

THE EVALUATION OF CURRICULUM IMPLEMENTATION ON ISLAMIC HIGHER EDUCATION IN INDONESIA

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Abstract

Along with the development of social culture science and technology, the curriculum in educational institution is required to be dynamic. The development of society and education have dialectical relation. The society want education role. On the other hand, the education can produce works which affect the society development.

The evaluation of curriculum on higher education is very important to increase the quality process and learning outcome on higher education. One of the curriculum evaluation models which is chosen is CIPP (Context, Input, Process, and Product) evaluation model. Base on four curriculum evaluation dimension, the evaluation of curriculum implementation on higher education focused on: lecturer, higher student, lectures, and learning facilities. The result of curriculum evaluation implementation can be recommended for curriculum improvement and revision, partially or entirely.

Keywords: evaluation, curriculum, curriculum implementation, higher education

A. Introduction

The curriculum making process requires philosophy, psychology, social culture and science and technology as a strong foundation. It was happened because curriculum has important position on planning, implementation, and education result determination. (Sukmadinata, Nana Syaodih 1997, Page: 38-80

Along with the development of social culture, science and technology, the curriculum in educational institution is required to be dynamic. The development of society and education have dialectical relation. The society want education role. On the other hand, the education can produce can produce works which affect the society development (Barnadib, Imam, 1991, page: 66-67).

One of the efforts which are done by educational institutions to accommodate aspiration, alteration, and development in society and also participate and anticipate to social change is a curriculum development continuously (Sumantri, Mulyani, 1988, page. 72).

They are three types of Islamic higher education in Indonesia: Universitas Islam Negeri/Islamic State University (UIN), Institiut Agama Islam Negeri/Islamic State Institute (IAIN), and Sekolah Tinggi Agama Islam Negeri/Islamic State Collage (STAIN). The first type is the development of IAIN/STAIN which fulfill specific requirement (human resource and study program which is provided) to be university. On the other side, the third type is the development of IAIN faculty outside the main campus, based on “Keputusan presiden RI No. 11 Tahun 1997”. The difference between IAIN and STAIN in writer opinion is the echelon stage but they have identical study concentration. For example, in IAIN they have some faculties: Adab, Ushuluddin, Syari’ah, Tarbiyah and Dakwah. Each faculty consists of some departments. On the other hand, In STAIN, the name of faculty becomes the department’s name, so that, there are Syari’ah, Ushuluddin, Dakwah, Tarbiyah and Adab department in STAIN. Each department consists of some study programs. Even though STAIN has five science concentrations above, it not always has five departments.

The IAIN’s Curriculum has several development and change. Since Sistem Kredit Semester (SKS) was applied in 1983/1984, IAIN has four times

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modifications in 1988, 1995, 1997, and 2003. The change of 1995 curriculum to 1997 is the fastest (only two years). Whereas, for bachelor degree needs for years or eight semesters. After “Undang-Undang No 12 Tahun 2012” about higher education was issued, the government launches “Peraturan Presiden No. 8 Tahun 2012” about Kerangka Kualifikasi Nasional Indonesia/National qualification framework (KKNI). Look too “Peraturan Menteri Pendidikan dan Kebudayaan RI nomor 73 tahun 2013 about Penerapan Kerangka Kualifikasi Nasional Indonesia bidang Pendidikan Tinggi. Then, the curriculum on higher education (including Islamic higher education) has to follow KKNI curriculum.

The curriculum change quickly, in one side is a must as a positive dynamics to response and anticipate the development of society. On the other side, the curriculum change cause problems when is not supported by the executor (human resource). The curriculum development and change need comprehension research of evaluation on-going curriculum. So that, the curriculum development not only follow the trend but also it will get a better result.

The curriculum evaluation plays important role to determine the education policy and curriculum decision-making. The evaluation of curriculum has to do to know curriculum relevancy in science and technology development and the development of society. Besides, by the curriculum evaluation can be obtained information about the level of efficiency and effectiveness in curriculum and problems from curriculum implementation (Sukmadinata, page 17-25).

This paper will describe how important of curriculum evaluation on Perguruan tinggi keagamaan Islam negeri/Islamic state higher education (PTKIN) and analyze the related components of curriculum evaluation. Analysis is very important, Michael Scriven (Suharsimi Arikunto 2000, page. 283) divide evaluation function as formative and summative evaluation. Formative evaluation held when the result of evaluation is used to fix certain parts or most parts of developed curriculum. On the other hand, summative evaluation held for outcome or product from curriculum. Therefore, summative will be implemented when the curriculum was completed. The curriculum is completed when produce a product or particular outcome.

Meanwhile, Lewy (Ansyar, Muhammad, 1989, *page. 136*) said that evaluation is an information provision to facilitate the decision-making process on developing curriculum. This information will be useful for teaching program at all or some component.

Base on consideration above, the curriculum evaluation research is expected to (1) become a suggestion to improve the curriculum management quality on Islamic higher education, (2) give a suggestion of information to improve the curriculum understanding and implementation in STAIN, IAIN, and UIN, (3) give an information for the decision-maker on curriculum and involve on curriculum planning and implementation in Islamic higher education. This utility accordance to one of evaluation curriculum utility as Stufflebeam said is information provision for curriculum decision-maker (Worthen, Blaine R and James R. Sanders, 1988 *page. 129*), and (4) give a support for academics to do curriculum evaluation studies more intensively on Islamic higher education. So that, every curriculum change and developed is done by systematic curriculum evaluation.

B. The definition of evaluation

The term of evaluation comes from English language “evaluation”, means valuation and assessment. The evaluation term is newly on education. Rice, a founder of evaluation activities from United State of America, did not use evaluation term yet, even his works is an evaluation work. Tyler use evaluation term on his book entitled: *Basic Principles of Curriculum and Instruction* written on 1949. Tyler (1932) as cited by Guba (1982) define the evaluation as an empirical data comparison process of academics performance and have an explicit purpose to determine how that purpose is realized.

Morrison as Oemar Hamalik (1990 *page 2*) cite, said that evaluation as a consideration base on a set criteria agreement and accountably. So that, there are three evaluation main factors as Morison said, they are (1) judgment, (2) assessment object description, and (3) accountability criteria.

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The consideration is a base of decision-making. The decision-making means determining specific level of evaluation result. To make a proper decision needs relevant information that accurate and trustworthy.

The valuation object description is a research object description base on research's fact and data. To obtain an exact description need a valid data collection method. The trustworthy criteria is measures which is used to evaluate an object.

Blaine R. Worthen and James R Sanders (page. 129) define the evaluation as: *evaluation is the process of delineating obtaining, and providing useful information for judging decision alternatives*. Base on that definition, the final result of evaluation basically provide materials consideration to create specific policy which is begun by systematic data collection process.

The decision-making process related to various field such as education, psychology, research, program, policy and so on. A wide scope of decision-making process brings the development of evaluation study fields.

Base on those reference, the author infer that evaluation is not as same as the achievement test, but it has wider scope. The basic principle of evaluation is the valuation process of something which is begun by systematic data collection activity. The final result of evaluation is an information provision for decision-making process. That decision may be related to individual or groups, program, policy, and so on.

C. The Definition of Curriculum

There are various curriculum definitions, specifically and generally. The definition of curriculum specifically was said by Hilda Taba (Beane, James A. Conrad F Toepfer, Jr, Samuel J. Alessi, Jr ,1986 page. 30) which define curriculum as *a plan of learning* that is a learning plan. A similar opinion was expressed by Saylor, Alexander and Lewis (Sumantri, page. 2). A planning has wide scope naturally. On one side, planning is a written document as Beauchamp said. On the other side, a planning is something in educator's mind but unwritten

as Taylor's research on teaching planning that most of the teaching is based on unwritten curriculum planning.

Besides, the definition of curriculum generally was said by Saylor and Alexander (Nasution 1995 page. 4-5) that define a curriculum as *the sum total of school's efforts to influence learning, whether in the classroom, on the playground, or out of school*, means that school efforts to influence the children to study, directly in the classroom, school yard, or outside the school.

According to William B. Ragan (Nasution, page. 5-6), Curriculum covers the whole program and school life that children under school's responsibility. According to him, the curriculum not only learning materials but also whole school life, such as: the social relation between teacher and student, learning method, and evaluation way. Beside, J Lloyd Trump and Delmas F Miller (Nasution, page. 6) add curriculum elements, they are: the change of educator, guidance and counseling, supervision and administration, and everything which related to time, classroom, and choosing object.

Base on those curriculum definition, Nasution (1995) conclude that curriculum can be a product, program, thing that student will learn, and student experience. As a product, curriculum is a curriculum developer works as a book or curriculum guidance which contain some subjects to teach. Curriculum as a product is a tool that was done by school for purpose, concretely as a learning process and student activities such as scouts. Curriculum as a thing that student will learn is a knowledge, attitude and specific skill. Curriculum as a student's experience related to what actually becomes a fact on every student.

Base on those curriculum definitions that generally categorize as specific and general meaning. The author chooses the middle way to define curriculum as a written plan and written plan implementation in learning activities. It happen because too specific definition incompatible with the learning process reality in the school. On the other hand, too general definition caused obscurity on curriculum scope.

D. The Definition of Curriculum Evaluation

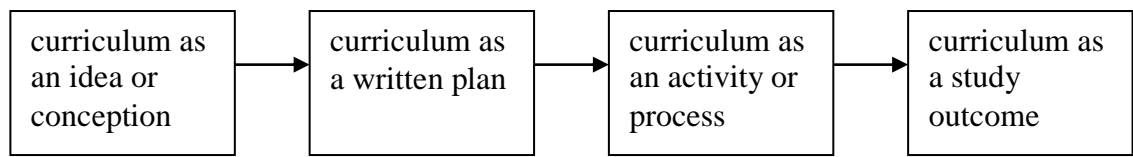
To define the curriculum evaluation cannot be separated by curriculum definition as followed by someone. This matter is caused by the definition curriculum which is followed by someone give a boundary of curriculum scope. Then, the curriculum scope gives a boundary of curriculum evaluation. The differences of curriculum evaluation scope related to curriculum dimensions. For people thinking that curriculum evaluation as a learning outcome as Tyler (Hasan, Said Hamid, 1988, page. 27) say that curriculum orientation related to learning outcome evaluation. On the other hand, for people thinking that curriculum as a plan, process and outcome as Glenys Unruh and Adolph Unruh (Sumantri, page. 1-2) say that orientation curriculum also related to those three things.

Sukmadinata (page. 27-28) propose three curriculum concepts: curriculum as a substance, system, and field of study. The first concept views curriculum as a plan learning activity for student. This concept looks for a document which contains objectives formula, teaching materials, teaching learning activities, schedule and evaluation.

The second concept views curriculum as a system or curriculum system. The curriculum system is a part of school system, education system and also community system. The curriculum system includes personal structure, work procedure to arrange curriculum, implementation, evaluation and to accomplish curriculum.

The third concept views curriculum as a field of study or curriculum field study. In this concept, curriculum views as a field study of curriculum expert and teaching and learning expert. The curriculum purpose as a field of study is a science development about curriculum and curriculum system by literally study, research and experiment of curriculum activities. Base on those studies, will be found a new thing to improve and strengthen the curriculum studies

Then, Hasan (page. 27-28) argues that curriculum has four dimention which is related one another, they are: curriculum as an idea or conception, curriculum as a written plan, curriculum as an activity or process, and curriculum as an outcome. The relation between those dimention can be visualized as follows:



Picture.1

Four curriculum dimentions

Base on those description, the author concludes that curriculum evaluation is an identification process and information collection to make a decicion on curriculum which define a curriculum as an idea, as a written plan, as an activity/process and curriculum as an outcome.

E. The evaluation of Curriculum Implementation

The curriculum implementation is defined as a specific design “setting effort” by various channels for teacher and class. Another concept said that the purpose of curriculum is not to shut down teacher’s intention and creation, but contrarily teacher as people who show creations not only follow the regularity but also develop learning activities base on knowledge from the relationship between teacher and student (Sumantri, page. 9).

The evaluation of curriculum implementation in this paper is defined as “the curriculum implementation as a written plan”. Then, the evaluation of curriculum implementation is an evaluation of curriculum in curriculum dimension as a process or activity. On higher education, curriculum implementation is on lecturer decision. Even though, a curriculum was appointed by institution and followed by syllabus on those courses, but in reality it depend on lecturer. This reality shows the difference between curriculum implementation in elementary and middle school and higher education. In elementary and middle school after curriculum was arranged and was completed by various manual implementation guideline curriculum in the field (operational guideline for each field study), teacher’s creativity more dominant for operational explanation in learning process. On the other hand, even though on higher education has curriculum with syllabus,

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lecturers operationally have space to develop their knowledge, include to select main topics that will develop on learning activities.

1. The element of curriculum implementation

There are four elements that relate to curriculum implementation on higher education. They are:

- a. The development of software and hardware
- b. The development of lecturer
- c. The development of education facilities
- d. The readiness and development of management

If the readiness of curriculum implementation development relate to those fourth elements, then curriculum implementation on higher education is a component interaction to the student on lecturing activities. Lecturing activities in this paper is not only on delivering information to the student in the classroom but also lecturing activities as a lecturer and student activities on learning process. To support learning process needs education facilities, such as: classroom, library, laboratory and so on.

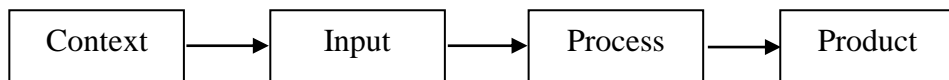
The lecturer position on curriculum implementation in higher education have important role. Because, on higher education apply science autonomy. Lecturer has authority to develop the curriculum.

The availability of learning facilities on learning activities is an important element on curriculum implementation. Learning activity cannot be held properly without proper learning facilities. On instructional technology concept, instructional media development cause lecturer role switching. Before, teacher and lecturer is the only one learning source. Nowadays, by instructional media development, teacher and lecturer become one of learning resource. Student not only learn from lecturer but also from media directly or learn under teacher/lecturer guidance with instructional media. The switching role give effect to teacher function on learning process as a learning manager (Davies, Ivor.K , 1986, page 1. 20) .

Related to curriculum implementation, learning facilities in this paper are: classroom, library, laboratory and learning media such as: OHP, tape recorder, LCD and so on.

2. The Model of Curriculum evaluation

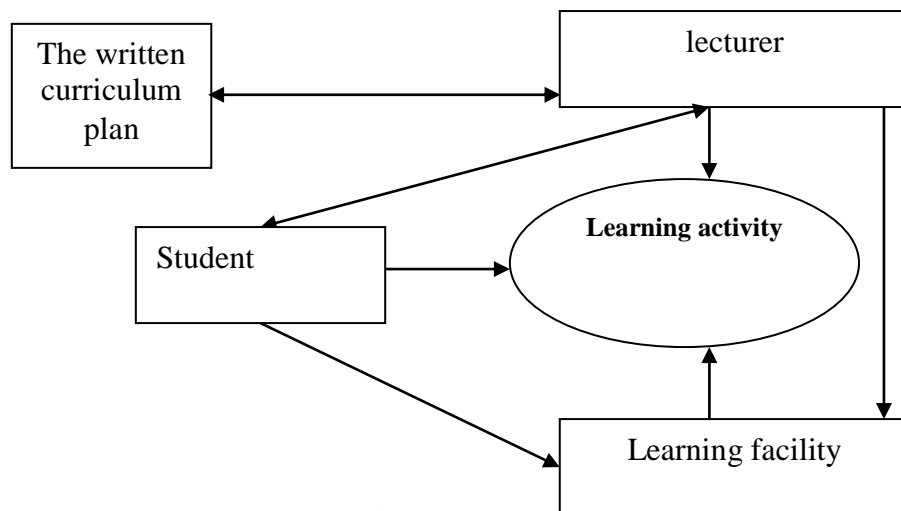
Along with CIPP model, curriculum evaluation include four dimensions, they are: context, input, process, and product.



Picture 2

The four dimensions of curriculum evaluation

Base on this picture, curriculum evaluation will complete when evaluate those four elements. If evaluation focus on curriculum implementation, then curriculum evaluation categorize as an evaluation on process dimension. Because, on curriculum implementation process can be separated by input element, then evaluation on input need to do. So that, there are two dimensions: input and process. The Input elements are: lecturer, student, and learning facilities. The evaluation process focuses on lecture activity. The relation of four elements (lecturer, student, lecture and learning facility) can be visualized as follows:



Picture.3

Curriculum implementation

On curriculum implementation process in higher education, lecturer has functions as a mediator, dynamist, motivator and learning manager. As a

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mediator, lecturer functions as mediator on curriculum purpose achievement. As a dynamics and motivator, lecturer functions as a student booster to learn independently and develop course materials which is taught for student, give a guidance service and student consultation. As a manager, lecturer functions as learning manager has duties to manage student learning elements, such as: explain course from general purpose to specific purposes, arrange hand out and dictate, give lecture, give and correct student task, evaluate the student and so on. Base on the important position of lecturer, the evaluation of lecturer ability related to curriculum implementation is required.

The lecturer evaluations are: formal education background (bachelor, master, and Ph. D level), linearity of education level, academic level (asisten ahli, lektor, lektor kepala, and guru besar), research activity, academic support activity (seminar, workshop and so on), and devotion activity.

Student as a learning party is not only as a learning object but also as a learning subject. As a learning object and subject, student is expected to be active, because essentially, they are delivered to the purpose. Student evaluation are: being active in academic activities (lecture, workshop, seminar, discussion, stadium general, and so on) and non-academic activities (student council, Unit Kegiatan Mahasiswa/Student activity unit, and so on).

Learning activities is the series of a learning process activity on higher education. Those activities not only on course but also begin from lecture planning to succeed learning evaluation. Learning evaluation can be seen from curriculum document of student and lecturer. The curriculum documents are: vision, mission, purpose, curriculum structure, syllabus, semester program planning (rencana program semester/ RPS) or course outline (Satuan acara perkuliahan/SAP).

On lecturer side, evaluations are: material assignment, ability to relate course material and actual issues, accuracy on learning strategy choice, ability using learning media, ability to encourage student to be independent, giving enough time for academic guidance and consultation, willingness to solve students

problem, quantity and intensity on course, discipline to begin and end course on schedule, accuracy on evaluation development, and student learning achievement.

On student side, evaluations are: student quantity and intensity on course, being active on course (asking, discussion, responding, and so on), doing assignment, implementation and learning outcome.

The learning facilities also have important role on curriculum implementation. On digital era, lecturer is not the only one source. Good facilities will support the student to learn and develop the course materials. The evaluation of learning facilities are: classroom (such as: appropriate size, lighting, air circulation, and cleanliness), learning media (such as: LCD, OHP, and so on), library (reading room, books, journals, research, internet, WIFI, LAN, and so on).

To get the curriculum goal, those forth element should be placed as their each function. Without good management, curriculum which was planned and arranged is impossible to get the goal (product) effectively and efficiency as well as the plan.

The evaluation of lecturer, learning activities, and learning facilities can be done by lecturer self-evaluation and evaluation by students. The students participate on those three dimensions, because on curriculum implementation the student not only as learning object but also as learning subject. On higher education, student has to learn independently because lecturer is not the only one learning source.

The analysis and interpretation can be done by the most respondents answer or modus (have the most frequency) especially for data which produce extreme spread. If the data which produce equal spreading tendency or produce spreading that not really light or extreme, analysis and interpretation base on mean. Besides, the data is analyzed separately on each component or indicator, in one condition can be related between data result on specific indicator with data outcome on another indicator if can be related rationally. Process to relate and to compare those data can be sharpened the analysis and interpretation.

F. Conclusion

The evaluation of curriculum on higher education is very important to increase process quality and learning outcome in higher education. One of curriculum evaluation model which can be chosen is CIPP (context, input, process and product) model evaluation. Base on those four dimensions of curriculum evaluation, related to the evaluation of curriculum implementation on higher education focused on four things, they are: lecturer, students, courses, and learning facilities. The outcome of curriculum implementation evaluation can be recommended to restore and to revise the curriculum partially or totally.

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- Michael Scriven is an expert on evaluation research divides evaluations to formative and summative as a function. Formative functions as data collecting ongoing learning activity. On the other hand, summative evaluation will be done when the program is over. Another expert view that summative and formative indicates on rating scope. The target of summative is combination of formative evaluation target. See Suharsimi Arikunto (2000), *Manajemen Penelitian*, Jakarta: Rineka Cipta, page. 283.
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