Curriculum Evaluation: CIPP Model of the Youth Scientific Group (KIR) extracurricular

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ABSTRACT

The focus of curriculum evaluation can be on the curriculum's outcomes (outcomes-based evaluation) and the components of the curriculum (intrinsic evaluation). The outcomes-based evaluation focuses on curriculum evaluation that is most often carried out. The purpose of this evaluation is that the evaluator can provide suggestions or input so that future extracurricular activities at MTsN 2 Kota Kediri can run better. This evaluation uses the CIPP evaluation model (Context, Input, Processes, and Product) in extracurricular activities in the KIR field at MTsN 2 Kota Kediri. Based on the evaluation results obtained data from (1) the context aspect, overall, very good with a total average of 91.67%. (2) The input aspect obtained an average of 90.60%. (3) The process aspect is outstanding, with a total average of 89.92%. (4) The product aspect is excellent, with an average of 91.65%. From the evaluation results, it can be stated that further improvements include the need for the establishment of a KIR organization, improving facilities and supporting facilities.

Keywords: Curriculum evaluation, extracurricular, KIR

I. INTRODUCTION

The development of extracurricular activities has a solid legal basis, regulated in the Decree of the Minister of National Education of the Republic of Indonesia No. 125/U/2002 concerning the education calendar and the number of practical learning hours in schools. The regulation of extracurricular activities in this decision is contained in Chapter 5, article 9, paragraph 2, namely: "In the middle of semesters 1 and 2, the school carries out sports and arts

activities, field trips, creativity competitions or learning practices that aim to develop education as a whole.

The holding of extracurricular activities for students is expected to enrich their knowledge, expand themselves and increase their knowledge. It aims to deepen interests and hobbies in a directed way, as a forum for unifying relationships between students. Thus extracurricular activities can contribute to the personality development of students.

MTsN 2 Kota Kediri is one of the schools that seeks to improve the quality of education and shape students' personality development. It is a formal education institution that focuses on advancing education academically through its vision of excelling in achievement, being skilled, innovative, intelligent, competitive, and having good character. Based on the Student Map (Academic Year 2018-2019), the total number of students is 1,278 people. The number of students makes their interests and talents more diverse. There are 31 extracurricular activities at MTsN 2 Kota Kediri, one of which is Youth Scientific Work (KIR).

Based on the above conditions, schools and those responsible for achieving educational goals seek to improve the professional abilities of teachers by training and familiarizing innovative teachers and supporting facilities and infrastructure. The implementation of extracurricular activities is developed according to students' creativity by paying attention to personality, morals, technological progress, and the surrounding environment. The purpose of this extracurricular activity can be helpful in the wider community, either in the form of informative, applicable, or inviting, including KIR Extracurricular.

Based on observations at MTsN 2 Kota Kediri, conducive learning activities, including the presence of disciplined teachers in carrying out their duties and learning activities in class, are pretty good. After the evaluator interviewed the KIR extracurricular teacher, information was obtained that the extracurricular activities, in general, were suitable. Still, several factors had to be addressed, such as facilities and infrastructure. This evaluation assessment is based on the extent to which the implementation of KIR extracurricular activities brings changes, for example, the formation of personality, spirit of independence, skills, mastery, communication, and responsibility of students. Inadequate extracurricular facilities, obligations, and lack of student discipline.

Evaluation of extracurricular activities is intended to collect data or information about the level of success achieved by students. The assessment is carried out in the odd semester of the 2018/2019 school year to determine the success rate of students. The evaluation is carried out at certain stages and for a certain period according to the process and results of extracurricular activities. The determination of the success rate for the KIR extracurricular program is based on the minimum standard of mastery of the required skills and is individual. The inclusive assessment considers forming a personality integrated with the spirit of independence, attitude, and behavior ethos that considers problem-solving and communication skills.

The focus of curriculum evaluation is on the curriculum's outcomes (outcomes-based evaluation) and the components of the curriculum (intrinsic evaluation). The outcomes-based evaluation focuses on curriculum evaluation that is most often carried out. It is hoped that after this evaluation, the evaluator can provide suggestions or input so that extracurricular activities at MTsN 2 Kota Kediri can run better in the future. Based on this description, the evaluators are interested in evaluating KIR extracurricular activities at MTsN 2 Kota Kediri.

The development of concept curriculum is based on learning objectives (Chen et al., 1996). It guided learning experience and intended learning outcomes formulated through a systematic reconstruction of knowledge and experiences under the auspices of the school for the learner's continuous and willful growth in academic, personal, and social competence (Tanner and Tanner in (Bharvad, 2010))

A curriculum's design process includes all stages of designing, implementation, evaluation, and development (Aziz, 2017). Curriculum evaluation includes all of the basic processes required for curriculum design, implementation, and development, as curriculum evaluation seeks to determine how the curriculum will be designed, implemented, and developed (Aziz, 2017). Although curriculum practices are important in determining the efficacy of curriculum designs, curriculum designs and implementations can differ significantly. As a result, curriculum design and implementation should be evaluated, and deficient and insufficient dimensions should be developed in accordance with the results of the evaluation.

Curriculum evaluation is the collection of data from which a decision about the worth and effectiveness of a particular

curriculum can be made (Aziz, 2017; Hussain et al., 2011). There are various evaluation models in the literature. Some curriculum evaluation models place a premium on document analysis and focus on the curriculum plan and related materials. Some of them are concerned with students' achievements, while others are concerned with the curriculum's goals and outcomes. Other curriculum evaluation models are primarily concerned with the learning-teaching process and focus on curriculum implementation, which means curriculum in use. Curriculum evaluation, according to (Stake, 1975), is used to accomplish a variety of goals, including: documenting events, recording student change, detecting institutional vitality, assigning blame for problems, facilitating corrective action, and increasing our understanding of teaching and learning. Each of these purposes is directly or indirectly related to curriculum values and may be a legitimate purpose for a specific evaluation study.

(Stufflebeam, 1999) divides curriculum evaluation studies into two phases based on the chronological development of curriculum evaluation. Curriculum design, practice, evaluation, and development studies should all have clear goals and processes. Models should be used in curriculum design, practice, evaluation, and development.

However, when developing models, their effectiveness should be tested on the table and in the field before being used in curriculum studies. Serious issues could arise in the current curriculum's design, evaluation, and development models if no field testing is conducted and only the theory is practiced. As a result, curriculum evaluation models should be developed through evaluation. However, there is no example of a model that has been developed through extensive testing in the literature.

II. EVALUATION METHOD

A. *Evaluation Model*

Curriculum evaluation on KIR extracurricular uses the CIPP evaluation model (Context, Input, Processes, and Product) (Stufflebeam, 1999; Stufflebeam & Zhang, 2017). Evaluation is carried out on four aspects, including aspects of context, input, process, and product. The evaluation results will formulate several relevant recommendations to improve the quality of extracurricular activities.

1) Evaluasi Steps

Curriculum evaluation is carried out based on the steps shown in the chart below.
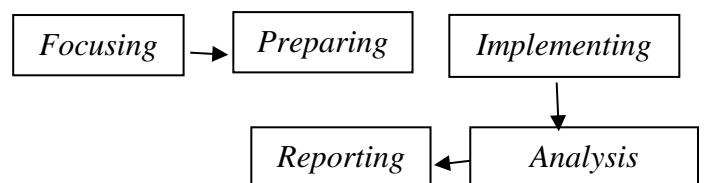

Figure 1 Curriculum Evaluation Steps

2) **Focusing Stage**

This stage is the initial stage consisting of identifying the audience, clarifying the purpose, describing the information needed, and determining the location. The KIR extracurricular curriculum's evaluation audiences are students who take the KIR extracurricular and the teacher who coaches the KIR extracurricular. Evaluation of the information needed includes the CIPP evaluation model, orientation/philosophy, and KIR extracurriculars as written in the literature review. The evaluation location is at MTs Negeri 2 Kediri.

3) **Preparing Stage**

The preparing stage aims to prepare all matters relating to curriculum evaluation. At this stage, steps are carried out, such as (a) determining the time and from where the information is, (b) determining the technique and instrument, (c) determining the sample, and (d) selecting or developing the instrument. The curriculum evaluation time for KIR extracurricular was carried out for two weeks, with observations from April 17 – to May 1, 2018. Material information was obtained from literature studies, while data were obtained from questionnaires and direct observations at MTs Negeri 2 Kota Kediri. The technique used to evaluate the curriculum is literature study, observation, and questionnaires with an instrument in a

questionnaire. The samples in this evaluation were 20 students who took KIR extracurricular activities and 2 KIR extracurricular teachers. In the instrument development step, the evaluator determines two types of questionnaires, namely teacher and student questionnaires, with their respective indicators as detailed.

a. **Context aspect**

The context aspect is measured through teacher and student questionnaire data supported by documentation and interview data. The number of questions from the context section of the questionnaire is 13 items on the teacher's questionnaire and 13 items on the student questionnaire.

b. **Input aspect**

The input aspect is measured through teacher and student questionnaire data supported by documentation and interview data. The number of questions from the input section of the questionnaire is 12 items on the teacher's questionnaire and ten items on the student's questionnaire.

c. **Process Aspect**

The process aspect was measured through questionnaire data from teachers and students supported by documentation and interview data. The number of questions from the process part questionnaire was 18 items on the teacher questionnaire and 16 items on the student questionnaire.

d. Product aspect

Product aspects were measured through questionnaire data from teachers and students supported by documentation and interview data. The number of questions from the product section of the questionnaire is 12 items on the teacher questionnaire and 13 items on the student questionnaire.

4) Implementing Stage

At this stage, all relevant information is collected. This information is used as a basis, reference, and consideration in evaluating the KIR extracurricular curriculum. The information is as written in the literature review.

a. Analysis Stage

At this analysis stage, steps are carried out such as (a) determining standards or criteria, (b) determining potential effects, (c) determining consequences, and (d) determining all causal relationships. In evaluating the curriculum on KIR extracurricular, a standard is determined, namely the extracurricular guide by the Ministry of Education and Culture. The following steps, such as effect, consequence, and causal relationship, are discussed.

b. Reporting Stage

The reporting stage consists of 5 steps, including (a) interpretation of the results of the analysis, (b) conclusions or recommendations, (c) required sources as written in the Bibliography section, (d) suggestions and expectations, and (e) appropriate dissemination. It is done in the form of presentations in class.

III. DATA ANALYSIS

Quantitative data obtained based on questionnaires filled out by students and teachers were analyzed using percentages (Arikunto, 2012). The formula used is as follows; b based on the calculation of the student's questionnaire with 20 respondents and the number of questions of 13 items. The highest percentage is 96.25%, and the lowest percentage is 85%. The data obtained from the student questionnaires were then categorized based on the scores obtained for each respondent (Sugiyono, 2008). The categories of data results can be seen in Figure 1:
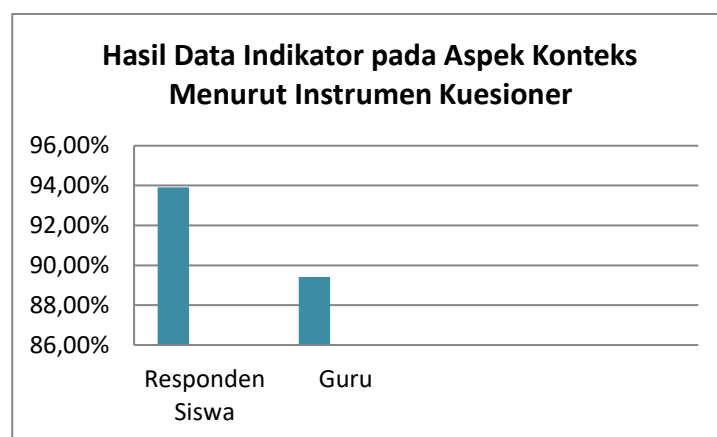

Image 1; Results Context Aspects of Comparison Graph of Student and Teacher Questionnaire Percentage Calculation

Based on the calculation of the student questionnaire and the number of questions of

10 items, the highest percentage was 96.25%, and the lowest percentage was 87.5%. The data obtained from the student questionnaires were then categorized based on the scores obtained for each respondent. The categories of data results can be seen in Figure 2:
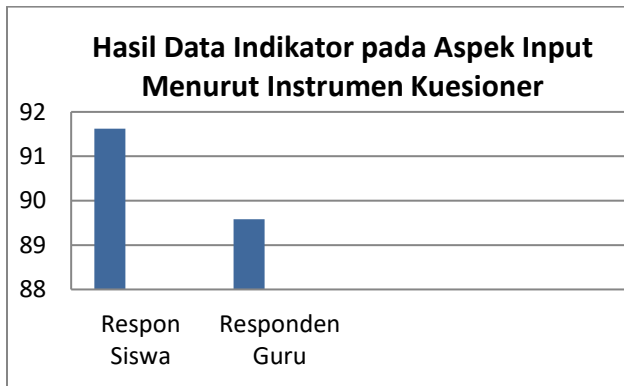

Hasil Data Indikator pada Aspek Input Menurut Instrumen Kuesioner

Image 2; Comparison Graph of Student and Teacher Questionnaire Percentage Results of Input Aspects

Based on the calculation of the questionnaire and the number of questions of 16 items, the highest percentage was 96.25%, and the lowest percentage was 87.5%. The data obtained from the student questionnaires were then categorized based on the scores obtained for each respondent. The categories of data results can be seen in Image 3:
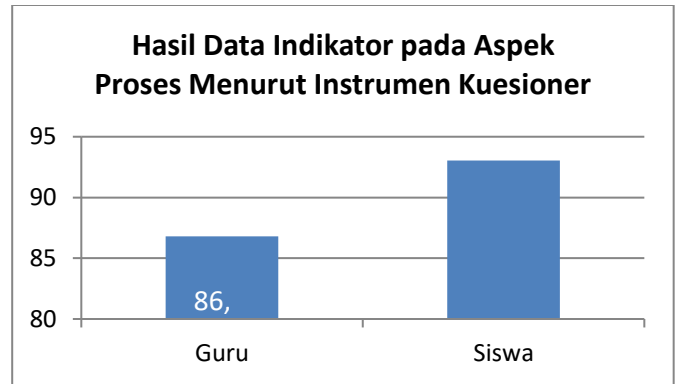

Hasil Data Indikator pada Aspek Proses Menurut Instrumen Kuesioner

Image 3; Comparison Graph of Teacher and Student Questionnaire Percentage Result Calculation Process Aspects

Based on the calculation of the questionnaire and the number of questions of 13 items, the highest percentage was 96.25%, and the lowest percentage was 87.5%. The data obtained from the student questionnaires were then categorized based on the scores obtained for each respondent. Categories of data results can be seen in the picture.
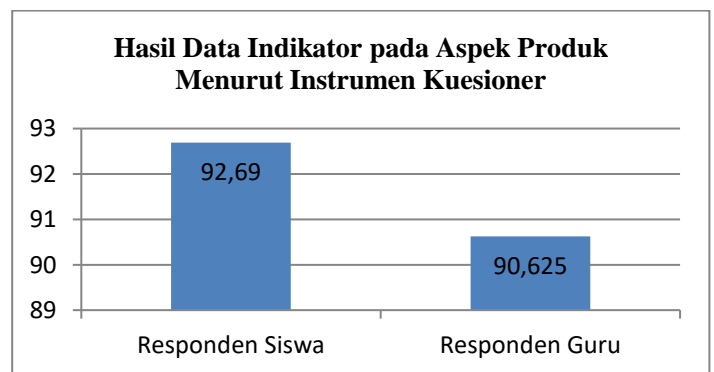

Hasil Data Indikator pada Aspek Produk Menurut Instrumen Kuesioner

Image 4; Results on product aspects of Comparison Graph of Student and Teacher Questionnaire Percentage Calculation

1. Context Aspect Discussion

Documentation instruments and evaluator interviews strengthened the questionnaire instrument data. Based on the results of interviews with extracurricular coaches, information was obtained: a) Activities in forming students' cooperative attitudes in KIR, namely forming groups when conducting research b) Students' activities to excel in KIR by training in developing talents and interests in three fields, namely social, technology and science, in addition, c) Students' activities in independence are practicing discipline and independence of students.

Based on the overall analysis, several things can be concluded on the context aspect: 1) quantitatively, the context aspect is categorized as very good; 2) qualitatively, the context aspect is categorized know the nature of the usefulness of extracurricular activities for students. It can be seen that KIR extracurricular activities train students to work together, excel, and train work ethic. ; 3) The community's need for extracurricular activities is excellent because: In compiling written work, students in groups and collaborate practice cooperation, organization, independence, and discipline. The product aspect can be categorized as very good based on the description. It is in line with the teacher's statement in the questionnaire that KIR extracurricular trains organizational experience, works together both inside and outside the team, and trains student discipline with the lowest score of 75.

In contrast, the questionnaire results of KIR extracurricular students practicing organizational experience scored 75. This lack of administrative experience was due to an organization's KIR extracurricular activities not being formed. It is feared that if an organization is formed, the focus of preparing scientific papers is not optimal because students are concerned with the organization. Therefore, the teachers and other extracurricular coaches would handle the organization directly. Students' extracurricular training in organizing is better to form a student organization under teacher guidance and focusing on producing written works.

2. Discussion of Input Aspects

The input questionnaire instrument data was strengthened by documentation and interview instrument data. The interviews with extracurricular coaches obtained: a) Students are very active and enthusiastic in participating in extracurricular activities. b) Competent builder teachers can guide students to excel. As a facilitator, the teacher encourages and guides students to achieve academic and

non-academic achievements. c) Supporting facilities and infrastructure in extracurricular activities have supported the activities. In addition, the school environment can be used as a place for research and the provision of scientific tourism, namely traveling while doing research.

Based on the overall analysis, it can be concluded several things about the input aspect, namely: 1) quantitatively, the input aspect is categorized as very good; 2) qualitatively, the input aspect is categorized as very good. The indicator of the condition of students participating in extracurricular activities is that they are healthy and ready, seen from students' enthusiasm when carrying out extracurricular activities. The indicator of competence of KIR extracurricular coaches is following competence in the field of expertise and experience. There is a teacher's questionnaire on the material aspect delivered at each meeting, is following the curriculum, and available supporting facilities for KIR extracurricular activities (field, object of practice) with the lowest score of 75. Meanwhile, in the student questionnaire, the statement of available materials supports KIR extracurricular activities with the lowest score of 87.5. Indicators supporting extracurricular activities and learning

materials are appropriate and supporting facilities and infrastructure for extracurricular activities, namely in the research center. However, it still needs additional support. So to support extracurricular, other activities are held; namely, scientific tourism and madrasas are very supportive of this activity. Based on this explanation, the input aspect can be categorized as very good.

3. Process Aspect Discussion

The percentage of KIR extracurricular process aspects in the teacher's questionnaire is 86.80%. Based on the average percentage, the process aspect of teacher respondents is categorized as very good. The highest percentage is in statement number 28 (students practice developing projects from the material that has been delivered), 29 (student curiosity by asking a lot of questions), 30 (teachers getting ready before implementing KIR extracurricular activities), 31 (teachers delivering extracurricular learning by interactive communicative), 40 (guiding teachers assess objectively), and 41 (the final test is the reference for the absolute KIR extracurricular value) with a percentage of 100%. The interview data also shows that 1) the teacher conducts an objective assessment based on the suitability of the contents of each chapter of the scientific work made by

students with a predetermined title, 2) the teacher checks the attendance of students,

Based on the questionnaire data analysis of students and teachers, it can be said that the stages of the process of extracurricular activities at MTs Negeri 2 Kediri City have been carried out very well. It is due to the supervising teacher who motivates students to try their best in doing scientific work. At the process stage, it is also seen that the teacher also provides opportunities for students whose work is judged not to be good so that they can be corrected before the assessment takes place. So that students will better know where the error is and fix it as soon as possible. The teacher will reward the student whose work is the best. Giving rewards to students will motivate them to present their scientific work very well.

Based on the analysis of the data results obtained from interviews, almost all stages of implementing the extracurricular guide from the Ministry of Education and Culture have been carried out by the supervising teacher. Based on the results of the questionnaire, the process aspect also has shortcomings (in terms of the lowest percentage), including aspects of 1) the punctuality of students when it comes to KIR extracurricular activities, 2) the delivery of targets by the supervising teacher in each activity, 3) the

activeness of students in working on assignments given by the supervising teacher, 4) giving exams to programs that have been implemented, and 5) involvement of students in assessing learning outcomes.

The lack of this process aspect can be caused by the less than optimal process aspect in KIR extracurricular activities. These aspects are 1) lack of awareness of students to maximize time, 2) lack of KIR mentoring teachers, and 3) less attractive learning methods during extracurricular activities.

The causes behind the less than optimal aspects of the process in KIR extracurricular activities show how the solution should be used. The ways to solve this problem are: 1) always motivating and providing understanding to students about the limited time for KIR extracurricular activities, 2) adding KIR mentoring teachers so that the target of KIR extracurricular activities can be conveyed at each stage. Additional supervising teachers can improve teacher monitoring of student progress and better understand the direction at each KIR extracurricular meeting. That way, students will not be careless about the teacher's tasks.

4. Product Aspect Discussion

Based on the calculation of the questionnaire and the number of questions of 13 items, the highest percentage was 96.25%,

and the lowest percentage was 87.5%. The data obtained from the student questionnaires were then categorized based on the scores obtained for each respondent. The 13-point statement contains at least three indicators, namely 1) the development of students in behavior and attitudes; 2) Student achievements in non-academic fields; 3) Provision of students in continuing to the next level and the world of work. The results show that out of 13 statements, all statements are in an outstanding category because they get a percentage above 90%.

The questionnaire instrument data was then strengthened with data obtained through documentation and interview instruments. Based on interviews with extracurricular coaches, several things were obtained.

a) The development of students in behavior and attitudes

The behavior between KIR extracurricular students and students who do not take extracurricular activities is very different. Students who take extracurricular activities have better independence, order, and achievement than students who do not take extracurricular activities. Students who participate in KIR extracurricular activities are required to conduct independent research under the guidance of KIR teachers. Independent research means that each student must complete one research within one year. It will encourage independent learning, discipline in managing time, and strong motivation for achievement.

(Brookfield, 1986) argues that learning independence is self-awareness, self-driven, and learning ability to achieve goals (Riduwan, 2015). The same thing is described by (Susilawati, 2009) that independent learning involves various resources and activities with an influential teacher role, such as dialogue, finding sources, evaluating results, and developing critical thinking (Susilawati, 2009). Widodo explains that the learning independence factor consists of five aspects, namely discipline, self-confidence, motivation, initiative, and responsibility (Widodo, 2012).

From this opinion, it can be concluded that a person has independent learning if he has self-confidence, motivation, initiative, discipline, and responsibility. Self-confidence is essential for students to succeed in learning. They will be more motivated and prefer to learn with self-confidence, so students who have high

self-confidence will be more successful.

In Desmita, he divides the characteristics of independent learning, among others: Independence in emotional relationships between individuals, students with teachers, or with their parents. Behavioral independence, to make decisions without depending on others. And value independence is the ability to interpret principles about right and wrong about what is essential and what is not (Desmita, 2011).

The development of students in behavior and attitudes is sometimes not following expectations as shown to obtain the lowest percentage of 75%. Students become disciplined towards time and rules, active in business, and KIR extracurricular activities are helpful in everyday life. It is because of the tendency of students to feel lazy and bored regarding the learning that is given. It can be addressed by KIR extracurricular coaches who actively monitor students who show a decrease in attitudes and behavior. Extracurricular KIR learning is packaged by prioritizing the high curiosity of students so that

enthusiasm is maintained and they always try to do research.

b) Student achievement in academic and non-academic fields

The achievements of KIR extracurricular students are outstanding, as evidenced by winning in various district and national level events. Students in KIR extracurricular activities hone their talents and abilities, pay attention to their behavior and attitudes, and are mentally trained students; besides, they are supported by good facilities, reading sources, and good infrastructure.

Several factors influence the achievement of student learning achievement. (Murphy, 2009) states that the factors that influence learning achievement include educators, students, and the educational environment that reflects a culture of competence. The educator factor can be seen from the teacher's performance; the student factor can be seen from the achievement motivation and learning discipline; the educational environment can be seen from the school facilities and infrastructure, the implementation of

internships, and parental support (Murphy, 2009).

(Amrai et al., 2011) revealed that students' academic achievement results from coordination and interaction between different aspects of motivation (Amrai et al., 2011). All elements of reason must be improved to support the improvement of student learning achievement.

c) Equipping students to continue to the next level and the world of work

Students who take KIR extracurricular activities have a good work ethic, as evidenced by graduates who continue to a higher level; they have a great responsibility for further education (SMA/SMK) and the world of work. Students who participate in KIR Extracurricular are used to being challenged to solve a problem. It also raises student achievement motivation.

Achievement motivation is a desire or tendency to do something difficult as quickly and as best as (Muhibbin, 2010). Thus, achievement motivation is the driving force of students to do the tasks given even though it is challenging to achieve the predetermined achievement. Difficult work will make students increase their efforts to complete the task with maximum results.

According to (Mardapi, 2004), the study's success is determined by cognitive abilities and must be supported by the effective abilities of students. Affective abilities include discipline, interest, attitude, independence, responsibility, and so on (Mardapi, 2004). (Yahaya et al., 2009) stated that "discipline is a rudimentary ingredient that plays a crucial role in the school system, with insists on upholding the moral values of the student." The purpose of the statement above is that discipline is a behavior owned by a person in which the behavior emphasizes the high moral values of students (Yahaya et al., 2009).

IV. CONCLUSION

The context aspect overall can be said to be very good. The percentage on the student questionnaire is 93.90%, while the teacher's questionnaire is 89.42%, so the total average for the process aspect is 91.67%. The input aspect overall can be said to be very good. The percentage on the student questionnaire is 91.62%, while the teacher's questionnaire is 89.58%, so the total average for the process aspect is 90.60%. The process aspect overall can be said to be very good. The

percentage on the student questionnaire is 93.05%, while the teacher's questionnaire is 86.80%, so the total average for the process aspect is 89.92%. The product aspect overall can be said to be very good. The percentage on the student questionnaire is 92.69%, while the teacher's questionnaire is 90.62%, so the total average for the process aspect is 91.65%.s.

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