



## THE EVALUATION OF SENIOR HIGH SCHOOL GEOGRAPHY CURRICULUM USING COUNTENANCE'S MODEL AND A RESPONSIVE APPROACH

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### ABSTRACT

This study aims to evaluate the Geography curriculum for senior high school using Countenance's model and responsive approach. This study is qualitative research and it used the interview and document study for data collecting. The interview was done by interviewing 15 Geography teachers of senior high school in the West Java Province. The interview also has been done by interviewing the leader of Association of Indonesian Geography and the Coordinator of Facilitation and Curriculum Evaluation from the Center of Curriculum of Ministry of Education and Culture. Document study has been done by studying the document of 2018 Revision from 2013 Curriculum. The data of the research has been analyzed using interactive analysis from Miles and Huberman. The results shows: (1) 75% interviewees said that the design of Geography curriculum should be reviewed; (2) 87% interviewees said that having Geography in the specialization social subject is less precise; (3) 63% interviewees said that distribution of basic competency and material of Geography for class X-XII should be reorganized; (4) Need improvement in Geography learning, so it would encourage critical and analytical thinking, also the student's geocapabilities. The recommendations are: (1) The team of curriculum development should consider the suggestions about the change of Geography curriculum; (2) MGMP Geography in the regencies or provinces should arrange any programs to increase the competencies of Geography teachers which is collaborated with the other stakeholders; (3) Formulating the draft of new curriculum should consider any suggestions so Geography would be given the realistic contribution in lives.

**Keywords:** curriculum evaluation, geography for senior high school, countenance's model, responsive approach

### INTRODUCTION

Learning Geography in Indonesia has come a long way in line with the dynamics of the curriculum. Starting from 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006 Curriculum, until the 2013 curriculum, Geography learning in the structure of the education curriculum in Indonesia is constantly changing. At the primary and secondary education levels, Geography is grouped into the Social Sciences clump. In

contrast, it is divided into two groups at the tertiary education level, namely pure Geography as a consortium of Natural Sciences and Geography of education as a consortium of Social Sciences.

Character education in the 2013 Curriculum should pay attention to the development of the scientific role of Geography in shaping the character of the nation and fostering a sense of love for the country. Setyawan (2013, p. 15) argues that the

subject of Geography should be a major subject that greatly influences the nation's life and state. Efforts to defend the state as mandated by the 1945 Constitution Article 27 paragraph (3) are more appropriate if they are based on knowledge of the potentials and problems of the country. Permendikbud Number 64 of 2013 states that one of the objectives of learning Geography is displaying the behavior of loving the country, being proud of being the Indonesian nation, and being responsible for the Republic of Indonesia's integrity is based on Pancasila and the 1945 Constitution. It is too much if Geography learning can develop a love for the motherland in students.

Asymanidar (2013, p. 2) argues that in addition to instilling the character of love for the country, Geography learning can also foster other positive feelings, such as caring for the environment. Various environmental problems that exist around students are interesting topics that can be used to foster environmental care attitudes in students. Besides, Sutomo (2013, p. 39) adds that learning Geography is also able to foster geospatial insights that foster a sense of pride and love for the country, human responsibility and respect for the diversity of the nation's children.

The Geospatial Information Agency (2015, p. 91) cites Howard Gardner's research on multiple intelligence, one of these various intelligences, namely spatial intelligence, which shows the ability to think in images and the ability to analyze change, and re-create various components. A visual-spatial world that is structurally conveyed by visual thinking and mental maps. Spatial intelligence is considered quite important in supporting daily life and the context of knitting the Republic of Indonesia. One of the obstacles in accommodating spatial intelligence in society is that Geography has not been maximally conveyed to all elements of students. In both the 2006 Curriculum and the 2013 Curriculum, Geography is only taught to students with a specialization in Social Sciences, so that students who choose to specialize in Natural Sciences do not get Geography learning. In fact, in developed countries, the subject of

Geography is one of the main materials to support the character of the nation and state.

Furthermore, the Geospatial Information Agency (2015, p. 23) argues that the issuance of Law Number 4 of 2011 concerning Geospatial Information in the era of President Susilo Bambang Yudhoyono's administration is a glimmer of hope for the realization of geospatial education in Indonesia. Moreover, on October 20, 2014, President Joko Widodo delivered his inauguration speech with a geospatial vision that was more directed at the geomarithic component. This geomarithic vision translates that Indonesia has the opportunity to become a world maritime axis, so that it needs serious efforts through the five pillars of policies, namely maritime culture, marine resources, infrastructure and maritime connectivity, maritime diplomacy, and maritime defense.

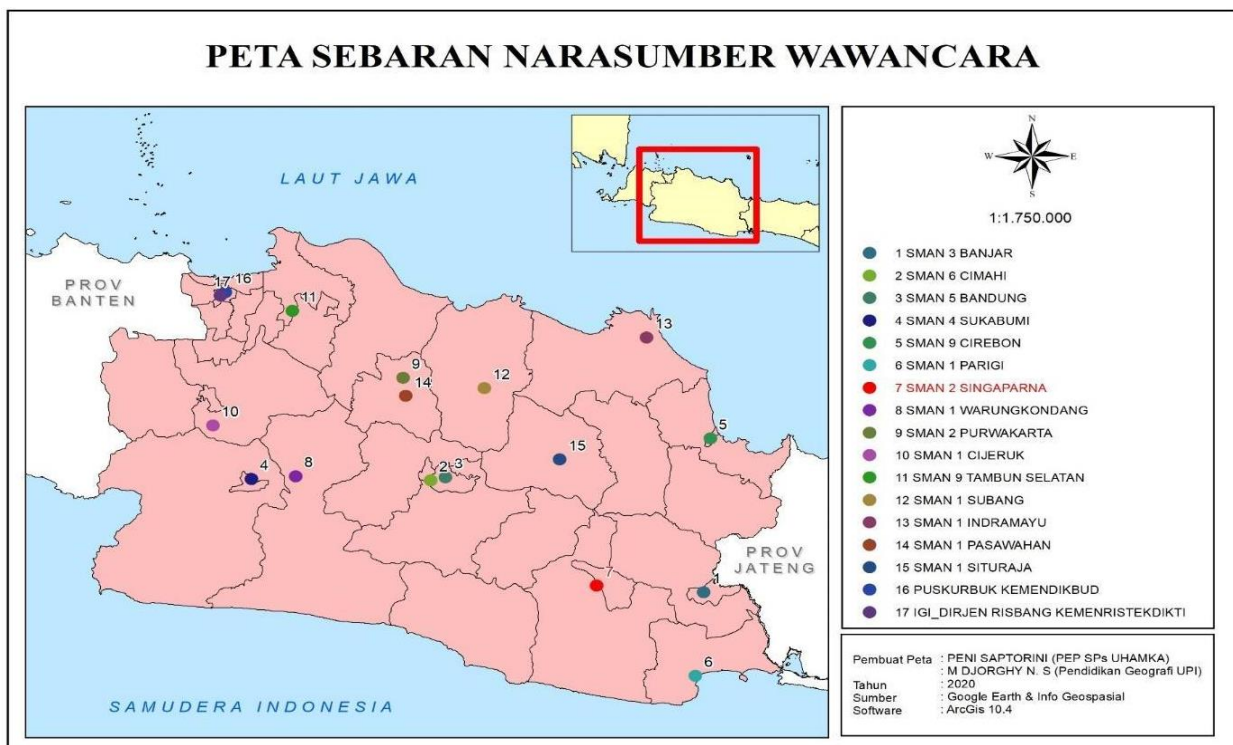
One of the efforts to realize Indonesia's vision as a World Maritime Axis is through geospatial education. Geospatial education is expected to be able to improve the quality of human resources in the maritime geospatial field by building awareness of a maritime-oriented mindset and producing geospatial literate human resources. One of the fields of science that becomes the basis for and supports the development of maritime affairs in Indonesia, namely Geography, which is expected to be able to embrace other disciplines so that it can collaborate and improve technology and geospatial information from maritime potential in Indonesia.

However, the Geospatial Information Agency (2015, p. 111) explains that the idea is constrained by the Geography education curriculum policy in Indonesia which has not yet been oriented towards the realization of this vision. Early learning about geospatial and marine affairs is still very minimal, and there is no compatibility between the placement of Geography in the secondary education curriculum with higher education. Also, in the secondary education curriculum, especially senior high school, there are still several problems in learning Geography, among others: (1) limitations on the character of Geography because it is grouped into Social Science subjects of interest; (2) the distribution

of basic competencies, materials, and the allocation of learning time at the X-XII class levels is deemed not proportional; (3) the process of learning Geography in Indonesia tends to memorize concepts, has not led to critical and analytical thinking skills, and has encouraged the growth of students' geo capabilities.

Regarding curriculum changes, Khuluqo, Chairunnisa, and Ghani (2020, p. 4693) stated, "The perception from the teachers and principals shows the problems

around curriculum change. It is more oriented to the implementation from curriculum change that is significant lack of distribution on its performance, whether the socialization to schools that will use the curriculum starting from the development of learning administration, learning models utilized in the new curriculum, learning model consist of cognitive, affective, and psychomotor aspects, especially the creation of the rubric score."



**Figure 1.** Map of Interviewers Distribution

**RESEARCH METHOD**

This research was conducted from March to December 2020 with the research subjects of high school Geography teachers in West Java Province, the chairman of the Indonesian Geographers Association (IGI) and the Ministry of Education and Culture's Center for Curriculum and Book (Puskurbuk). The evaluation method used is qualitative using a phenomenological approach. Winarni (2018, p. 146) argues that the phenomenological approach applies an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, focus and multi-method, natural and holistic; prioritizing data quality, and presented in a narrative.

The evaluation model used is the Countenance Model combined with a responsive approach. The selection of evaluation models and approaches is based on the consideration that both can provide a picture of reality from various perspectives of those involved, interested, and interested in learning and science of Geography. In this case, the evaluators explored the views of high school geography teachers in West Java Province. In addition, the evaluators also analyzed the opinion of the Indonesian Geographers Association Chairman as a representation of academics and Geography practitioners in Indonesia. Furthermore, the evaluators also explored the opinion of the Ministry of Education and Culture's Center for Curriculum and Book (Puskurbuk) as an

official institution in terms of making education curriculum models in Indonesia.

The evaluator uses the semi-structured interview method, so that interviewees are allowed to express their opinions and ideas freely. In addition, the interviewer is also not too rigid in giving questions as in the structured interview method. The evaluators conducted online interviews with 17 informants, as shown in the following map. There are also documents that were reviewed, among others: (1) Permendikbud Number 36 of 2018, relating to the grouping of Geography subjects into the Social Science Specialization group; (2) Permendikbud Number 37 of 2018, relating to the distribution of basic competencies for high school Geography subjects in class X-XII.

### **Curriculum Evaluation Standards**

Sanders in Hasan (2014, p. 241) states, "*A standard is a principle mutually agreed to by people engaged in professional practice, that, if met, will enhance the quality and fairness of that professional practice, for example, evaluation.*"

Based on these opinions, it is understood that the evaluation standard applies to any person who does the job evaluation, anywhere, anytime, and what sort of evaluation is judged by the job. A standard is used to assess the work of the evaluation should be issued by professional organizations and approved jointly by members of the professional organization. In the world of curriculum evaluation, there are four standards used, namely *utility, feasibility, propriety, and accuracy.*

#### **Standard Benefit (Utility Standards)**

Sanders in Hasan (2014, p. 245) states, "*Utility standards guide evaluations so that they will be informative, timely, and influential. They require evaluators to acquaint themselves with their audiences, define the audience clearly, ascertain the audience information needs, plan evaluation to respond to these needs, and report the relevant information clearly and in a timely fashion.*"

*Utility Standards* includes seven components, namely: (1) *Stakeholder Identification*; (2) *Credibility Evaluator*; (3) *Information Scope and Selection*; (4) *Value Identification*; (5) *Report Clarity*; (6) *Report*

*Timeless and Dissemination*; and (7) *Impact Evaluation.*

#### **Standard Eligibility (Feasibility Standards)**

The feasibility standard aims to ensure that the evaluation work carried out is realistic, *prudent*, diplomatic and *frugal*. Eligibility standards are measured using three criteria, namely: (1) *Practical Procedures*, the procedures should be used practically and easily, including in terms of data collection; (2) *Political Viability*, taking into account political interests and socio-cultural strengths in society, and always being above the scientific and professional corridors; (3) *Cost-Effectiveness*, related to the efficiency of funds in the implementation of the evaluation.

#### **Standard Validity (Proprietary Standards)**

Propriety Standards give confidence that evaluation pays attention and does not break things pertaining to the legal, ethical, and comfort (*welfare*) of the people involved in the evaluation as well as those who receive the impact of the evaluation. There are eight components in the standard of validity including: (1) *Service Orientation*; (2) *Formal Agreement*; (3) *Right of Human Subjects*; (4) *Human Interactions*; (5) *Complete and Fairness Assessment*; (6) *Disclosure of Findings*; (7) *Conflict of Interest*; and (8) *Fiscal Responsibility.*

#### **Standard Precision and Accuracy (Accuracy Standards)**

The standard of accuracy (*Accuracy Standards*) aims to ensure that the implementation of the evaluation reveals and reports the information obtained technically, which can be accounted for when the evaluator determines the value and meaning of the curriculum being evaluated. There are 12 components in the standard of accuracy and accuracy as follows: (1) *Documentation Program*; (2) *Context Analysis*; (3) *Described Purpose and Procedures*; (4) *Defensible Information Sources*; (5) *Valid Information*; (6) *Reliable Information*; (7) *Systematic Information*; (8) *Analysis of Quantitative Information*; (9) *Analysis of Qualitative Information*; (10) *Justified Conclusions*; (11) *Impartial Reporting*; and (12) *Meta-evaluation.*

### **Curriculum Evaluation Criteria**

Hasan (2014, p. 70) argues that criteria in curriculum evaluation are really needed by evaluators because with these criteria, evaluators can give their considerations regarding curriculum components that still need improvement as well as components that are considered to have met the requirements.

**Pre-Ordinate Criteria;** has two characteristics: (1) The criteria are set when the curriculum evaluation activity has not been implemented, or it can be said that it is still in design form; (2) Criteria are developed from something that is considered as a standard.

**Fidelity Criteria;** developed before the evaluator takes to the field using criteria developed from the curriculum itself. There are two reasons for the importance of the fidelity criterion: (1) Knowing the proportion of the curriculum that has been implemented so that the evaluator can provide a judgment whether the learning outcomes obtained by students are the result of the curriculum being implemented or not; (2) Comparing the implementation of the same curriculum in implementation or activities in two or more different places.

**Mutually-Adaptive Criteria;** developed based on a combined approach between *pre-ordinate*, *fidelity*, and *process*. The advantage of this criterion is that it allows the evaluator to get a complete picture of the evaluation so that the consideration given to the curriculum is better. However, evaluators are required to have a broad knowledge of the various existing criteria and the theories on which these criteria are based. This knowledge is related to evaluation, curriculum, measurement, components of other educational sciences, and even various branches of knowledge outside the science of education.

**Process Criteria;** developed after the evaluator is in the field. This makes the evaluator's task very heavy because he must be sensitive to what happens in the field. He also has to have dialogue with many people who are involved in the curriculum in the field. The evaluator must become a living instrument before the evaluation criteria and tools to be used can be developed. Failure to become a living instrument affects the sharpness of the formulated evaluation criteria so that the evaluation results are also in doubt.

## Resources for Making Curriculum Evaluation Criteria

There are seven sources for making evaluation criteria according to Arikunto and Jabar (2009, p. 33): (1 ) If what is being evaluated is policy implementation, the criteria used are regulations or provisions that have been issued with regard to the policy in question; (2 ) Implementation instructions or guidebook for a policy; (3 ) Concepts or theories contained in scientific books; (4 ) Research results that have been published or in the seminar; ( 5 ) Consideration of people who are considered to have advantages in the evaluated field (*expert judgment*); (6 ) Together with team members or several people who have insight into the evaluated program; (7 ) Relying on reason as the basis for formulating the criteria that will be used in evaluating the program.

The determination of curriculum evaluation criteria is based on the philosophical foundation and evaluation model used, as well as the evaluated curriculum components. This evaluation uses *mutually adaptive* curriculum evaluation criteria that are from the evaluators themselves and the considerations of experts, in this case, practitioners and academics.

### Data Validity Check Technique Criteria

Data validity checking technique is based on four criteria according to Moleong (2017, p 324) as follows: (1) The degree of confidence (*credibility*); (2) Keteralihan (*transferability*); (3) Dependency (*dependability*); (4) Certainty (*confirmability*).

### Data Triangulation

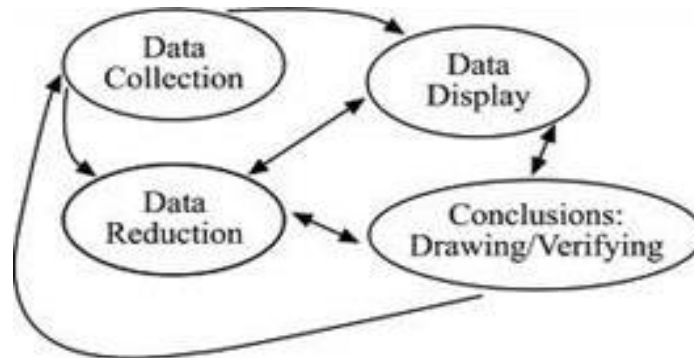
The technique of checking the validity of data is called data triangulation. Denzin in Moleong (2017, p. 330) suggests four types of data triangulation: (1) Source Triangulation, comparing and cross-checking the degree of confidence of information obtained through different time and tools; (2) Method triangulation, which is done by checking the degree of confidence in the findings of the research results with several data collection techniques and checking the degree of confidence of several data sources with the same method; (3) Investigator Triangulation, is carried out by utilizing other researchers or

observers for the purpose of checking back the degree of data confidence; (4) Theory triangulation assumes that a fact cannot be checked for the degree of trust by one or more theories, but it can be done by means of a *rival explanation*.

In this evaluation, the evaluator uses data triangulation in the form of: (1) source triangulation, namely the Geography teacher who is the Chairman of the Geography MGMP High Schools of Regencies/Cities in West Java Province, the Chair of the Indonesian

Geographical Association as well as the Acting Governor of Director-General of Research and Development of the Ministry of Research, Technology and Higher Education, as well as Coordinator of the Facilitation and Evaluation of the Curriculum and Book Center of the Ministry of Education and Culture; (2) Triangulation methods, namely the method of interview and document study.

Furthermore, the data were analyzed using the interactive analysis technique of Miles and Huberman as follows:



**Figure 2.** Interactive Analysis Technique of Miles dan Huberman

**FINDINGS AND DISCUSSION**

Based on the picture, it can be explained that the activities of analyzing qualitative data include several stages as follows: (1) Collecting Data (*Data Collection*), all of the findings in the field either through observation, interview, as well as a study document, transcribed or recorded properly; (2) Reducing / Weeding Data (*Data Reduction*), data were selected and classified according to the grouping that was created earlier, referring to the objective evaluation of the program that has been determined; (3) Displaying Data (*Data Display*), in the form of a matrix, making it easier to start viewing the relationship patterns of the data with other data; (4) Conclusion and Verification, the conclusions drawn must be checked for correctness (verification).

**Input Components** (*Antecedents*)

Based on the results of the evaluation findings, the Geography curriculum design really needs to be reviewed, especially with regard to subject grouping, distribution of basic competencies and learning materials, as well as the allocation of learning time. The position of Geography subjects should be a

compulsory subject that is taught in all majors, because Geography has an urgency to instill geospatial so that later students have a good understanding of the Archipelago, appreciate the physical, social and cultural diversity of Indonesia, foster a sense of love for the country and awareness of natural potential and the country's resources.

The distribution of basic competencies and materials for high school geography, as well as time allocation, need to be reviewed. As described in the description of the evaluation findings, basic competency in class X is considered too heavy and dense, while in class XII is too relaxed. Based on the table regarding the syllabus, it is known that the number of Competency Achievement Indicators (GPA) in the Geography subject for SMA (Senior High School) is 287, with a distribution of 203 indicators (71%) in class X, then 51 indicators (18%) in class XI, and as many as 33 indicators. (11%) in class XII. Taking into account the psychological conditions and the stages of thinking of class X students who are undergoing a transition period from junior high school to high school, it is not right if they have to be stuffed with

material that is so dense and heavy. This should be used as study material to rearrange the distribution of basic competency and Geography learning materials.

In addition, in class X material, there are basic competencies that are considered unsuitable, namely about Geography research basic competency which is more appropriately to be placed in class XII, with the consideration that in class XII students' thinking patterns are more mature, and their analytical skills are also more comprehensive. There are only four basic competencies in class XII, while in class X and XI there are seven basic competencies each. If the Geographical Research basic competency is transferred to class XII, then there are only six basic competencies in class X with a GPA of 172 (60%), while in XI there are seven basic competencies with a GPA of 51 (18%), and in-class XII there are five basic competencies with the number of GPA being 64 (22%).

This is considered to be quite burdensome for class X students, so it is necessary to move the basic competencies atmospheres and hydrosphere to class XI and transfer some of the basic competencies Class XI to class XII. Class XI's basic competency which is considered appropriate is transferred to class XII, namely Indonesia as a maritime axis basic competency and Disaster Mitigation basic competency. Both of these basic competencies require reasoning, analysis, and reinforcement which are considered more appropriate to be taught in class XII. Thus, the composition of basic competency in class X remains four, with the number of GPA being 115 (40%). Meanwhile, in class XI, there were seven basic competencies with changes in material composition and the number of GPAs reached 93 (32%); and in-class XII, there are seven basic competencies with changes in material composition and the number of GPAs reaching 79 (28%).

#### **Process Components** (*Transactions*)

Based on the findings of the evaluation, the implementation of Core Competencies KI-1 and KI-2 is strongly influenced by the creativity of teachers in integrating religious values and social learning. Teachers can connect learning materials with religious and social aspects. This requires practice and habituation, as well as willpower. Meanwhile,

the implementation of Core Competencies KI-3 and KI-4 is influenced by the mastery of material and teacher skills in managing the class, the choice of methods and use of interesting learning media, and the teacher's attitude in the classroom. This is closely related to the competencies that Geography teachers should have, both general and specific. Competencies that are general in nature include personal, social, pedagogical, and professional competencies.

Several specific competencies that must be owned by a teacher of Geography at the moment, among others: (1) acquisition of IT mainly related to Geography Techniques such as application mapping, remote sensing and Geographic Information System (GIS); (2) English language skills, to understand international Geography literacy; (3) following the development of current information, especially related to Geography studies; (4) skills in selecting methods / media and presenting them in learning.

Meanwhile, the Geography Interests Cross program, ideally can be a solution for students majoring in science who are interested to continue studying the subject which is related to Geography. Unfortunately, the implementation of the Interests Program is very conditional, depending on the situation of each school, especially in terms of the number of teachers who already have an educator certificate, because they have to meet the minimum teaching load of 24 hours. Therefore, it is not uncommon to find that in one school, the Cross-Interest Geography program has always been opened, while in other schools, the program has never been opened. Of course, this still creates problems, because the ideal expectations of students in all majors to get Geography learning have not been accommodated.

When comparing Geography learning in Indonesia with other countries, especially for primary and secondary education, then Geography learning in Indonesia must be improved. In general, Geography learning tends to memorize concepts and is not life-based, so that it can be applied in everyday life. In addition, Geography learning in Indonesia has not been directed at fostering critical and analytical thinking skills, nor has it encouraged

the growth of students' geo capabilities. Therefore, Geography teachers in Indonesia should continue to improve and improve their competence, so that in carrying out their duties as the spearhead of learning Geography in Indonesia, they can get the expected results.

#### **Components of Impact (Outcomes)**

Based on the results of the evaluation findings, the student learning outcomes in the Geography subject showed good results. In fact, if it is examined more specifically, the Inter-Interest Geography in Natural Sciences (IPA) class shows better learning outcomes than the Social Sciences specialization class (IPS). Meanwhile, based on the data of graduates who continue their studies at majors related to Geography, the process is still low, ranging from 2%-30%. This is a note for Geography teachers, how to improve students' understanding and convince them of the prospects for graduates of various majors related to Geography. Some of the majors chosen include: Planology Engineering, Geological Engineering, Geodesy Engineering, Mining Engineering, Physical Geography, Geography Education, Tourism Geography, Meteorology, Oceanography, etc.

Based on these findings, although in the long term, this should be a consideration for curriculum policymakers to review the high school Geography curriculum. Input from various parties, especially from Geography teachers as spearheads in the field, should be heard and accommodated. Meanwhile, in responding to the challenges faced by Geographers both as practitioners and academics, Geographers should work together to strengthen the existence of Geography in Indonesia in various fields of life. Through professional organizations, both as teachers, lecturers, experts / professions in the field of geography, as well as coordination with various parties, both governments, private and international, to show urgency, participation, and the existence of Geography science.

The dynamics of curriculum change in Indonesia is a sure thing, because one of the basics of curriculum change is responding to the challenges of the times. Therefore, it is necessary to conduct an in-depth study and evaluation of each curriculum implementation by involving various stakeholders. The Centre

for Curriculum and Books (Puskurbuk) of the Ministry of Education and Culture, with all the duties and functions which are inherent in this institution, has the authority and policies in formulating curriculum changes. One of the things that needs to be appreciated based on the findings in this evaluation is the openness of the curriculum developers and policymakers to listen to input and absorb the aspirations of various groups. This shows that curriculum development and changes in Indonesia are experiencing positive dynamics.

#### **CONCLUSIONS**

Based on the findings and discussion, the following conclusions can be obtained: (1) Geography curriculum design for high school needs to be reviewed, especially with regard to the position of Geography subjects in the curriculum structure, distribution of basic competencies and materials for high school geography, and time allocation; (2) the placement of Geography in the Social Sciences specialization subject group (IPS) is considered inadequate, because the character of Geography includes physical and social aspects, so ideally Geography is taught in all majors; (3) basic competencies distribution and Geography Class X-XII materials need to be rearranged, by moving basic competencies in class X (Geography research is moved to class XII, basic competencies of Atmospheric Dynamics and Hydrosphere is moved to class XI); and moving basic competencies in class XI (Indonesia as Maritime Axis basic competency and Disaster Mitigation basic competency is moved to class XII); (4) Geography learning in Indonesia needs to be improved, especially it must be life-based and directed at critical and analytical thinking skills, as well as encourage the growth of students' *gecapabilities* ; (5) Geography teachers must have general competences such as personal, social, pedagogical, and professional competencies; as well as special competencies such as mastery of IT related to Engineering Geography, English, access to current information related to Geography, as well as skills in choosing methods / media and presenting them in learning.



**RECOMMENDATIONS**

Some of the recommendations that can be conveyed are as follows: (1) The Ministry of Education and Culture's Puskurbuk Curriculum Development Team should absorb various inputs related to changes in the Senior High School Geography Curriculum, which are obtained based on the results of theoretical and empirical studies by both academics and education practitioners; (2) Geography MGMP, both at the regencies/cities and Provincial levels, can design Geography teacher competency improvement programs, which are synergized with the Education Office, campuses that have Geography study programs, and institutions affiliated with Geography such as of the Indonesian Geographers Association (IGI), National Institute of Aeronautics and Space (LAPAN), Geospatial Information Agency (BIG), etc.; (3) In the formulation of the draft of the new curriculum, input regarding changes to the Geography curriculum for high school should be considered by policymakers, so that Geography can contribute more significantly in life.

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