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Evaluation of Mathematics Education Curriculum in Terms of Product on the Context, Input, Process, and Product Model

Stevi Natalia
Department of Mathematics Education, Universitas Pendidikan Indonesia, Universitas Kristen Indonesia, stevi.natalia@uki.ac.id

Santri Chintia Purba
Department of Mathematics Education, Universitas Kristen Indonesia, santri.purba@uki.ac.id

Darhim
Department of Mathematics Education, Universitas Pendidikan Indonesia, darhim_55@yahoo.com

Gita Meylisa Yolanda
Department of Mathematics Education, Universitas Kristen Indonesia, 1613150013@ms.uki.ac.id

ABSTRACT

This research aims to reveal the results of curriculum evaluations that refer to the Indonesian National Qualifications Framework. The assessment form uses the context, input, process, and product model, but this paper will only examine the product section analysis. This research is evaluation research with a qualitative approach. Data collection techniques used observation, questionnaires, and interviews, then validated using triangulation, namely methods, sources, and expert group discussion forums. This study was analyzed using the Miles and Huberman model, including data reduction, presentation, and conclusions. The results of the product section evaluation are as follows 1). The learning achievement of 3 aspects successfully achieved cognitive by 75%, practical at 75.51%, and psychomotor at 74.12%. 2). 99% of students have a Semester Grade Point Average that meets the criteria, and 3). 85.8% of graduates managed to get jobs according to the curriculum.

Keywords: *Qualification, Framework, Evaluation, Product*

ABSTRAK

Penelitian ini bertujuan untuk mengungkap hasil evaluasi kurikulum yang mengacu pada Kerangka Kualifikasi Nasional Indonesia. Bentuk evaluasi dilakukan dengan menggunakan model CIPP yaitu context, input, process, dan product, namun pada tulisan ini hanya akan mengkaji analisis bagian product. Penelitian ini merupakan penelitian evaluasi dengan pendekatan kualitatif. Teknik pengumpulan data menggunakan observasi, angket dan wawancara lalu divalidasi menggunakan triangulasi metode, sumber dan forum group discussion ahli. Penelitian ini dianalisis dengan menggunakan model Miles dan Huberman yakni memuat reduksi data, penyajian data, dan penarikan kesimpulan. Adapun hasil dari evaluasi bagian produk adalah 1). Capaian pembelajaran yang ditinjau dari 3 aspek yaitu berhasil mencapai kognitif sebesar 75%, afektif 75, 51% dan psikomotorik sebesar 74,12%. 2). 99% mahasiswa memiliki Indeks Prestasi Semester (IPS) yang memenuhi kriteria, dan 3). 85,8% lulusan berhasil mendapat pekerjaan yang sesuai kurikulum.

Kata Kunci: Kualifikasi, Kerangka Kerja, Evaluasi, Produk.

INTRODUCTION

Globalization competition in the world of work is getting tougher, supported by the progress and development of science and technology, but not by the availability of jobs, especially in Indonesia. Based on data obtained from the Center Agency of Statistics (BPS) for 2020 regarding the number of unemployed in Indonesia, there has been an increase in the number of unemployed in Indonesia from 5.30%, having fallen in 2019 to 5.23% but increased considerably in 2020, namely 7.07 %. Lift 7.07% is 9.77 million people—an increase of 2.67 million compared to August 2019.

Development needs to be carried out, especially in the education sector, namely applying curriculum standards referring to the Indonesian National Qualifications Framework.

Figure 1: Data on Unemployment 2018-2020 (Kompas, 2020)

Within the Indonesian National Qualifications Framework curriculum, learning outcomes are abilities acquired through internalizing knowledge, attitudes, skills, competencies, and work experience accumulation. Furthermore, in the formulation of learning outcomes, there are Graduate Competency Standards which are the minimum criteria regarding the qualifications that students/graduates must have, including attitudes, knowledge, and skills. Therefore, a strategy is needed to implement the learning process to achieve the learning objectives. The learning process is a portrait of education as a whole because the quality of education can be seen from the learning process.

Curriculum changes are a set of activities that must be carried out in response to the development of science and technology, the needs of the community, as well as the needs of graduates (Oviyanti, et al., 2020). Curriculum theory can be viewed from two main functions, namely: (1) as a tool and intellectual activity to understand the learning experiences of students in the learning process assisted by other social science disciplines; (2) As a strategy or method to achieve educational goals based on empirical data (Ulfa & Yulianto, 2019).

The KKNI's curriculum aims to reduce the gap between the competencies needed by the world of work and the quality of graduates of an educational institution. This synchronization impacts absorbing labor effectively and by their respective fields and having the expected competencies (Waseso & Hidayat, 2017). The existence of the KKNI is carried out in the context of providing recognition of work competencies in accordance with the work structure in various sectors which is at the same time a manifestation of the quality and identity of the Indonesian Nation (Umriana, 2020). KKNI is a competency qualification selection framework that can equalize and integrate education, work training, and work experience to provide recognition of work competencies in accordance with the work structure in various sectors (Arifiyanti & Suparno, 2019). This KKNI has been elaborated into 9 qualifications started from first qualification as the lowest and ninth as the highest (Sitepu & Simanjuntak, 2021).

The KKNI curriculum is a frame of reference that is used as a measure in recognizing educational strata (Azhar, 2020). The existence of the KKNI's curriculum can also make it easier for tertiary institutions to determine the outcome goals of student achievements during the learning process (Nuhayati, Rokhimawan, & Putri, 2021). The KKNI curriculum requires students to go directly into the real world / field (Sibarani, 2021). In KKNI perspective, every study program is required to clarify the profile of graduates expected through tracer studies, feasibility studies and analysis study of needs of the community (Fauzan & Latip, 2015) .

Quality, relevance, and competence are three aspects of higher education that are interrelated and directly contribute to increasing the nation's competitiveness in human resources. The increasingly tight competition for job seekers from university graduates in Indonesia demands the attention of higher education providers always to make curriculum adjustments. Increasing the relevance of this education should be the goal of continuous quality improvement as part of an overall higher education quality assurance system.

According to Brojonegoro (2001), Program policies to improve education quality and relevance include four aspects: curriculum, academic staff, educational facilities, and leadership of academic units. Continuous curriculum development at all levels of education comprises (1) developing a primary education curriculum that can provide essential skills evenly accompanied by strengthening local content; (2) integrating generic skills in the curriculum that provide adaptive abilities covering four groups of skills, namely: self-management, communication, managing people and tasks, and carrying out innovation and change; (3) developing study programs, departments and faculties in tertiary institutions based on a feasibility study; (4) increasing the relevance of vocational education, higher education, and non-formal education according to the needs of the world of work; and (5) develop exemplary education (Tritjahjo & Setyorini, 2005).

Academically mathematics teachers are said to be competent in their fields because they have learned a lot in the learning process and teaching practice in the area. However, reality shows that not all mathematics teachers are like that, many cases occur in the learning process where a mathematics teacher masters the subject matter but they have difficulty conveying the material to their students. On the other hand, there are math teachers who master the subject matter so that their students can easily understand the subject matter. There are also math teachers considered competent by other teachers, but their students find it challenging to know when teaching in class.

Teacher competence is related to the teacher's ability to teach, guide, and provide a living example to students. Teachers must be genuinely competent and highly committed to their profession. This competency is the embodiment of the educational philosophy and principles put forward by Dewantara, which includes Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, and Tut Wuri Handayani.

Evaluation is carried out for two purposes, namely the measure of accountability and the implementation feedback curve. Educational evaluation is a broad term with aspects that start through the planning and evaluation process, from various stakeholders (Nursetiawati, Siregar, & Josua, 2021). Evaluation is carried out for two purposes, namely the measure of accountability and the implementation feedback curve (Qolik, et al., 2021). Through periodic evaluations of the

curriculum, each tertiary institution strives to have certain advantages that are sold to national and international public audiences (Basit, Alfi, & Widodo, 2022). One of the prerequisites for an effective educational program is the mechanism of the process, i.e., assessment, instruction methods, supervision, opportunities, and involvement of students in practical activities. An effective mechanism of the process enhances the efficacy of the educational program and students' interest in learning (Iqbal, Khan, & Wadood, 2022). Learning evaluation aims to determine the effectiveness of the learning process (Sukardi, 2009) includes keeping track, checking up, finding-out, summing-up (Sutikno, 2013) and giving feedback as a basis for improving the learning process (Hasanudin, Wagiran, & Subyantoro, 2021).

Evaluation is part of daily human activities (Sanusi, Maulana, & Sabarno, 2021). One of the benefits of program evaluation is to continue the program that has been implemented (Aviaturrosyiah, Saudah, & Jennah, 2022). The future of education will rapidly change, so it is required to prepare quality, collaborative and responsible human resources. (Oktapiani, Sutiono, & Choli, 2022). Evaluation results can recommend program potential and resources to be implemented in the curriculum or syllabus in the next program or other programs. (Halim, Suseno, & Setiadi, 2022).

Therefore, it is necessary to research to examine aspects of the curriculum, namely in curriculum evaluation studies. The CIPP model is used in this evaluation research to make the evaluation comprehensive, from context to product evaluation. This evaluation aims to ensure graduates have teacher qualifications and competencies by Law Number 14 of 2005. Moreover, the quality of education in schools today still varies, and problems related to the quality of education in schools are often associated with the teacher as the person in charge.

In this case, curriculum evaluation aims to determine the effectiveness and efficiency of the learning process in implementing the curriculum to determine whether the resulting output meets the graduate qualifications according to the Indonesian National Qualifications Framework. The results of this study can be used as recommendations and material for consideration in preparing the curriculum for mathematics teacher-producing institutions.

METHOD

This type of research is evaluation research. Evaluation research is research that is used to select or make decisions. The evaluation assesses whether a program, policy, or program has been appropriately implemented. This research can determine an activity's benefits or uses, contributions, and feasibility. The evaluation process must be carried out comprehensively so that the results can be used to determine a program's quality (Stufflebeam & Coryn, 2014). This means that an evaluation is made as a whole to assess the supporting elements of a program, in this case, the curriculum (Siregar et al., 2019). Naser (Naser, 2022) elaborated that the CIPP model is also used to evaluate the quality of education in schools. Evaluation of the CIPP model can be used for decision making (formative role) and presentation of accountability information (summative role) (Kaniawulan & Yusuf, 2022).

Ratu (2016) states that evaluation research is divided into two types: formative and summative. Formative evaluation research emphasizes the process so that the results of this type of evaluation research are used to get feedback from an activity in the form of a process. This type of evaluation can be used to improve the quality of a program or product. Examples of this type of research to evaluate teaching and learning processes and analysis to evaluate teacher certification processes. Meanwhile, summative evaluation research emphasizes the effectiveness of achieving specific product programs. An example of this type of research is research on the results of a policy, such as program effectiveness, link and match policies, and learning outcomes using specific methods. Based on the explanation above, this research is summative evaluation research because it evaluates the achievement of the Mathematics Education curriculum of the Faculty of Teacher Training and Education, Universitas Kristen Indonesia.

Model of Evaluation

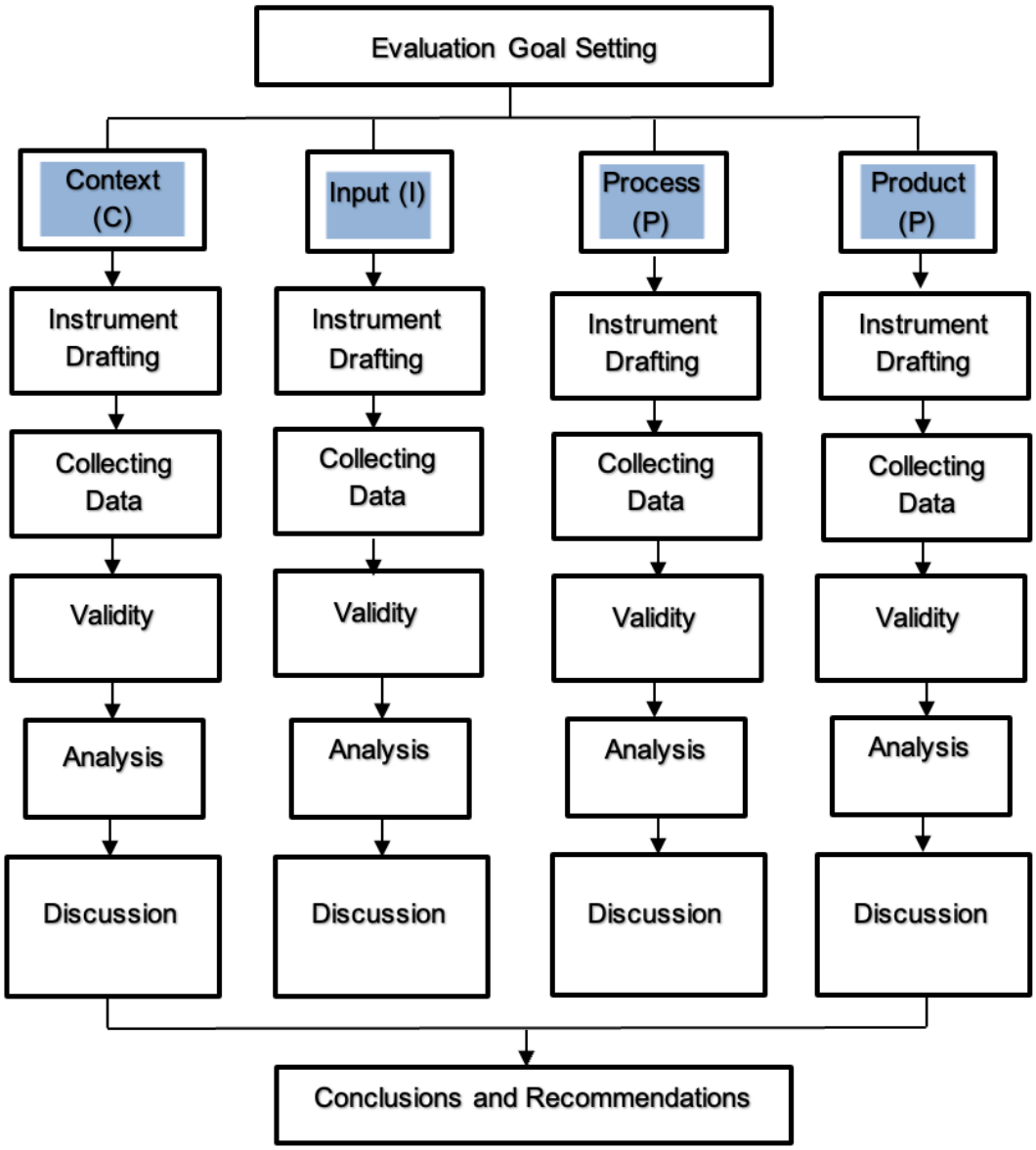

Figure 2. The Steps of Context, Input, Process, and Product Model

The evaluation research model is the Context, Input, Process, and Product (CIPP) model that Daniel Stufflebeam and their friends developed. The CIPP model evaluation consists of 4 components: context, input, process, and product (Stufflebeam, 2000). The advantage of this model is that it provides a comprehensive study of an object being observed. CIPP's evaluation model is decision-making oriented.

Design of Evaluation

The design of the evaluation research model in the curriculum of the Indonesian National Qualifications Framework Study Program Mathematics Education Faculty of Teacher Training and Education Faculty of Teacher Training and Education is described as follows: starting from setting evaluation objectives by research objectives and in terms of the CIPP section, then proceed with preparing instruments to find answers to research questions.

Figure 2 shows that curriculum evaluation can be done from 4 aspects: Context, Input, Process, and Product (CIPP). Context or context means evaluating the suitability of policies, regulations, and principles that apply to implementation. Input or input means to assess the background and information of lecturers and students of Mathematics education study programs. Process or process, namely evaluating the suitability of the teaching and learning process carried out, and finally, the product or product evaluates the achievement of graduates against the curriculum program that has been carried out. However, this paper only describes the research stages at the Product stage in the CIPP model, as seen in Table 1.

Table 1. Indicator of evaluation Product

NO	Product Evaluation
1	Student academic grades
2	Analysis of the achievement of Graduate Learning Outcomes
3	Graduate profile, whether by graduates of the Mathematics
4	Education Study Program

Data Collection and Triangulation

Data collection was carried out through interviews, questionnaires, and document studies. The process of filling out this questionnaire took about three weeks. Then it was followed by discussions to dig deeper into the questionnaire data and to see the consistency of the answers from the research subjects. This was also done to fulfill the validity of the data using the triangulation method. After obtaining the questionnaire data and interviews, a source triangulation step was carried out for lecturers and students. So, this study conducted two forms of triangulation: method and source triangulation. At the Product stage, data collection is done by giving questionnaires, collecting valuable data, and studying tracer data. The questionnaire contains a list, of course, of learning achievements to obtain student learning achievement scores. This was validated again by the grades given by the supervisors and by looking at the qualifications of graduates who graduated from the curriculum being evaluated.

Data Analysis

Data analysis was carried out by following the Miles and Huberman (1994) model. Data is analyzed continuously and stops when it has found a saturation point from the answer to the phenomenon being explored. The steps taken in analyzing the data are data reduction, which is to sort the data from all the data obtained. At this stage, the data is reduced by selecting data that meets the research topic's needs. The next stage of presenting the data is the researcher's efforts to show the truth of the data obtained, and the last is concluding.

RESULT AND DISCUSSION

Based on the research results, including interviews, documentation studies, and questionnaires. So in this study, describing the results of the research that will be explained based on the Product stage in the CIPP evaluation, such as

Student learning outcomes

Based on the results of data collected by researchers from all active student respondents in the Study Program Mathematics Education Faculty of Teacher Training and Education Universitas Kristen Indonesia regarding the achievement of student learning outcomes. Students experience an increase in 3 aspects of learning outcomes, namely cognitive, affective, and psychomotor, as seen in Figure 3.

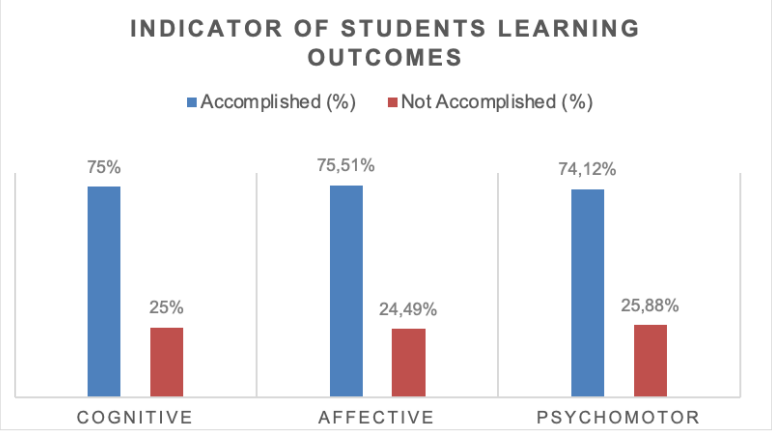

Figure 3. Indicator of student learning outcomes

Based on the questionnaire results for all students and all courses in Figure 3, students experienced increased knowledge and thinking competence. There is a value of the respondent's achievement level, which is 75% which is included in the excellent category. This shows that the criteria for student learning achievement from a cognitive perspective are met by 75%. In the affective aspect, students experience increased attitude competencies such as time discipline, cooperation, helping, and other Universitas Kristen Indonesia values. A respondent's achievement level value of 75.51% is included in the excellent category. This shows that the criteria for student learning achievement in terms of affective are met by 75.51%. Likewise, in the psychomotor aspect, students experience increased skills according to the science of the subject. A respondent achievement level

value of 74.12% is included in the excellent category. This shows that the criteria for student learning outcomes in terms of psychomotor are met by 74.12%.

Grade Point Average

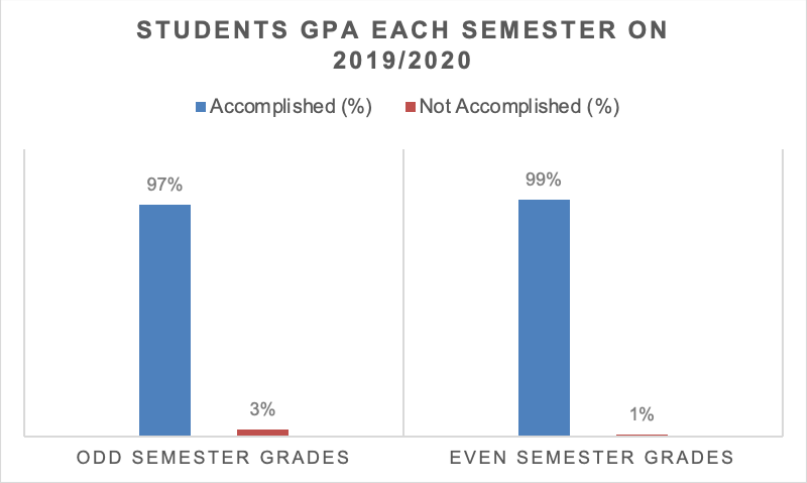

Figure 4. Grade Point Average Student in Odd and even semester 2019/2020

Based on the data that the researchers obtained as documentation from all active students of the Study Program Mathematics Education Faculty of Teacher Training and Education Universitas Kristen Indonesia, the Grade Point Average (GPA) scores of students in odd and even semesters for the 2019/2020 Academic Year are shown in Figure 4.

Students with an Odd Semester, Grade Point Average ≥ 2.00, which meet the evaluation criteria previously made, are 93 out of 96. This shows that students who meet the evaluation criteria are 97%. Students with an Even Semester GPA ≥ 2.00, which meet the evaluation criteria made previously, are 95 out of 96 people. This shows that students who meet the evaluation criteria are 99%. These criteria are taken from the minimum GPA score expected by the Ministry of Education and Culture, Directorate General of Higher Education.

Result of tracer study

The competencies obtained by students certainly need to be synergized with how students get their jobs. The suitability of graduates with the specified profiles is also assessed through questionnaire distribution data on graduate job suitability data, as shown in Table 2.

Table 2. Work Field Compatibility

Year	Number of graduates	Respondents	Level of suitability for the work field		
			Low	Medium	High
2016	18	8	3	4	1
2017	27	17	1	4	12
2018	11	10	1	5	4
Total	54	35	5	13	17

Based on the data in Table 2, it was obtained that the suitability of the work field of graduates to the profile of graduates reached 85.7%. This percentage is a good assessment, but the study program must continue to improve and review graduate suitability data against the graduate profile specified in the study program curriculum documents.

The analysis of the IQF curriculum evaluation results in the Study Program Mathematics Education, Faculty of Teacher Training and Education Universitas Kristen Indonesia, is excellent, as shown in Table 3 below, with a product evaluation result of 84.13% (outstanding category).

Table 3. Detail of Indicator of Students' Learning Outcomes

Component	Indicator	Fulfilled (%)	Not fulfilled (%)
Student learning outcomes	Cognitive	75.00	25.00
	Effective	75.51	24.49
	Psychomotor	74.12	25.88
GPA	Odd semester	97.00	3.00
	Even Semester	99.00	1.00
Average		84.13	15,87

Based on the data described above, a Forum Group Discussion (FGD) consisted of the head of the study program and lecturers of the mathematics education study program. Based on the discussion results, there is an emphasis on several abstract subjects, namely pure mathematics such as calculus, algebra, number theory, discrete mathematics, fundamental analysis, and the like. This course requires visualization using both media and concrete examples in real life. This can be seen in the scores for pure mathematics courses, which tend to be lower than the grades for studies related to educational theory.

CONCLUSION

Based on the results of data analysis and discussion, what can be concluded from this study is as follows. Evaluation of the Mathematics Education Curriculum in terms of products is that students' cognitive achievements are fulfilled by 75%, effective 75.51%, and psychomotor by 74.12%. So that the average achievement in terms of product is 84.13%; this is in line with the high achievement of Mathematics Education Faculty of Teacher Training and Education Universitas Kristen Indonesia graduates who work according to the profile of graduates determined by the curriculum, which is 85.70%. Judging from the product evaluation, which includes student learning outcomes, and GPA scores, they have met most of the existing evaluation criteria, which is already very good.

Based on the conclusions above, it is suggested that the Product curriculum of the Study Program Mathematics Education Faculty of Teacher Training and Education Universitas Kristen Indonesia has been carried out to maintain and improve the learning outcomes and student social studies scores. Improvements can be made according to the results of expert FGD discussions that have been carried out.

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