Edutech 20(3), 2021

EDUTECH

Journal homepage : http://ejournal.upi.edu/index.php/edutech/index

Evaluation towards Learning Process for Digital Learning Development in Curriculum and Instruction Courses

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Abstract. An effective learning process is conducted through planning, management, implementation, monitoring, and evaluation to result in feedback. Reflection as a form of evaluation is carried out to provide input in improving the further learning process. This study aims to evaluate learning, especially on the components of the objectives, material, process, learning evaluation, faced obstacles during the learning process, and expectations for the next lecture, one of Educational Basic Learning Course (EBLC) called Curriculum and Instruction course. This process is done as the basis for the development of digital learning in online learning in the future. Data were obtained by distributing questionnaires to 24 lecturers teaching in the curriculum and learning courses. It is a group of compulsory courses that all students are necessary to be included in their study at one of the state universities whose core business is in education. Based on the research data, it is found that 1) the learning achievement has been compiled according to the educational competencies listed in the Semester Lecture Design (RPS) used by all lecturers in carrying out the learning process. 2) the learning material has been systematically set as stated in the RPS to facilitate the organization of material in learning, 3) the learning implementation by lecturers uses various learning methods focusing on student-centered learning, 4). The evaluation performance is done using Computer Based Test (CBT) with developed questions regarding specified learning outcomes, 5) the obstacles faced by administrators of Curriculum and Instruction course are the number of continuously growing classes and lacking the number of lecturers for each semester. Moreover, it is also essential to improve students' learning motivation to achieve maximum learning outcomes. It is expected that learning innovations can assist them in improving the quality of learning by developing digital learning media and supporting blended learning between face-to-face and online learning using the Learning Management System (LMS).

Informasi Artikel :
Artikel diterima: 15 Juni 2019
Perbaikan: 10 Januari 2021
Diterbitkan: 07 Juni 2021
Terbit *Online:* 07 Oktober 2021

Keyword: *Evaluation, learning process*

I. INTRODUCTION

The occurred learning process is more oriented towards face-to-face learning in class using various conventional learning methods by utilizing ICT as a supporting tool for material delivery (learning media). The development of information and communication technology (ICT) is now demanding the utilization of ICT in learning continues to evolve and adjust of learning needs. The use of various

 DOI: https://doi.org/10.17509/e.v20i3.40570

digital media and digital *platforms* has been developed by many parties to support student-oriented learning. It is hoped that through the use of digital learning media, learning is more fun and increase students' activity.

To develop digital learning in a course, it is necessary to evaluate it first. It is needed to collect data on how learning has been taking place and exploring what things to be updated, replaced, or added to the lecture process. The evaluation process is an integral part of a series of learning processes; the goal is to obtain comprehensive data and information about an activity (Idrus, 2019; Mahirah, 2017). Likewise, with the evaluation of learning in the Basic Education Subject (MKDK) Curriculum and Learning, it is done by extracting data and information from lecturers and students to obtain data on how the learning process has been taking place, as well as expectations related to the development of these lectures. This data and information are used to guarantee quality so that the implementation of academic activities is carried out by the rules and achieves the targeted targets (Safi 2017; Prastianto et al. 2019).

Evaluation of the implementation of lectures on the faculty of the accomplishments during this time is an activity that is expected to be able to gain information that is accurate and systematic to set the value of a particular (Suarga 2019; Raharjo 2017; Wahyudi 2016). Regarding to the learning conditions of MKDK Curriculum and Learning and what changes are expected to emerge in supporting the course process of MKDK Curriculum and Learning is better following the demands of learning needs. Evaluation of learning in Curriculum and Learning courses at the Indonesian Education University is an activity that is carried out periodically each semester to control and improve the quality of learning curriculum and learning courses at the Indonesian Education University.

Evaluation is to obtain accurate and objective information about a program. This information can be in the form of program implementation processes, impacts/results achieved, efficiency, and utilization of evaluation results focused on the program itself, namely to make decisions whether to continue, improve or stop. Controlling and improving the quality of learning, monitoring, and evaluation is intended to determine lecturers' feedback, including learning objectives, learning materials, learning processes, and evaluation of learning curriculum and learning courses.

 DOI:https://doi.org/10.17509/e.v20i3.40570

Monitoring and evaluation of curriculum and learning courses are carried out to determine what is being done by monitoring the results/ achievements achieved. If there are deviations from predetermined standards, then immediately carried out so that all the results/achievements achieved can be under a plan. Evaluation is carried out at the end of the activity to determine the final results or achievements of the activity or program. Evaluation results are useful for planning the implementation of the same program at another time and place.

A learning process's effectiveness is influenced by four components that influence one another, namely, components of objectives, material, process, and learning evaluation. These four components will have an *instructional effect*, namely, in the form of measurable results from a learning process by harmonizing each component's suitability moving in rhythm with one another. Furthermore, suppose these four components influence each other. In that case, the *instructional effect* is obtained and the *nurturant effect*, namely applying the knowledge gained and the ability of other fields to help them develop emotionally to achieve wholeness and independence (Joice, Weil & Calhoun). 2011).

This study focuses on evaluating four components, namely goal setting, organizing lecture materials, learning methods, and media used in the learning process, and evaluating learning carried out to support predetermined goals. Learning objectives are targets to be achieved by learning activities.

Learning objectives are intermediate goals in achieving the educational process's hierarchy of goals (Sagala, 2010; Sanjaya, 2009). Learning objectives are operational stages that must be implemented, and changes can be observed after carrying out the learning process. The term learning objectives at the higher education level are referred to as learning outcomes using graduate learning outcomes, course learning outcomes, and expected final abilities (Curriculum for Higher Education, 2012).

Learning material is in a series of subjects with topics/subtopics. Bloom et al. Classify learning materials into three main elements: knowledge, attitudes, and skills (Sanjaya, 2009). Learning material is categorized as six categories: facts, concepts/theories, principles, pros edur , values, and skills (Sagala, 2010; Sanjaya, 2009).

 DOI: https://doi.org/10.17509/e.v20i3.40570

The learning process relates to the learning experiences that students will get organized in such a way that they learn (Tyler, 1949). One of the elements in this learning process is the use of learning strategies or methods and media and learning resources to support the achievement of the stated objectives. Various strategies, models, methods, and learning media are currently developing that can be used to increase learning activities that can support the formation of competencies needed in this century. A learning model that is oriented towards students (active *student learning*) is expected to be a learning model that is widely used in learning, such as *problem-based learning*, *project learning*, *cooperative learning,* and many other learning models that can be used. While the learning media that can be used also vary from visual media, audio, multimedia to high-tech media. This learning model's choice is influenced by the formulation of objectives, predetermined material, student characteristics, time owned, and the teacher's ability to use the model. For this reason, the teacher's accuracy is needed in choosing the learning model to be used.

Learning evaluation is the process of measuring the success of achieving predetermined goals. It can be done through tests, both written tests, oral tests, action tests, and work results/ reports (Arifin, 2009). Learning evaluation is usually done at the beginning, during the process, and at the end of the lesson. The evaluation has a diagnostic, formative, summative function. Of course, if it is carried out systematically and reliably, the results of this evaluation can be used to provide academic considerations for the sustainability of students.

II. RESEARCH METHODS

The data collected in this study used a questionnaire distributed using the *google form* application to lecturers who taught MKDK Curriculum and Learning courses taught in the even semester of the 2019/2020 academic year at one of the state universities in Bandung-Indonesia. The number of classes in the semester amounted to 42 classes taught by as many as 32 lecturers. The data that came in was only 24 lecturers who filled out the questionnaire. The questionnaire was distributed at the end of May at the same time as the lecture's end. Respondents were repeatedly confirmed to fill out the questionnaire, but no additional questionnaires were filled out. Finally, in June, the 24 response data was decided

 DOI:https://doi.org/10.17509/e.v20i3.40570

to become the final data in this study at the predetermined time limit.

The data obtained were processed using percentage calculations by comparing the frequency of the acquisition results with the expected frequency, then the data were analyzed descriptively to produce conclusions.

III. FINDINGS AND DISCUSSION

The description of the results and discussion of this study describes the curriculum's evaluation and learning MKDK with a scope of 1) learning objectives, 2) learning materials, 3) learning process, 4) learning evaluation. The following will describe the research results based on data acquisition in the field using a questionnaire.

A. Findings

1. Learning Object

The term goals in college are called learning outcomes. They have levels, namely Graduate Learning Outcomes (CPL), Subject Learning Outcomes (CPMK), and expected final abilities. In this college, the expected final ability is divided into Subject Learning Outcomes (Sub CPMK) and indicators (Kementistekdikti, 2016). The formulation of learning outcomes is contained in the Semester Class Plan (RPS) for the course that has been prepared by the lecturer team. Ideally, every lecturer at the beginning of the lecture delivers the RPS as a learning guide for lecturers and students. Based on the data. Based on the data obtained, 95.83% of the lecturers conveyed and discussed the RPS to students, and 4.17% did not deliver and discuss RPS to students. The results of data processing, submission, and discussion of RPS to students are presented in Figure 3.1 as follows:

Furthermore, concerning the determination of the CPMK, this section will describe the learning outcomes specified in the MKDK Curriculum and Learning. Based on the data obtained, 54.17 % is quite adequate for the learning outcomes specified in the MKDK Curriculum and Learning, and 45.83 % is sufficient for the learning outcomes specified in the curriculum and learning MKDK. The results of data processing achievements of the learning set are presented in Figure 3. 2 as follows:

Furthermore, the CPMK sub and the indicators on the curriculum and learning MKDK based on the data obtained were 45.83 %, which was quite adequate. The CPMK sub and the indicators set in the curriculum and learning MKDK and 54.17 % were sufficient for the CPMK sub and the

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indicators set in the MKDK Curriculum and Learning. The results of data processing sub CPMK and indicator set is presented in figure 3. 3 as follows:

Learning objectives are a target to be achieved by learning activities. Learning objectives are intermediate goals to achieve the goals to be completed at a higher level (Sanjaya, 2009; Tyler, 1949). For example, in the education system, the learning objectives that have been achieved will determine the educational institution's achievements (institutional goals). Furthermore, if institutional goals have been completed, it will support the achievement of national education. The formulation of learning outcomes is determined by following the learning outcomes of the study program and the learning outcomes of higher education to support national education goals.

CPMK, sub CPMK, and indicators are goals that want to be achieved after carrying out learning at a particular meeting. These learning achievements can describe student behavior in the form of knowledge, attitudes, and skills after participating in the learning process (Prastianto et al. 2019 ; (Muqit and Djuwairiyah 2017; Kemenristekdikti, 2016). With the formulation of CPMK, CPMK sub-categories, and indicators, It is hoped that students' knowledge, attitudes, and skills about MKDK Curriculum and Learning are appropriate to the demands of the learning needs of students when they enter the world of education as educators.

2. Learning Materials

The learning material is the curriculum's content, namely topics/ subtopics and their details. The scope of the material presented in the Curriculum & Learning MKDK can meet students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning. Learning materials include: 1) the nature of the curriculum, 2) components of learning, 3) foundation curriculum development, 4) the principles of curriculum development, 5) approaches and models for curriculum, 6) evaluation of the curriculum, 7) the basic principles of learning and learning, 8) learning components, 9) learning approaches and models, 10) learning evaluation, 11) curriculum innovation and learning.

The scope of the material presented in the Curriculum & Learning MKDK can meet students' learning needs both in terms of knowledge, skills, and attitudes to understand

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curriculum and learning. Based on the data obtained, 58.33% fulfills the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand the curriculum and learning and 41.67% is sufficient to meet the learning needs of students both in terms of knowledge, skills, and attitudes to understand. curriculum and learning. The results of data processing can be seen in Figure 3.4.

The scope of the curriculum essence material delivered in MKDK Curriculum & Learning can meet the learning needs of students both in terms of knowledge, skills, and attitudes to understand curriculum and learning. Based on the data obtained, 95.83% is very necessary to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand the curriculum and learning and 4.17% is necessary to fulfill student learning needs both in knowledge, skills, and attitudes to understanding curriculum and students'earning. The processing on the scope of the essence of the curriculum can be seen in Figure 3.5.

The scope of the curriculum components material present essential curriculum & Learning can meet students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning. Based on the data (figure 3.6) obtained by 91.67%, it is essential to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning and 8.33% is necessary to fulfill student learning needs both knowledgeably , skills, and attitudes for understanding curriculum and learning.

The scope of the basic material for curriculum development delivered in MKDK Curriculum & Learning can meet the learning needs of students both in terms of knowledge, skills, and attitudes to understand curriculum and learning. Based on the data (Figure 3.7) obtained by 79.17%, it is very necessary to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning, 16.67% is necessary to fulfill student learning needs both knowledgeably, skills, and attitudes to understand curriculum and learning students'4.17% do not nee development foundation material.

The scope of the material on the principles of curriculum development

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presented in MKDK Curriculum & Learning can meet the vital of students in terms of knowledge, skills, and attitudes to understand curriculum and learning. Based on the data (figure 3.8), which is obtained at 87.50%, it is essential to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning, and 12.50% is necessary to meet the learning needs of students both knowledge, skills, and attitudes to understand curriculum and learning.

The scope of the curriculum approach and model material presented in MKDK Curriculum & Learning can meet the learning needs of students both in terms of knowledge, skills, and attitudes to understand curriculum and learning. Based on the data (figure 3.9) which is obtained 62.50% is very necessary to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning, and 37.50% is necessary to fulfill student learning needs both knowledge, skills, and attitudes to understand curriculum and learning.

Students' scope of curriculum material delivered in MKDK Curriculum & Learning can meet students' learning needs both in terms of knowledge, skills, and attitudes, to understand curriculum and learning. Based on the data (figure 3.10), which is obtained 83.33%, it is indispensable to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning, and 16.67% is necessary to fulfill student learning needs both knowledge, skills, and attitudes to understand curriculum and learning.

The scope of the substance and principles of learning and learning delivered in MKDK Curriculum & Learning can meet the learning needs of students both in terms of knowledge, skills and attitudes to understand curriculum and learning. Based on the data (figure 3.11) obtained by 75% it is very necessary to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand the curriculum and learning, and 25% is necessary to meet the learning needs of students both in terms of knowledge, skills, and attitudes to understanding curriculum and learning.

The scope of the learning components stated in MKDK Curriculum & Learning can meet

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students' learning needs both in terms of knowledge, skills, and attitudes to understand currvitalrning. Based on the data (figure 3.12) obtained by 79.17%, it is vital to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning, and 20.83% is necessary to fulfill student learning needs both knowledge, skills, and attitudes to understand curriculum and learning.

The scope of the material for the approach and learning model presented in MKDK Curriculum & Learning can meet the learning needs of students both in terms of knowledge, skills and attitudes to understand curriculum and learning. Based on the data (figure 3.13) obtained by 75% it is very necessary to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand the curriculum and learning, and 25% is necessary to fulfill student learning needs both in terms of knowledge, skills, and attitudes to understanding curriculum and learning.

The scope of the learning evaluation material for students' is found in the learning MKDK that can meet students' learning needs in terms of knowledge, skills, and attitudes to understand curriculum and learning.essential data (figure 3.14) obtained by 75% it is essential to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand the curriculum and learning, and 25% is necessary to meet the learning needs of students both in terms of knowledge, skills, and attitudes to understanding curriculum and learning.

The scope of curriculum innovation and learning materials delivered in MKDK Curriculum & Learning can meet student learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning. Based on the data (Figure 3.15) which is obtained 83.33%, it is very necessary to meet the learning needs of students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning, and 16.67% is necessary to meet the learning needs of students both knowledge, skills, and attitudes to understand curriculum and learning.

3. Learning Process

The learning process is a communication process between the message source and the recipient. The learning process includes 1) learning

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models, 2) learning methods, and 3) learning media and resources.

1. Learning Model
   a. Face to Face

      Figure 3.16 will describe the face-to-face learning model used in the MKDK Curriculum and Learning courses. Based on the data obtained, 62.50% always use face-to-face learning models, 29.17% often use face-to-face learning models, 8.37% rarely use face-to-face learning models, and 0% never use face-to-face learning models.

   b. Online

      The online learning model was used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.17) obtained by 25% always use online learning models, 54.17% often use online learning models, 12.50% rarely use online learning models, and 8.33% never use online learning models.

   c. Mixed (online and face to face)

      Mixed learning models (online and face-to-face) were used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.18) obtained by 37.50% always use a mixed learning model (online and face-to-face), 54.17% often use a mixed learning model (online and face-to-face), 4.17% rarely use a model mixed learning (face to face and online), and 4.17% never used a mixed learning model (online and face to face).

2. Learning methods
   a. Lecture

      The lecture learning method was used in the MKDK Curriculum and Learning courses. Based on the data (Figure 3.19), it was obtained that 29.17% always used the lecture learning method, 41.67% often used the lecture learning method, 25% rarely used the lecture learning method, and 4.17% never used the lecture learning method.

   b. Presentation and Question and Answer

      Presentation and question and answer learning methods used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.20) obtained by 50% always use presentation and question and answer learning methods, 50% often use presentation and question and answer learning methods, 0%

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rarely use presentation and question and answer learning methods, and 0% never use methods learning presentation and question and answer

c. Simulation

The simulation learning method was used in the MKDK Curriculum and Learning courses. Based on the data (Figure 3.21), 8.33% always used the simulation learning method, 50% often used the simulation learning method, 25% rarely used the simulation learning method, and 16.67% never used the simulation learning method.

d. *Problem-based learning*

The learning method *of problem-based learning* that is used in the course MKDK Curriculum and Learning. Based on the data (figure 3.22) obtained by 37.50% always use *problem-based learning* methods, 37.50% often use *problem-based learning* methods, 25% rarely use *problem-based learning* methods, and 0% never use *issue-based learning* method.

e. Project-based learning

Project-based learning method used in the MKDK curriculum and learning courses. Based on the data (figure 3.23) obtained by 4.17% always use the project-based learning method, 29.17% often use the project-based learning method, for 45.83% rarely use the project-based learning method, and 20.83 % never used a project-based learning method.

f. Independent study through SPOT / SPADA

The self-learning learning method through SPOT / SPADA is used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.24) obtained by 12.50% always use the independent learning method through SPOT / SPADA, 54.17% often use the self-learning learning method through SPOT / SPADA, 16.67% rarely use the learning method independent through SPOT / SPADA, and 16.67% never used the independent learning method through SPOT / SPADA.

3. Media dan learning resources

a. Book MKDK Curriculum and Learning

Media and learning resources are recommended and used in the MKDK Curriculum and Learning courses. Based on the data (figure

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3.25) obtained by 87.50% always recommend and use the MKDK curriculum and learning books in curriculum and learning courses, 4.17% often recommend and use the curriculum and learning MKDK books in curriculum and learning courses, 8.33% rarely recommend and use the MKDK curriculum and learning books in curriculum and learning courses and 0% never recommend and use the MKDK curriculum and learning books in curriculum and learning courses.

b. Other sourcebooks

Media and learning resources are recommended and used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.26) obtained by 41.67% always recommend and use other sourcebooks in curriculum and learning courses, 45.83% often recommend and use other sourcebooks in curriculum and learning courses, amounting to 12.50 % rarely recommend and use other sourcebooks in curriculum and learning courses and 0% never recommend and use other sourcebooks in curriculum and learning courses.

c. Student worksheets

Media and learning resources are recommended and used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.27) obtained by 4.17% always recommend and use Student Activity Sheets (LKM) in curriculum and learning courses, 33.33% often recommend and use Student Activity Sheets (LKM) in curriculum courses and learning, 37.50% rarely recommend and use Student Activity Sheets (LKM) in curriculum and learning courses and 25% never recommend and use Student Activity Sheets (LKM) in curriculum and learning courses.

d. PPT viewing material

Media and learning resources are recommended and used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.28) obtained by 95.83% always recommend and use PPT viewing material in curriculum and learning courses, 0% often recommend and use PPT broadcast material in curriculum and learning courses, 4.17% rarely recommend and use PPT display material in curriculum and learning courses and 0% never recommend and use PPT display

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material in curriculum and learning courses.

e. Tutorial video

Media and learning resources are recommended and used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.29) obtained by 12.50% always recommend and use learning videos in curriculum and learning courses, 50% often recommend and use learning videos in curriculum and learning courses, 29.17% rarely recommend and use instructional videos in curriculum and learning courses and 8.33% never recommend and use learning videos for curriculum and learning courses.

f. Podcast audio

Media and learning resources are recommended and used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.30) obtained by 8.33% always recommend and use audio podcasts in curriculum and learning courses, 16.67% often recommend and use audio podcasts in curriculum and learning courses, 25% rarely recommend and use audio podcasts in curriculum and learning courses and 50% never recommend and use audio podcasts in curriculum and learning courses.

g. Integrated Learning System

Media and learning resources are recommended and used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.31) obtained by 25% always recommend and use the Integrated Learning System (SPOT) in curriculum and learning courses, 20.83% often recommend and use the Integrated Learning System (SPOT) in curriculum and learning courses, 33.33% rarely recommend and use the Integrated Learning System (SPOT) in curriculum and learning courses and 20.83% never recommend and use the Integrated Learning System (SPOT) in curriculum and learning courses.

h. Online Learning System

Media and learning resources are recommended and used in the MKDK Curriculum and Learning courses. Based on the data (figure 3.32) obtained by 4.17% always recommend and use the Online Learning System (SPADA) in curriculum and learning courses, 33.33% often recommend and use the Online Learning System (SPADA) in curriculum courses

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and learning, 37.50% rarely recommend and use the Online Learning System (SPADA) in curriculum and learning courses and 25% never recommend and use the Online Learning System (SPADA) in curriculum and learning courses.

4. Learning Evaluation

Evaluation is a systematic process of collecting, analyzing, and interpreting information/data to determine the extent to which students have achieved learning objectives. The learning evaluation includes: 1) attendance, 2) activeness in class, 3) presentation, 4) assignments, 5) Mid-Term Exam, 6) Final Exam.

An evaluation study was conducted in the course curriculum and learning. Based on the data (figure 3.33), 83.33% always assessed attendance in curriculum and learning courses, 16.67% often conducted attendance assessments in curriculum and learning courses, 0% conducted attendance assessments in curriculum courses, and learning and 0% have never assessed attendance in curriculum and learning courses.

An evaluation study was conducted in the course curriculum and learning. Based on the data (figure 3.34), it was obtained that 87.50% always taught class activeness assessments in curriculum and learning courses, 12.50% often conducted class activeness assessments in curriculum and learning courses, 0% conducted activeness assessments in class in curriculum and learning courses, and 0% never assessed class activeness in curriculum and learning courses.

An evaluation study was conducted in the course curriculum and learning. Based on the data (figure 3.35) obtained by 79.17% always assessing presentations in curriculum and learning courses, 20.83% often setting presentations in curriculum and learning courses, by 0% conducting presentation assessments in curriculum courses and learning, and 0% have never taught presentation assessments in curriculum and learning courses.

An evaluation study was conducted in the course curriculum and learning. Based on the data (Figure 3.36) obtained by 75% always assesses assignments in curriculum and learning courses, 25% often evaluates assignments in curriculum and learning courses, 0% assesses tasks in the subject curriculum and learning courses, and 0% never assessed assignments in curriculum and learning courses.

An evaluation study was conduct-

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ed in the course curriculum and learning. Based on the data (figure 3.37), it was obtained that 91.67% always carried out UTS assessments in curriculum and learning courses, 8.33% often conducted UTS assessments in curriculum and learning courses, 0% made UTS assessments in curriculum courses, and learning and 0% have never taught UTS assessments in curriculum and learning courses.

An evaluation study was conducted in the course curriculum and learning. Based on the data obtained, 87.50% always conduct UAS assessments in curriculum and learning courses, 12.50% often conduct UAS assessments in curriculum and learning courses, 0% conduct UAS assessments in curriculum and learning courses, and 0 % never conducted UAS assessments in curriculum and learning courses.

Figure 3.1
Submission and discussion of RPS to Students

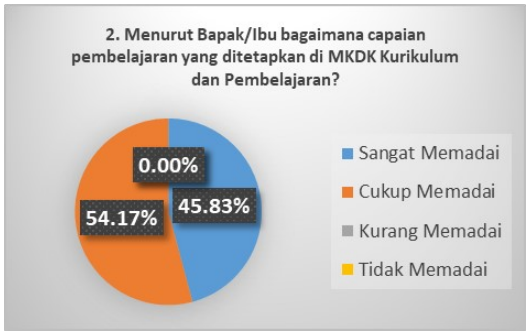

Figure 3.2
The learning outcomes specified.

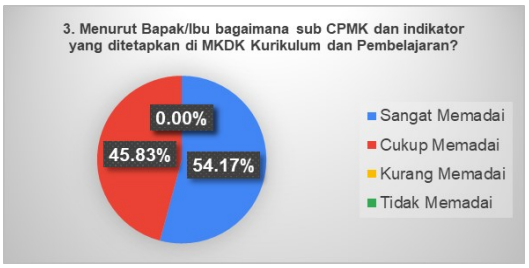

Figure 3.3
CPMK sub-set and indicators

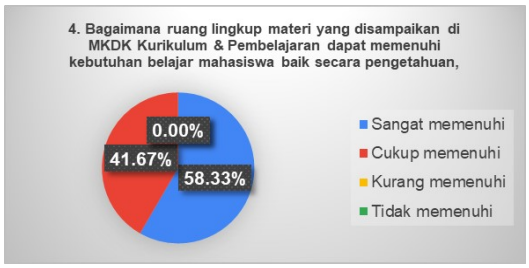

Figure 3.4
Material scope

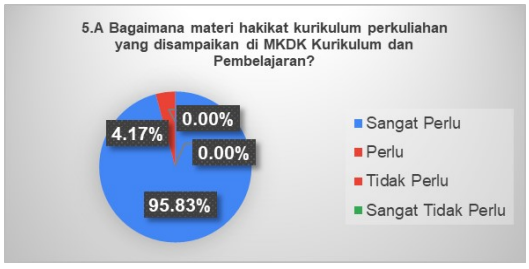

Figure 3.5
The scope of the essence of the curriculum

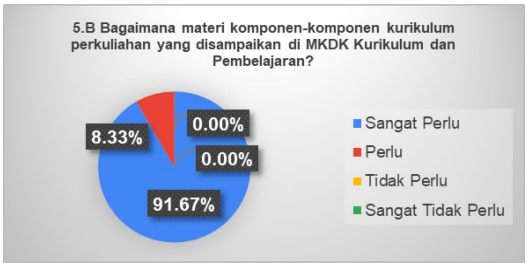

Figure 3.6
The scope of the curriculum components material

DOI: https://doi.org/10.17509/e.v20i3.40570

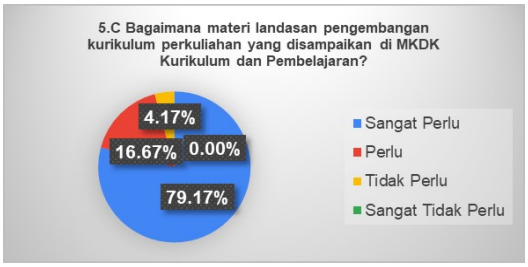

Figure 3.7
The scope of the curriculum development foundation material

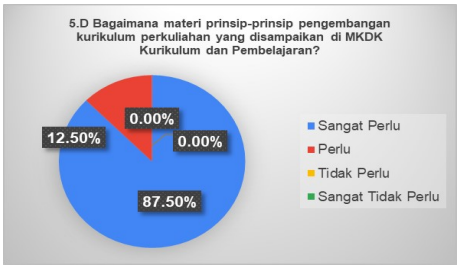

Figure 3.8
The scope of the material on the principles of curriculum development

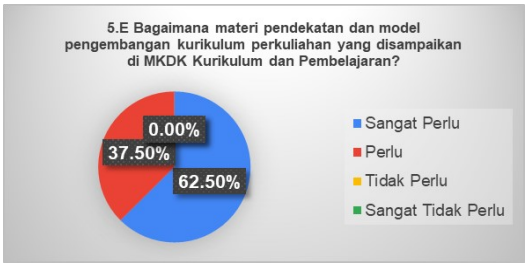

Figure 3.9
The scope of the material for the curriculum development approach and model

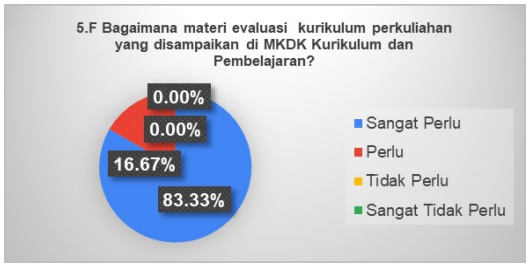

Figure 3.10
The scope of curriculum evaluation material

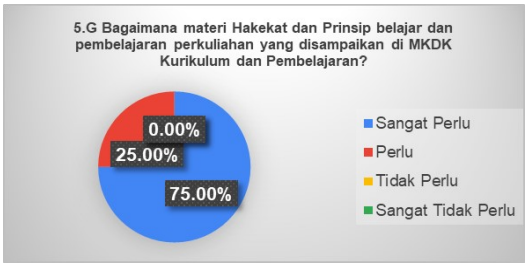

Figure 3.11
The scope of the essence and principles of learning and learning

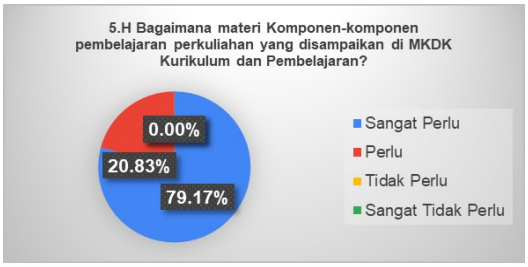

Figure 3.12
The scope of the learning components material

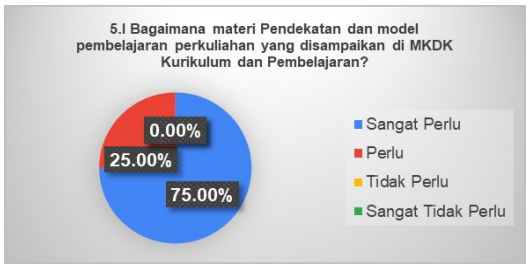

Figure 3.13
The scope of the material for the approach and learning model

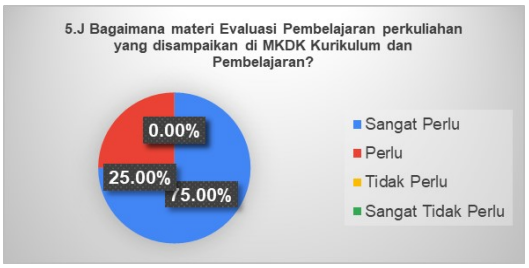

Figure 3.14
The scope of the learning evaluation material

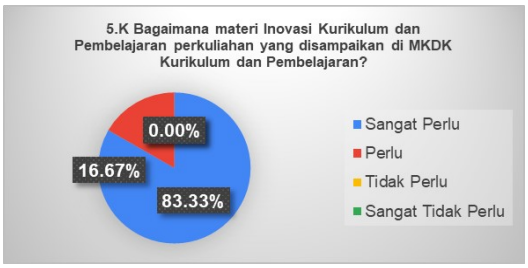

Figure 3.15
The scope of curriculum innovation and learning materials

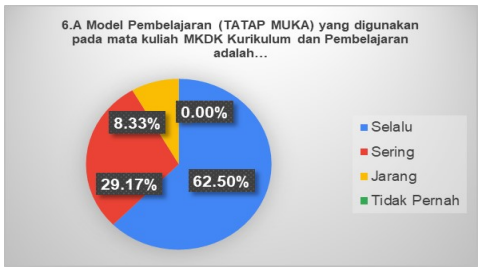

Figure 3.16
Face-to-face learning model used

DOI:https://doi.org/10.17509/e.v20i3.40570

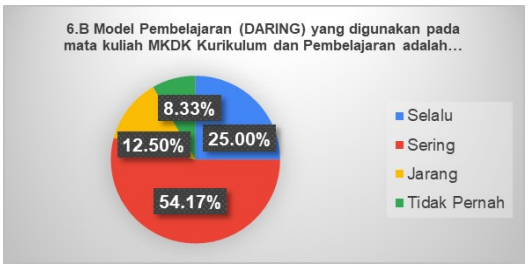

Figure 3.17
Online learning model used

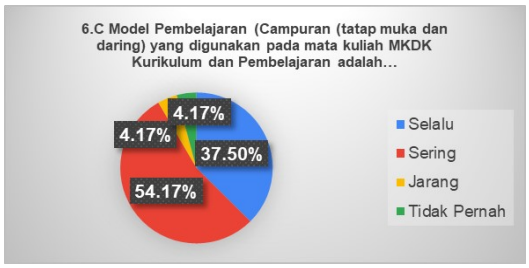

Figure 3.18
Mixed learning models (face to face and online) were used.

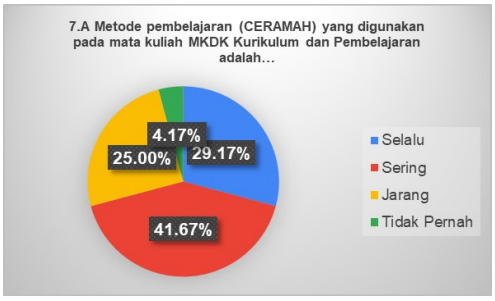

Figure 3.19
The lecture learning method used

Figure 3.20
Presentation and question and answer learning methods

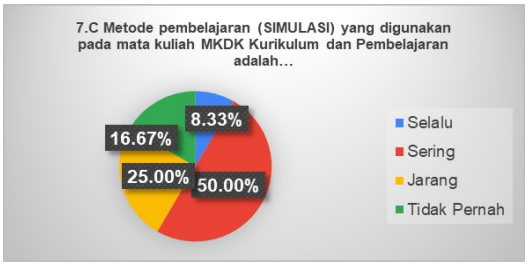

Figure 3.21
The simulation learning method used

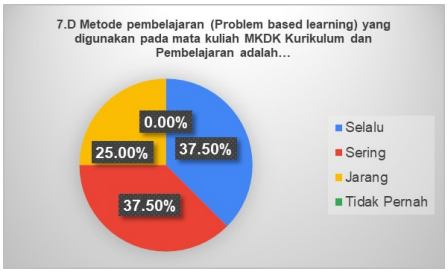

Figure 3.22
Problem-based learning method used

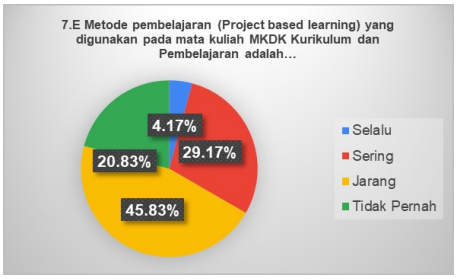

Figure 3.23
Project-based learning method used

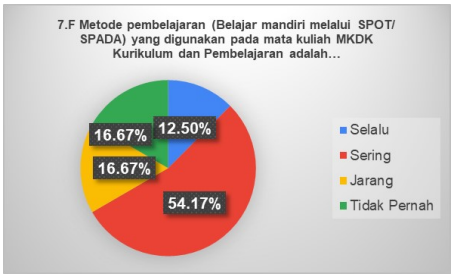

Figure 3.24
Independent learning methods or through SPOT / SPADA

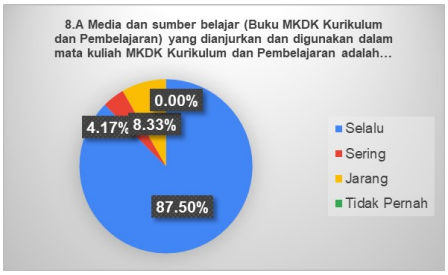

Figure 3.25
Book MKDK Curriculum and Learning

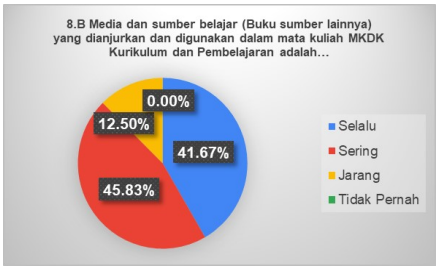

Figure 3.26
Other sourcebooks

DOI: https://doi.org/10.17509/e.v20i3.40570

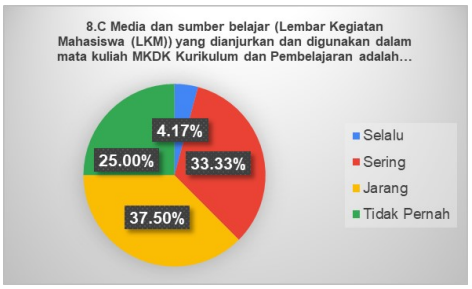

Figure 3.27
Student worksheets

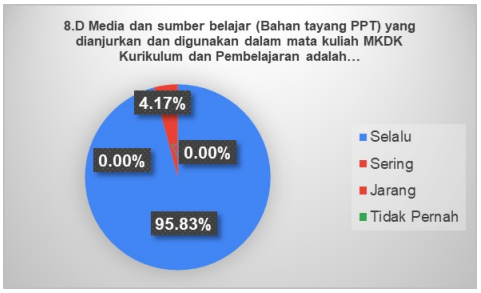

Figure 3.28
PPT viewing material

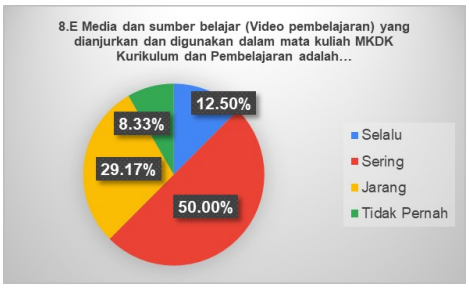

Figure 3.29
Tutorial video

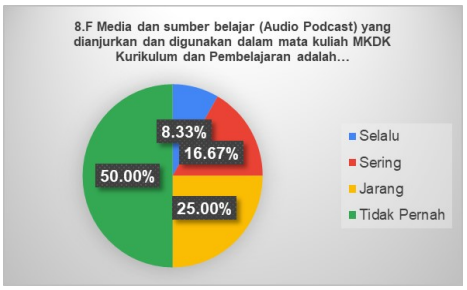

Figure 3.30
Podcast audio

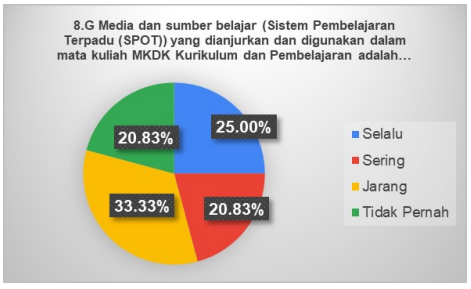

Figure 3.31
Integrated Learning System (SPOT)

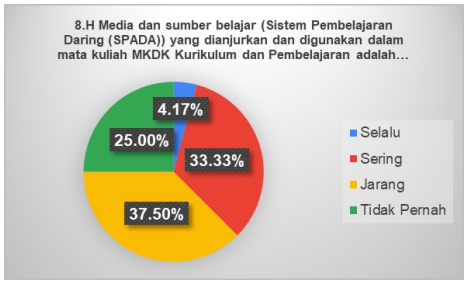

Figure 3.32
Online Learning System (SPADA)

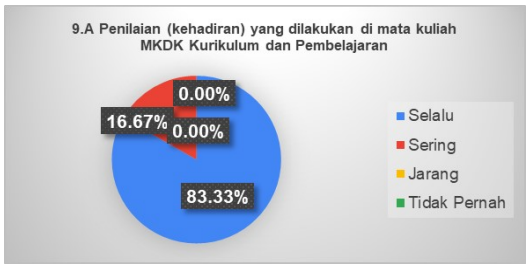

Figure 3.33
Attendance assessment

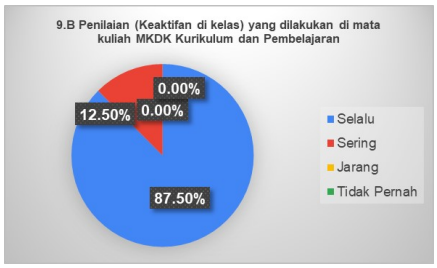

Figure 3.34
Assessment of activeness in class

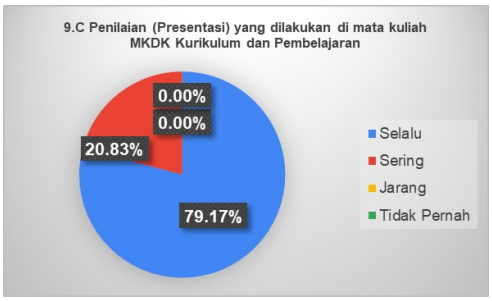

Figure 3.35
Presentation assessment

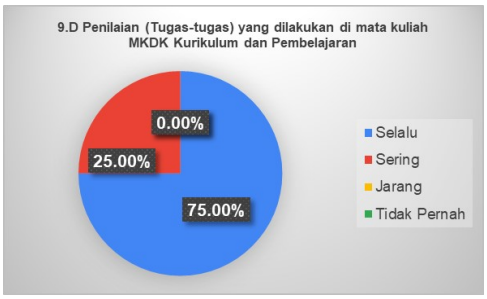

Figure 3.36
Assessment assignments

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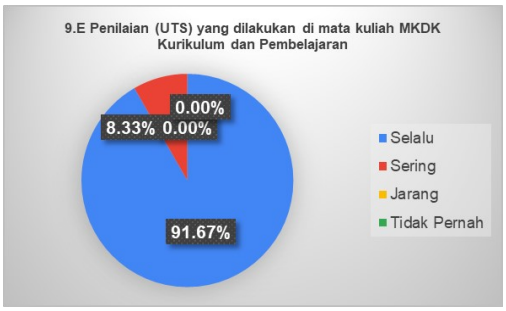

Gambar 3.37
Mid Examination

B. Discussion

1. Learning Objectives

Learning objectives are target to be achieved by learning activities. This learning objective is an intermediate goal to achieve other higher-level goals, namely the purposes of education and national development goals. Starting from learning goals (general and specific), these goals are graded, accumulate, and work together towards a higher-level goal: to build people who are by what they aspire to. Objectives are the basis for measuring the success of learning and are also the basis for determining learning materials, strategies, media, and evaluation.

Instructional purposes are goals to be achieved after completion of the teaching process. This goal is also called a learning goal. Instructional objectives describe the form of behavior or abilities students are expected to have after the learning process. The formulation of learning objectives can be made in various ways. In brief, it can be argued that the formulation of objectives must describe the form of learning outcomes that students want to achieve through the learning process carried out. (Prastianto et al., 2019) Learning activities or practices are designed to facilitate learners to perform specific competencies or learning objectives. Learning objectives ideally reflect the knowledge, attitudes, and skills that learners can acquire after learning.

The learning outcomes set in the MKDK Curriculum and Learning are adequate. (Muqit & Djuwairiyah, 2017) Learning strategies are considered excellent and effective if using them can lead to the achievement of goals. Therefore, the first consideration in using learning strategies is what

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objectives must be achieved. Then in using a strategy, pay attention to its principles.

2. Learning Materials

Content or subject matter is the second component in the learning system. In specific contexts, the subject matter is at the core of the learning process. Learning material in the learning process is defined as the process of delivering material. This can be justified when the main objective of learning is the mastery of learning material *(subject-centered teaching)*.

The scope of the material presented in the Curriculum & Learning MKDK can meet students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning. The learning materials include: 1) the nature of the curriculum, 2) learning components, 3) the foundation of curriculum development, 4) the principles of curriculum development, 5) curriculum approaches and models, 6) curriculum evaluation, 7) the nature and regulations of learning and learning, 8) learning components, 9) learning approaches and models, 10) learning evaluation, 11) curriculum innovation and learning. (Pane & Darwis Dasopang, 2017) The learning material's scope and depth need to be considered to match the level of competence. The order of learning materials needs to be considered so that learning becomes directed. Teaching/ conveying learning material also needs to be chosen appropriately so as not to teach it incorrectly.

Learning material is essential knowledge, values , and skills as the content of a subject directed to achieve learning objectives. Instructional materials are necessary tools in learning every subject in the school curriculum. *They allow the students to interact with words, symbols, and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology* (Bukoye, 2019). *The informational materials should be relevant to the curriculum, the students' needs, and characteristics. Good instructional materials offer various students activities that attract students to learn the materials well.* (Sutiyono, 2014) . The role of learning materials in the educational process occupies a very

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strategic position. It helps determine the achievement of educational goals because learning materials are instrumental input and educational curricula/programs, teachers, media, evaluation, etc. Learning material is one aspect that can affect output. In other words, the quality of educational processes and outcomes can be influenced by the learning materials used.

3. Learning Process

The learning process is a communication process between the message source and the message recipient. The learning process includes 1) learning models, 2) learning methods, and 3) learning media and resources. (Ibrahim, 2017) the learning model is a conceptual framework design that is systematically structured in organizing learning experiences, reflects the application of an approach, learning method, and technique simultaneously, and serves as a guide for teachers in planning and implementing teaching and learning activities.

The learning model in the Curriculum and Learning course is carried out through 1) face to face; 2) Online, and 3) Mixed. The face-to-face learning model used in M KDK Curriculum and Learning courses always uses face-to-face learning models. (Princess et al., 2019). Lecturing is a teaching method to deliver information and knowledge orally to several students, who generally follow passively. The face-to-face learning model used in the KDK curriculum and learning subjects always uses face-to-face learning models

The term online learning models (OLM) was initially used to describe learning systems that utilize *computer-based* internet technology *(computer-based learning / CBL)*. (Kuntarto, 2017) online learning is also called OLM *(Online Learning Models)*. Thus, in practice, OLM is not designed to be used separately from conventional education, prioritizing face-to-face learning. OLM is used synergistically with face-to-face learning. OLM is positioned as a supporter of student lectures. The online learning model used in the M KDK Curriculum and Learning course always uses the online learning model.

Strategy plan that learning is an action (set of activities),

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including using the method and various sources of power/strength in learning. This means the formulation of a new strategy to the planning process to fw has not come to action. S Strategy for attaining the goal in particular. It means that the direction of all strategic planning decisions is the achievement of goals. With such preparation steps in learning, various facilities and learning resources are all intended to in achieving the objectives. Efforts to implement plans that have been compiled in real activities so that the objectives that have been prepared can be performed optimally are called methods. This means that the method is used to realize the predetermined strategy. Thus, one learning strategy can occur using several method and different strategies with methods. Strategy refers to a *plan of operation Achieving something*; while the method is *a way of achieving something*. *Learning strategies raise students' awareness of learning and enhance the productivity of learning, enable independent learning, help students learn willingly and, in a fun way, form the basis for students to continue all these after school* (Saraçoglu, 2020). *Learning strategies can be defined as techniques that support students' learning and related behaviors and thinking processes* (Tavsancil et al., 2019). *Learning strategies are those tools employed by individuals to achieve learning-related goals* (Guven & Gokdag Baltaoglu, 2017)

The learning method used in the curriculum and learning MKDK is independent learning with the spot / Spada platform as a learning management system in supporting online learning. *Online education has become an integral part of the educational landscape in the United States and worldwide, where it serves as the primary source of enrollment growth in higher education* (Kumi-Yeboah, 2018). Online learning requires students to be responsible, self-motivated, and communicate with teachers and other students through information and communication technology (Irawati & Santaria, 2020). Online learning is an educational system or concept that utilizes information technology in the teaching and learning process. Learning that is

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structured to use an electronic or computer system to support the learning process (Famukhit, 2020). Online learning, or online, is the term online, which means connected to a computer network. In other words, it is direct face-to-face learning between teachers and students but is carried out via the internet (online) from different places (Santika, 2020). *e-learning environment, students interact with online activities as they respond to the learning activity (e.g., by clicking and moving images, by answering questions, etc.) and get immediate feedback from the action (e.g., correct answers, tips, and guidance provided) Interactive online learning tools examined in the current study was developed to incorporate three-way interactivity* (Ha & Im, 2020). *Online learning offers students the ability to self-monitor their understanding, reflect, and control interactions about the concepts they learn in an online setting* (Yeboah & Smith, 2016).

4. Learning Evaluation

Evaluation is a systematic process of collecting, analyzing, and interpreting information/data to determine the extent to which students have achieved learning objectives. The learning evaluation includes: 1) attendance, 2) activeness in class, 3) presentation, 4) assignments, 5) Mid -Term Exam, 6) Final Exam. The main objective of learning evaluation is to determine the effectiveness of the teaching and learning process that has been implemented. The evaluation principle has three very close components: learning objectives, learning activities or teaching and learning activities, and evaluation (Ermawati & Kurniawan, 2019). Indicators of effectiveness can be seen from behavior changes that occur in students—system evaluation of learning to be done by the teacher or educator to the learners. What is commonly done is through assessments or measurements made by educators or teachers on their students' development. In the learning evaluation process, teachers usually use a learning evaluation system through tests or through non-tests (Aulia et al., 2020). Changes in behavior that occur are compared with changes in expected behavior in accordance with the objectives and contents of the learning program. *This evaluation is a conceptual framework that has been analyzed in*

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the hope that can help research related an evaluation of the curriculum (Imansari & Sutadji, 2017). *Evaluation studies can provide feedback on implementation, support continuous improvement, and increase understanding of evaluation systems' impact on teaching and learning* (Matlach, 2015).

IV. CONCLUSION

Evaluation learning curriculum and instructional courses at the University of Education Indonesia is a subsystem that is very important and needed in each learning activity undertaken. Evaluation can reflect the extent of progress or progress of educational outcomes. The scope of the evaluation of the learning curriculum and learning courses at the University of Education obyrning objectives; 2) learning materials; 3) learning process; 4) learning evaluation.

Learning objectives in the evaluation of the 2020 Curriculum and Learning courses include 1) Submission and discussion of RPS to students carried out by lecturers at the beginning of lectures, always discussing the content of the RPS for curriculum and learning courses. 2) Learning Achievements set very adequately in curriculum and learning courses 3) Sub CPMK and indicators set are adequate in curriculum and learning courses.

The learning material is the curriculum's content, namely in the form of topics/subtopics and its details. The scope of the material presented in the Curriculum & Learning MKDK can meet students' learning needs both in terms of knowledge, skills, and attitudes to understand curriculum and learning.

The learning process is a communication process between the message source and the message recipient. The learning process includes 1) learning models, 2) learning methods, and 3) learning media and resources. Evaluation or assessment of student behavior changes in curriculum and learning courses is a systematic process of collecting, analyzing, and interpreting information/data to determine the extent to which students have achieved learning objectives. The learning evaluation includes: 1) attendance, 2) activeness in class, 3) presentation, 4) assignments, 5) Mid-Term Exam, 6) Final Exam.

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