaluation can be divided into two types, particularly:

1. Formative evaluation, is evaluation that has been carried out during the curriculum which used with the aim of becoming the basis for improvement. This evaluation can be carried out on the implementation of program packages or individual subjects of a curriculum or the implementation of the curriculum as a whole.
2. Summative evaluation is an evaluation carried out at the end of the implementation of a curriculum, such as the evaluation of the elementary school curriculum carried out after the implementation of the curriculum.

By completed (Six years education) the curriculum was implemented, with the aim of knowing the success of the implementation of the curriculum.

In carrying out curriculum evaluation, several techniques are needed, among others, as follows:

1. Non-test techniques
 Non-test techniques generally use as:
 - a. interview
 - b. questionnaire
 - c. observation
 - d. check list
 - e. rating scale
 Non-test forms are widely used in conducting evaluation for both formative and summative purposes.
2. Test technique
 This technique is usually used to assess curriculum outcomes or products, in the form of student learning outcomes. Tests can be done in three ways, namely:
 - a. oral tests that are done verbally
 - b. action tests are tests that are carried out with answers that use an actions behaviour
 - c. written or written tests are carried out in writing both the question and the answer. This technique has clear uses. (Oemar Hamalik 2008),

D. Evaluation and Curriculum Development

A scholar argues that curriculum evaluation should occur at least twice, specifically the beginning and end of curriculum development, in order to measure changes in that time period. However, he also argues that this should be carried out successively throughout the curriculum development process which consists of four stages, namely determining educational objectives, selecting learning experiences, organising learning experiences, and evaluating effective learning.

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Curriculum development is a process that includes activities to carry out evaluation experiments, so that deficiencies found can be corrected for better results. Evaluation of curriculum development and design is very difficult and complicated, and does not have the same criteria. To develop the function and meaning of curriculum evaluation for curriculum development there are four circumstances that must be avoided, namely:

1. If there is no evaluation design in any case in the curriculum design, it does not need to be implemented.
2. If in the evaluation process there is a deviation of the evaluation objectives.
3. If there is a disregard for existing evaluation conclusions and judgements.
4. Evaluation is often used as a instrument for students which actually has to generate trust from Students (Arief Furchan 2005).

3. Conclusion

Educational program assessment or curriculum assessment involves to assessing educational objectives, content, program implementation strategies, and educational facilities. Curriculum evaluation is basically a process to check the validity of the curriculum that has to be implemented.

Evaluation is an organized activity to determine the state of an object by using instrument and the results are compared with a benchmark to obtain a conclusion. Meanwhile, when talking about learning, learning evaluation is a systematic, sustainable and comprehensive process or activity in the context of controlling, guaranteeing and determining the quality (value and meaning) of learning on various learning components, based on certain considerations and criteria, as a form of teacher accountability in carrying out learning.

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