

Students' Evaluation on Curriculum in Christian Education Major at IAKN Tarutung

Limmarten Simatupang

Philippine Normal University, Manila, Philippines, ✉ (e-mail) simatupang.l@pnu.edu.ph

Abstract:

The purpose of this study is to determine student evaluation of curriculum in Christian Education of IAKN Tarutung. This study utilized survey method, where a total 82 respondent selected students participated. Respondents are 3rd grade students of Christian Education major of IAKN Tarutung. The indicators of curriculum evaluation by students used in this study. The indicators consist of: course syllabus, teaching schedule, text books, teaching level of teachers, teaching methods, experimental conditions, resources for the course, learning abilities, thinking mode, and teaching quality. Data processed by using SPSS v23. According to students' evaluation, the curriculum of Christian Education of IAKN Tarutung is good.

Keywords: *curriculum evaluation, Christian Education*

Introduction

Regular evaluations of the curriculum are conducted to find out that the curriculum has succeeded in achieving its predetermined goals. Curriculum evaluation is the phase after curriculum development and its implementation. Curriculum evaluation includes the ongoing process of gathering, analyzing, synthesizing and interpreting information to determine the level of achievement of curriculum goals. Curriculum evaluation is based on data that has been collected and analyzed to determine the quality of the curriculum and its results after it is implemented.

Based on the evaluation results a lot of information was obtained, both about the effectiveness of the curriculum and input for curriculum improvement. This information is very useful for decision makers to determine whether to maintain or change the curriculum.

According to Jacobs and Koehn (2004) curriculum evaluation can be implemented by students.

State Christian Religious Institute of Tarutung (Institut Agama Kristen Negeri Tarutung – IAKN Tarutung) is a Christian college which is under the supervision of the Ministry Religion Affairs of the Republic of Indonesia. IAKN Tarutung is located in Tarutung, North Sumatra Province, Indonesia. IAKN Tarutung has several majors: Christian Education, Theology, Pastoral Counseling, Church Music Education, Christian Sociology, Christian Education Management, Religious Tourism, Early Child Education, and Missiology. The most popular major is the Christian Religious Education.

Christian Education major produces students to become teachers of Christian Education. Later they will teach Christian Education subject for Christian students in elementary, middle or high school in Indonesia.

The purpose of this study is to determine student evaluation of curriculum in Christian Education major of IAKN Tarutung.

Curriculum Evaluation

Evaluation is an important phase in the intense, dynamic process of curriculum development after planning, design and implementation phase. Through evaluation, the faculty discovers whether the curriculum meets its purpose, and whether students really learning. A close examination of the developed course can be considered a personal threat by individual faculty members. Large personal investment of time and energy can cause resistance to change. But the evaluative process, carried out correctly, creates openness and flexibility among faculty members, ensuring greater potential for curriculum effectiveness (DiFlorio, I., Duncan, P., Martin, B., & Middlemiss, M. A., 1989).

Levin (2010) identified three different objectives or uses for curriculum evaluation: (1) curriculum improvement, generally related to formative evaluation; (2) judgment purposes, which is usually related to summative evaluation; and (3) knowledge generation, which involves curriculum-oriented knowledge development, generally related with development evaluation, and sometimes referred to as conceptual use.

Ariav (1986) stated that the purpose of curriculum evaluation is mainly to assess the success or failure of a particular curriculum. Most curriculum evaluation studies are directed at assessing "how well does the curriculum works".

Students can be evaluated courses in terms of their theory and practice with the aim of improving quality in education and identifying whether the desired goals have been achieved. Student feedback is very important in improving teaching and overcoming deficiencies (Beji, N. K., Sahin, N. H., Oskay, U., Aslan, E., Rathfisch, G., & Gungor, I., 2014).

Evaluation by students can be done in several ways via online, manual surveys or interviews. The aim of this evaluation is to ensure that the quality of professional services by lecturers is fulfilled. Students deserve to evaluate the effectiveness of the teaching process at school so that lecturers can find out the most suitable teaching techniques (Mohd Ihsan, A. A., Taib, K. A., Talib, M. M., Abdullah, S., Husain, H., Wahab, D. A., . . . Abdul, N. A., 2012). After the evaluation is complete, each lecturer will make improvements to the teaching and learning methods. This applies for everyone to have better teaching methods, not only for students who fail or have problems.

Evaluation is conducted to determine teaching performance and to improve the quality of teaching. Students and lecturers agreed that evaluation can improve the quality of teaching (Zainal Abedin, N. F., Taib, J. M., & Jamil, M. T., 2014).

Curriculum Evaluation by Students

In higher education environment, student evaluations are increasingly used to respond to various requirements surrounding quality improvement, quality assurance and performance management. In complex learning and teaching environments in contemporary institutions, this institution does significant work as a marker of the quality of teaching that is reductive and useful. In addition to student evaluation being normalized in institutional life, student evaluation data has also become essential goes beyond academic and faculty levels. It has progressively become a highly respected benchmark for institutional assessment and critical input on various university ranking scales (Darwin, S., 2016).

The result of student evaluations about teaching effectiveness are commonly used to identified: (1) formative feedback to faculty for improving teaching, course content and structure; (2) a summary measure of teaching effectiveness for promotion and tenure decisions; (3) information to students for the selection of courses and teachers (Chen, Y., & Hoshower, L. B., 2003).

Students have a big impact in shaping universities vision and encouraging them to adapt and improve their services. It is because students have a great role in maintaining quality and improving learning because of their involvement in the internal quality assurance process. In addition, it is often accepted that their role is identified as central to creativity and innovation in teaching and learning (Lidice, A., & Saglam, G., 2013).

The purposes for collecting students' evaluations of teaching effectiveness are variously to provide:

- (1) Diagnostic feedback to faculty about the effectiveness of their teaching that will be useful for the improvement of teaching.
- (2) A measure of teaching effectiveness to be used in administrative decision making.
- (3) Information for students to use in the selection of courses and instructors.
- (4) A measure of the quality of the course, to be used in course improvement and curriculum development.
- (5) An outcome or a process description for research on teaching.

(Marsh, H. W., 1987).

Research by Wen Tang, Jianning Bai, Jinbou Liu, Hui Wang and Qi Chen (2012) explained the indicators used in subject evaluation studies by students. The indicators consist of: course syllabus, teaching schedule, text books, teaching level of teachers, teaching methods, experimental conditions, resources for the course, learning abilities, thinking mode, and teaching quality. This study uses these indicators to evaluate curriculum by students.

Methods

This study utilized survey method, where a total 82 respondent selected students participated. Respondents are 3rd grade students of Christian Education major of IAKN Tarutung. Data processed by using SPSS v23.

Results

Based on the research, it was found that respondents consisted of 15 (18.3%) male and 67 (81.7%) female. Composition of respondents according to gender can be seen in Figure 1 below:

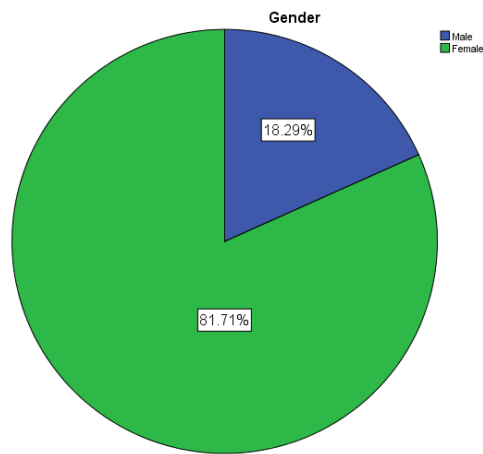


Figure 1. Composition of respondents according to gender

Meanwhile, according to education background, respondents consisted of 71.95% graduated from General High School and 28.05% graduated from Vocational High School. Composition of respondents according to education background can be seen in Figure 2 below:

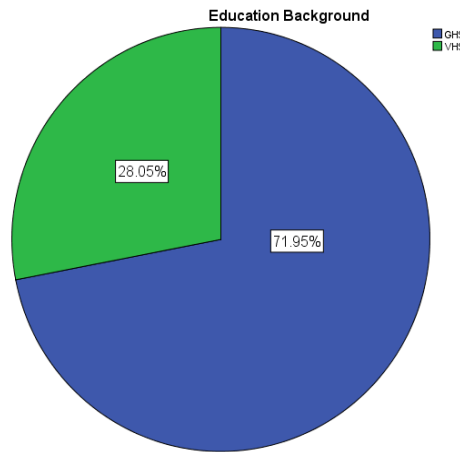


Figure 2. Composition of respondents according to education background

According to the conformability of teaching content with syllabus, only one students (1.2 %) stated poor, 74 (90.2%) stated good, and 7 (8.5%) stated outstanding. It can be shown in Figure 3 below:

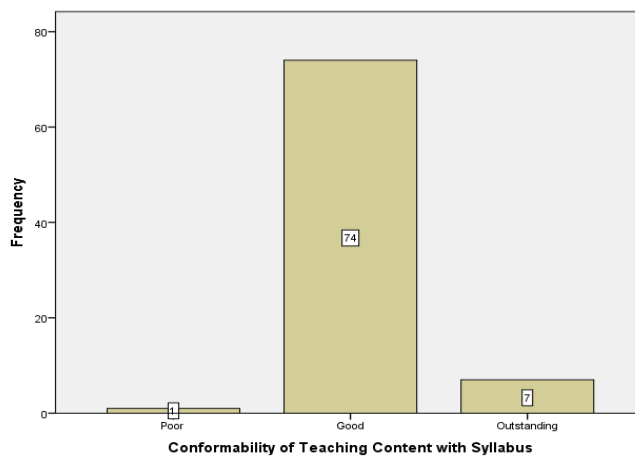


Figure 3. The conformability of teaching content with syllabus

According to teaching schedule, 4 students (4.9%) stated not adjusted, 67 students (81.7%) stated adjusted, and 11 students (13.4%) said highly adjusted. It can be shown in Figure 4 below:

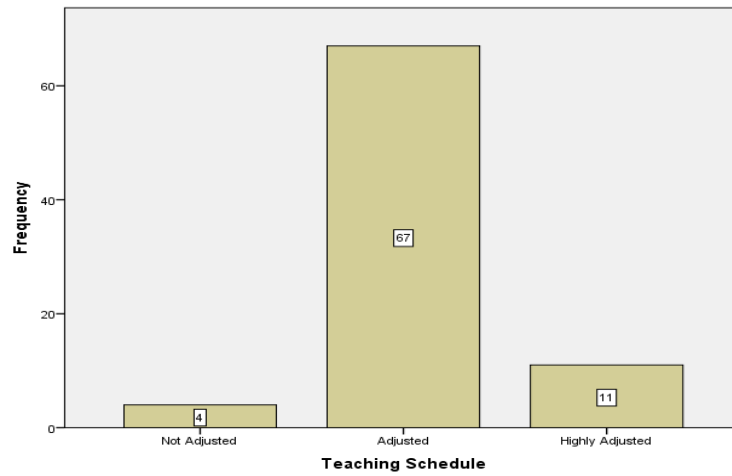


Figure 4. Teaching schedule

According to the matching between text books and teaching content, 5 students (6.1%) students stated poor, 72 students (87.8%) stated good, and 5 (6.1%) stated excellent. It can be shown in Figure 5 below:

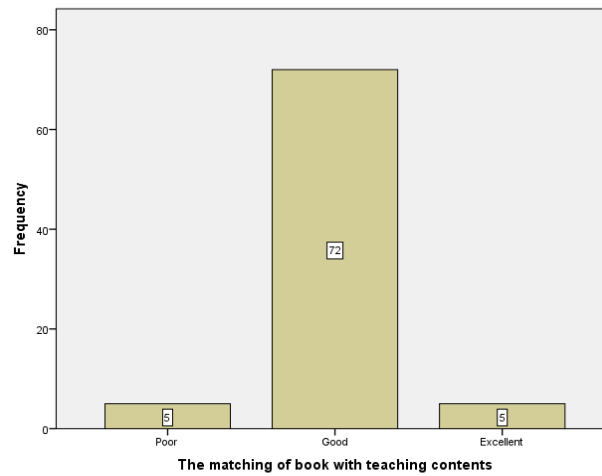


Figure 5. Matching between textbook and teaching content

According to quality teacher and teaching level, 78 students (95.1%) stated good, while 4 students (4.9%) said excellent. It can be shown in Figure 6 below:

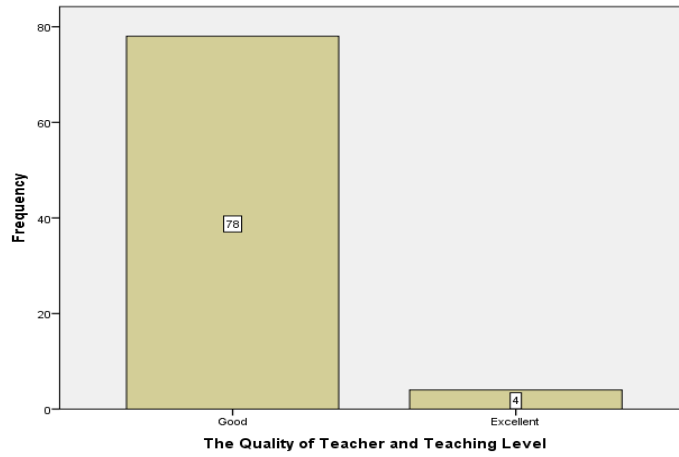


Figure 6. Quality teacher and teaching level

According to teaching method and skills, 4 students (4.9%) stated poor, 69 students (84.1%) stated good, and 9 students (11.0%) stated excellent. It can be shown in Figure 7 below:

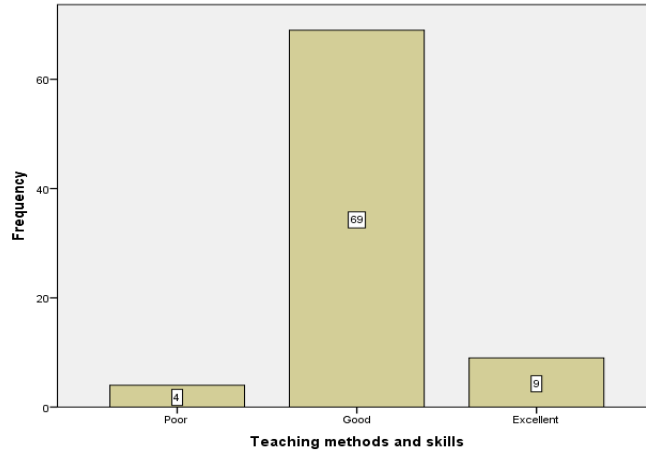


Figure 7. Teaching method and skill

According to the experimental teaching conditions, 6 students (7.3%) students stated poor, 67 students (81.7%) stated good, and 9 students (11.0%) stated excellent. It can be shown in Figure 8 below:



Figure 8. The experimental teaching conditions

According to availability of references and online resources for the course, 32 students (39.0%) stated not rich, 46 students (56.1%) stated rich, and 4 (4.9%) stated very rich. It can be shown in Figure 9 below:

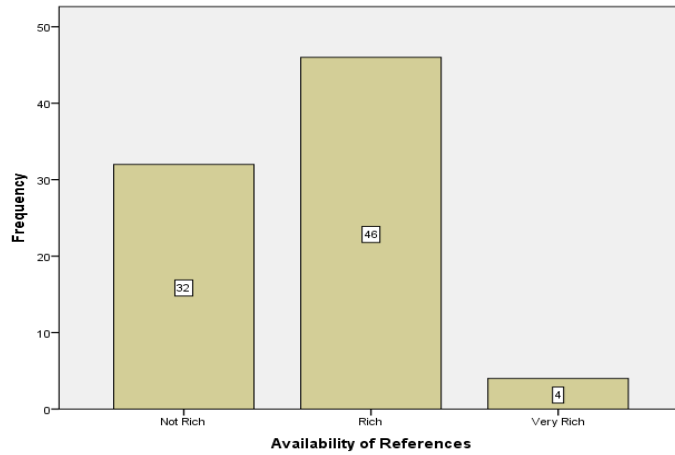


Figure 9. Availability of references and online resources for the course

According to student autonomous learning abilities and interest in study, 1 student (1.2%) stated poor, 68 students (82.9%) stated good, and 13 (15.9%) stated excellent. It can be shown in Figure 10 below:



Figure 10. Student autonomous learning abilities and interest in study

According to the student thinking mode and analytical ability, 1 student (1.2%) stated poor, 65 students (79.3%) stated good, and 16 (19.5%) stated excellent. It can be shown in Figure 11 below:

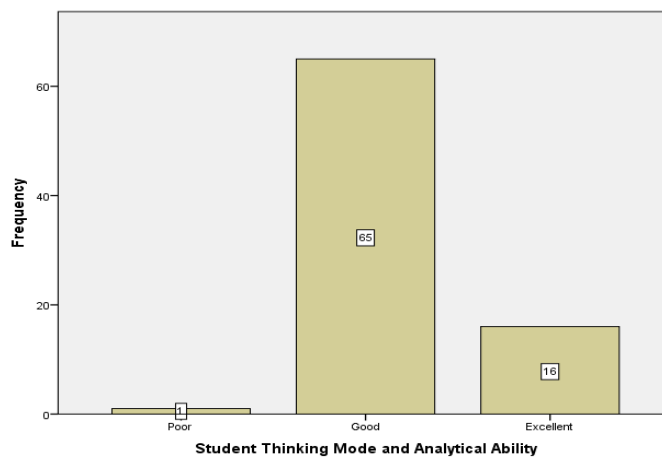


Figure 11. Student thinking mode and analytical ability

According to student impression of the curriculum teaching quality, 68 students (82.9%) stated poor, while 14 (17.1%) stated excellent. It can be shown in Figure 12 below:

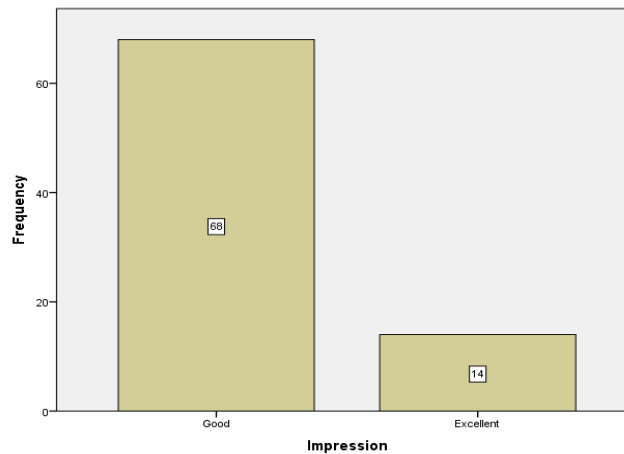


Figure 12. Student impression of the curriculum teaching quality

Discussion

Based on the study it was found that the respondents reveal that all evaluation indicators were good generally. Even so there are respondents who state that some indicators are not good, but the number is not significant. While for indicators about "student impression of the curriculum teaching quality" and "quality teacher and teaching level", there is no respondent who stated not good.

The respondent choice for "not good" is mostly found on indicators about availability of references and online resources for the course, as many 39% respondent stated that. According to students, there is a lack of references that support their courses.

In generally, student's global impression of the curriculum quality and teaching was good, while 17.1% stated excellent. In the future, Christian Education major may improve their performance so that student's evaluation will be better.

Conclusion

According to student's evaluation, in generally the curriculum quality and teaching in Christian Education major of IAKN Tarutung is good. A few students stated the quality of the curriculum was poor or excellent. However, many respondents stated that availability of references and online resources for the course is not good. IAKN Tarutung may respond to this problem by providing more references.

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