Implementation Of Curriculum Monitoring and Evaluation in Schools

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ABSTRACT

Curriculum is an important thing in education. The curriculum has a central position in the entire educational process. The curriculum is a learning program so that educational goals are achieved, besides that the curriculum is also a guideline for implementing learning at all types and levels of education. Therefore, it is necessary to monitor and evaluate regularly, plan and systematically collect and process information and make decisions regarding curriculum implementation in schools. Monitoring and evaluation are two things that are similar but not the same, but both require the same elements and tools, including a clear program, targets and indicators, and a database containing up-to-date data.

Keyword: *Monitoring, evaluation, curriculum*

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1. INTRODUCTION

Education is a system that has input, process and output components. In this system, a process of providing experience to students is created, so that as a result of providing this experience there is a change in student behavior, namely in student learning outcomes. Organizing student experience involves achieving goals fully and systematically. Curriculum is a means of achieving educational goals. The curriculum also serves as a guide for implementing learning at all types and levels of education. Quality education must also include quality input and processes. The curriculum, which has a very important role in achieving the desired educational goals and objectives, must be designed well. A good curriculum is a curriculum that meets the demands of current developments. Because the curriculum is an important thing in teaching, the preparation of the curriculum cannot be done just like that. The curriculum is prepared starting from the planning, organizing, implementation and finally monitoring and evaluation stages. Without evaluation, we cannot know what the curriculum, implementation and outcomes are.

2. RESEARCH METHOD

The method used in this research is the literature review system method (literature review). A literature review is usually defined as material that will be read in research related to a topic.

3. RESULTS AND DISCUSSION

A. MONITORING

1. Definition of Monitoring

According to Arikunto (2007), monitoring is the process of collecting and analyzing information about program performance or school performance based on predetermined indicators so that corrective action can be taken to improve school programs or activities in the future.

Monitoring is an operational process in which it is determined to what extent the curriculum has been implemented in the school and what problems have been experienced in implementing the

curriculum. Monitoring is an activity that includes the process of collecting, analyzing, recording, reporting and using management information related to the implementation of learning. The purpose of the following curriculum implementation activities is to find out to what extent the curriculum that has been prepared has been used, how the curriculum activities have been implemented and whether the output produced is in accordance with the plan. Therefore, monitoring focuses primarily on efficiency. An important source of monitoring information is process and output level controllers, which are usually carried out at each stage of the operation, either from the design stage or after a specific piece of work.

Apart from that, monitoring is also a systematic and continuous process of collecting and analyzing information (based on predetermined indicators) regarding activities so that corrective action can be taken to improve future activities/programs. from.

2. Monitoring Objectives

In general, the purpose of monitoring is to find the necessary information, then make decisions when facing curriculum implementation problems. Peter Cuttance (2004:20) in his study of Educational Management revealed that the purpose of a monitoring system is to report the performance of certain practices throughout the system to monitor the effectiveness of programs and policies in achieving desired results.

In particular, Kamalik (2008:220) points out several objectives of curriculum monitoring, including providing feedback on educational program needs, providing feedback on achieving curriculum goals, providing feedback on planning methods, providing feedback on the curriculum evaluation system, providing... educational materials to overcome problems and obstacles faced in the field.

In addition, Rusman (2009:363) outlines several objectives of curriculum (learning) monitoring activities, including providing meaningful and timely information about the implementation of learning activities, which helps educational unit leaders to make effective management decisions and encourage discussions about progress. When carrying out learning with the teacher and planning the various activities required, increasing responsibility, the supervisor must know that the learning activities are in accordance with the curriculum that has been prepared, the curriculum and the objectives set out in the curriculum. educational unit level, which provides information about the progress/achievements of the source. For decision makers, the most important thing is to contribute to decision making, whether the learning implemented is good enough or whether the learning needs innovation and improvement. activity.

Therefore, it can be concluded that the objectives of curriculum monitoring activities are:
1) Gather the necessary information
2) Contribute to program implementation needs
3) Obtain an overview of goal achievement after the activity
4) Provide relevant information about the methods used in implementing activities
5) Obtain information during activities about difficulties and obstacles.

3. Target of Monitoring Activities

Prasetya Irawan and Hamalik (2007) explain that the purpose of curriculum monitoring in relation to teacher development includes several components, including: training components consisting of teacher training, training materials, training opportunities, curriculum, training strategies and costs. The output component contains the built results. Performance components include productivity levels, management systems and employee loyalty. The target of monitoring is so that teachers are able to control their activities which include attitudes, attention, interests and skills in implementing the curriculum.

4. Implementation of Monitoring

Implementation of monitoring of the curriculum can be done in two ways, namely direct and indirect. These two events are carried out with the following actions: the same, that is. actions related to collection, storage, processing and project implementation, which are then described in the following report.

a. Live monitoring

Direct monitoring is monitoring carried out by visiting the project location. In this way, supervisory authorities are free to collect the necessary information. So that data collection can run effectively, a data collection strategy is needed, namely:
1) Preparing data collection tools
2) Dig up information from important people that can be used in implementing the curriculum

3) Carry out direct monitoring. in the field and teachers can record the data needed according to monitoring purposes

Carrying out direct monitoring certainly has advantages and disadvantages. The advantages are:

1) The data obtained is important
2) The data collected is relatively more accurate because the data is collected by the supervisor himself and is primary data
3) With this direct method, the supervisor not only collects data but can also provide guidance and suggestions if something is not planned.

The disadvantages of this direct tracking method are as follows:

1) Requires relatively high costs, not only because of the long distance. factor, but also sends observers to the scene
2) This requires more accuracy, because in direct interviews, the results are often inappropriate if the observer does not have sufficient skills to find good and correct information.

b. Indirect monitoring

This method requires that monitoring officers do not need to go directly to the location, but data mining is carried out by sending a set of checklists to be filled in by other people from the school where the teaching takes place. This indirect method can also be done by collecting information through reports made by previous managers. Like direct monitoring, this method also has advantages and disadvantages. The advantages are:

1) Relatively cheap because officers do not need to come to the location to carry out monitoring
2) Respondents do not need to hesitate to answer or fill out the form.
3) Implementation is relatively simple once the form is filled out
4) As much data can be collected as possible without significant cost constraints. Weaknesses include:
1) Keeping track of good and bad information is difficult
2) There are differences in how to fill out the list
3) There was a problem filling out the form
4) The filling results do not match the relative reality.

B. CURRICULUM EVALUATION

1. Understanding Curriculum Evaluation

Evaluation comes from the English word "evaluation" which means evaluation or assessment. This term was then introduced into Indonesian as "evaluation". In the context of appraisal, the term refers to the process of determining the worth or worth of an object. At the same time, by definition it is evaluation, planning, obtaining and transmitting information that is critical in the development of decision-making opportunities.

Therefore, every evaluation or evaluation activity can be interpreted as a process that is carried out deliberately to obtain information or data and on that basis someone tries to make the right decision (Pratiwi, 2019). Assessment of academic success also means assessment of the educational curriculum. This means that learning evaluation is part of learning evaluation which focuses on programs for students. The results of curriculum evaluation are useful for policy makers when deciding to make improvements or changes to the curriculum

According to Worthen and Sanders (1987), evaluation is the process of gathering information to collaborate in decision making, where there are differences in who makes the decision. In addition, Guba and Lincoln (1985) emphasized defining evaluation as the process of describing an evaluation and evaluating its feasibility and value. Meanwhile, according to Fitzpatrick, Sanders and Worthen (2011: 7), evaluation is the process of identifying, explaining and applying criteria to determine the value (value/benefit) of an evaluation object in relation to these criteria.

Furthermore, according to Hamalik (1990) Morrison, assessment is an assessment based on agreed and accountable criteria. In this formulation there are 3 (three) main aspects, namely consideration, description of the object of assessment and criteria. Based on this view, it can be concluded that evaluation is an effort to see how well a program is running in accordance with what should be achieved based on agreed and acceptable standards or criteria. accountable. The results of the evaluation will be used as material for improving and perfecting the curriculum in the future.
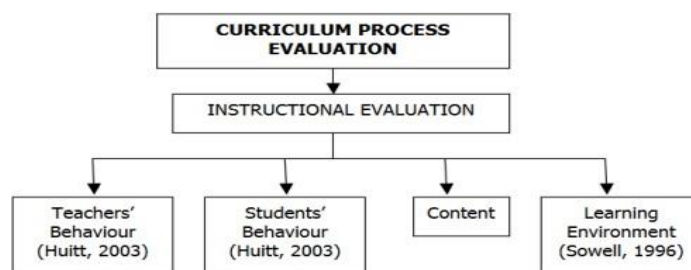
Figure 1. Components in Curriculum Process Evaluation Shirley Tay Siew Hong (2007)

In curriculum evaluation, not only students' learning outcomes and learning processes are assessed, but also curriculum planning and implementation, students' skills and progress, facilities and infrastructure, and learning resources.

2. Principles and Objectives of Curriculum Evaluation

The purpose of curriculum assessment is to measure the extent to which the implementation of the national standard curriculum is used as a guide for the development and implementation of regional/ school curricula, so that the implementation of the curriculum can be understood, comprehended, and can be implemented. in the development and implementation of curriculum in regions/schools. daily life and analyzed. Evaluation is carried out at each stage of implementing curriculum development, with the aim of reviewing curriculum implementation at each level of education.

Assessment can basically be interpreted as the process of determining the value of something based on predetermined criteria or standards. In addition, according to Hamalik (1990), evaluation as a teaching tool must consider the following principles of curriculum development evaluation:

a. Goal oriented; Every curriculum assessment program must have clear and specific objectives to guide the assessment process.
b. objective; assessment must be based on (existing) findings, the information obtained is specific, relevant and cannot be manipulated, the information is obtained with reliable instruments.
c. comprehensive; Implementation of curriculum assessment must cover all aspects of the curriculum. All parts of the curriculum must be addressed and addressed in a balanced manner.
d. Cooperative; Implementing a curriculum assessment development program is a shared responsibility (teachers, school principals, parents, surrounding communities), so cooperation between the two is very necessary, even though the main responsibility lies with the evaluator or curriculum.
e. Efficient; All resources used (time, energy, costs, equipment and other resources) should be used as best as possible (appropriate and valuable)
f. Continuous; The curriculum is dynamic and continuously updated. Social/community demands are one of the factors in curriculum reform. Therefore, the curriculum is also constantly evaluated with the aim that the curriculum is always in line with community needs.

Meanwhile, R.Ibrahim (2002) explains that making curriculum development assessments is intended for the following purposes:

a) Program improvements
b) Accountability to various parties
c) Determining follow-up to development results

Evaluation of regional curriculum development implementation programs requires success indicators as a benchmark for curriculum implementation achievements. Indicators of educational success include for example:

a. Indicators of success in curriculum socialization
b. Indicators of success in syllabus preparation
c. Indicators of success in preparing annual and semester programs
d. Indicators of success in preparing learning plans
e. Indicators of success in preparing teaching materials
f. Indicators of the success of implementing teaching and learning activities

3. Curriculum Evaluation Models

There are several programmed assessment models (curriculum) in the development of assessment education. An evaluation model is an evaluation model developed by an evaluator, usually called the creator or evaluation stage.

Some evaluation models commonly used to evaluate educational programs are:

a. CIPP model (*context – Input – Process – Product*)

This model is also called the developmental assessment model, meaning that the CIPP model is a model used to support program (curriculum) development and is designed to help school principals, teachers and other educational leaders get as much information as possible. to better meet program needs. The CIPP model has 4 types of evaluation, namely: context, input, process and results.
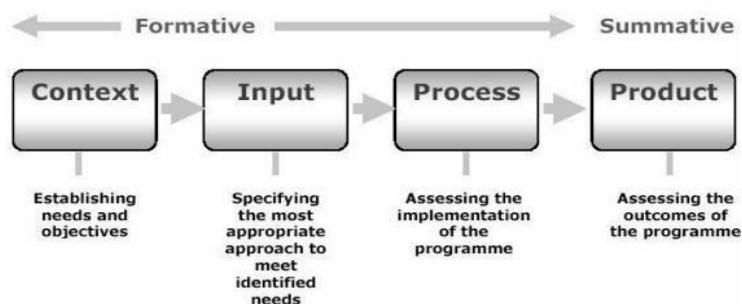

Figure 2. CIPP Evaluation Model

b. Measurement Model

This model is the oldest model in curriculum assessment. Important figures in this model are R. Thorndike and Robert Ebel, both American experts in the field of educational psychology who specialize in educational measurement. As the name suggests, this evaluation model focuses on the measurement process in evaluation activities. The data obtained in the measurement model is structured quantitative objective data. This model is suitable for answering how big, how much and so on.

c. Qongruance Model

Qongruance model or conformity model. This model views assessment as essentially an effort to see the extent of alignment between curriculum objectives and student learning outcomes.

d. Illumination Model

This model is known with the motto "judgment is evaluation", namely a curriculum evaluation model that emerged as an answer to the two previous models, namely measurement and conformity. The light evaluation model sees that curriculum implementation depends on the situation of the school itself. The purpose of this evaluation model is to examine exactly how the curriculum is implemented in schools, what factors influence it, and how it influences student development.

e. Educational system evaluation

Education system evaluation is an evaluation model that provides a diagnosis of student learning outcomes and achievements. This model has an important role in improving the quality of education, because this evaluation determines the continuity of the learning process, which must be in accordance with the students' abilities, the way it is implemented, and how well the learning objectives are achieved. This model is also an important evaluation tool for school leaders and teachers when deciding to continue, improve or expand educational programs.

f. Evaluation of the Brinkerhoff Model

This model was developed by Robert O. Brinkerhoff, an internationally recognized professor of assessment and learning effectiveness and also the creator of the popular "success case method." Brinkerholf et al (1983:37) put forward three assessment methods which are built by combining the same elements, namely:

1) Fixed vs Emergent Evaluation Design
2) Formative vs Summative Evaluation
3) Experimental & Quasi – Experimental Design vs Unobtrusive Inquiry

g. Provus Model Evaluation (Discrepancy Model)

This evaluation model was developed by Malcolm Provus. Provus defines evaluation as a process of

1) Determine program standards
2) Determine the difference between performance and standards
3) Using nonconformities as material to change program performance or standards

This evaluation model was developed to analyze whether the program will be continued, completed or stopped. The strength of this model lies in detailed and measurable deviation information between standards and performance. Curriculum assessment is carried out by evaluators (curriculum designers) to measure the number of gaps in each section. By clarifying deficiencies in each part of the program, corrective action can be taken simply and clearly.

4.   CONCLUSION

Monitoring and evaluation are two things that are similar but not the same, but both require the same elements and tools, including program objectives, clear targets and indicators, and an up-to-date data database. Input, output and performance objectives must be established from the start (during planning).

Monitoring and evaluation is the process of monitoring and evaluating the progress and success of educational and educational activities, especially in the implementation of the school curriculum.

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