

Evaluation of Learning on Curriculum Development in the Vocational Study Program

Niken Purwidiani^{1,*} Sri Handajani¹ Dwi K. Suwardiah¹ Asrul Bahar¹ Ita F. Romadhoni¹

¹ Home Economic Department, Universitas Negeri Surabaya, Surabaya, Indonesia

*Corresponding author. Email: nikenpurwidiani@unesa.ac.id

ABSTRACT

To improve the learning quality in the Vocational Study Program, an evaluation of the learning program is carried out. In general, the evaluation of the learning program focused on three aspects namely teaching preparation, learning implementation, and learning evaluation. From this evaluation, solutions can be obtained and implemented to improve the implementation of learning that enable students to achieve the learning outcomes of each subject. Data collection techniques are observation and documentation in the 2018/2019 even semester course by learning monitoring and evaluation instruments that have been developed by the UNESA's Academic Quality System Assessment and Development Center. Data is analyzed by descriptive qualitative approach. The evaluation of learning in Vocational Study Program, Diploma III Culinary, Faculty of Engineering, UNESA, showed excellent results in the preparation and implementation of learning activities, and good performance in the learning evaluation. Furthermore, it is necessary to evaluate all subjects for the curriculum development process, and it can be followed up with redesign and modification for curriculum development.

Keywords: Learning Evaluation, Curriculum Development, Vocational Study Program, Culinary

1. INTRODUCTION

Vocational education is an educational program designed to equip students with the science, knowledge, skills, and competencies needed in a particular job or more broadly in the labor market [1] and to be able to compete globally [2]. In general, vocational education aims to prepare students to become members of society who have the ability of professional experts to apply, develop and disseminate technology and arts and use these skills to improve the standard of living of the community and enrich national culture and in particular. Vocational education is directed to produce graduates who are mastering abilities in specific fields of work so that they can be directly absorbed as workers in the industry / private sector, government agencies, or as self-employed entrepreneurs [3]. Diploma III (three years program) and Diploma IV (four years program) are included in vocational education levels [4].

Diploma III Culinary Study Program as a vocational higher education institution is required to be able to prepare human resources who are ready to face changes in work culture: ready to work, ready to be independent,

ready to compete nationally and regionally in the ASEAN Economic Community (MEA) region and ready facing the challenges of the world [5]. Therefore, the existing curriculum needs to be developed, so that it can be realized in a practical learning reality, students can learn optimally and develop their potential (knowledgeable, skilled, and noble character) [6].

In the 2018-2019 academic year, the Diploma III Culinary has developed a curriculum aligned with user needs that is focused on learning outcomes for specific skills, Culinary Arts. This determination is based on existing expertise in the world of work that distinguishes between culinary, pastry & bakery, and service skills, so that the curriculum is directed at a specific area of expertise, culinary [7].

The Guidebook for Vocational Curriculum Development explains that in the development of the vocational curriculum, there are three stages: planning, implementation, and evaluation. Furthermore, it has been carried out through the determination of the profile of graduates and learning outcomes, the determination of study materials and courses, the organizing of courses by

brainstorming with experts and experts, the results testing phase validating curriculum drafts by curriculum experts, and limited learning trials, including relevance testing, between the goals [7], and the next stage that must be carried out in the evaluation stage of the learning program.

The Learning Program Evaluation Stage includes assessment and evaluation of the learning process and student learning outcomes. The learning process and student learning outcomes need to be assessed and evaluated to fulfill the learning achievements of graduates. Assessment and evaluation in learning must have educational, authentic, objective, accountable, and transparent principles carried out in an integrated manner [6].

Evaluation is an essential and integral part of the learning activity stage. Evaluation is an activity to assess to decide on something with a good and lousy measure [8]. The definition of evaluation is emphasized again, with the limitation as to the process of giving or determining a value to particular objects based on specific criteria [9]. Every evaluation process requires information about the existing situation. The situation is a general term that takes into account ideas such as goals, objectives, standards, procedures, and processes that will produce information about appropriateness, appropriateness, goodness, validity, and legality [10]. Therefore curriculum evaluation can be seen as a systematic collection of information for decision-making purposes using quantitative methods (tests) and qualitative methods (observation, assessment, and value assessment) to assess the information collected [11].

The curriculum evaluation stage is carried out through the evaluation of the learning process, namely interpreting or interpreting data and evidence from the results of the assessment process. Curriculum evaluation involves evaluating instructional programs or teaching changes and evaluating factors such as learning strategies, textbooks, audiovisual materials, and physical and organizational settings. [12] identify, collect, and prepare data [6]

Following the research focus and based on the above background, the formulation of the problem can be formulated as follows: "*What are the results of the learning evaluation of curriculum development in Vocational Program, Diploma III Culinary, Faculty of Engineering, UNESA?*"

2. METHOD

This type of study is quantitative descriptive, which is carried out to determine the value of the independent variable, without making comparisons or connecting with other variables. The object of study is the subject areas of study in the curriculum for the Diploma in Culinary Class 2018 in the even semester of the 2018-

2019. This study selected two courses from MKK (*Mata Kuliah Keahlian Berkarya/Science and Skills Subject*) and MKB (*Mata Kuliah Keahlian Berkarya/Crafting Expertise Subject*), namely: *Animal Food Commodities* and *Asian Culinary* courses as data sample.

Data collection techniques were carried out by observation, interviews, and documentation. Observations were made for the implementation of learning, interviews with subject lecturers, and documentation for the completeness of learning activities carried out after Mid Examination (ME) and Summative Examination (SE). The research instrument uses the Learning Monitoring and Evaluation instrument that has been developed by PPM Unesa which consists of 40 question items consisting of teaching preparation, learning implementation, and learning evaluation. The analysis technique was carried out with descriptive quantitative approach.

3. RESULT AND DISCUSSION

3.1. Teaching Preparation

Among twelve question items for teaching preparation, the results of observations and interviews in the *Animal Food Commodities* and *Asian Culinary* courses showed that all questions were answered (100%) "yes", which means the entire series of learning preparation activities had been carried out by the lecturers of the course very well.

Lecturer readiness in the teaching and learning process is essential in carrying out lectures, with proper preparation teaching and learning activities that will run smoothly, and learning objectives will be achieved. The teaching and learning process needs to be planned so that the implementation of the learning goes well and can achieve the expected results.

The learning process stages consist of planning, implementing, and evaluating the learning process [8]. Planning is the beginning of activity in the learning process. Planning will determine the success of activities at a later stage in the learning process. The learning process planning is prepared for each subject and presented in the LP (lesson plan). LP is determined and developed by lecturers independently or together in a group of expertise in a field of science and / or technology in a study program [13].

LP was made as a guide and guideline for lecturers in carrying out the learning process so that the expected learning outcomes can be achieved in producing students and graduates according to the profile.

LP developed by a lecturer in the *Animal Food Commodities* and *Asian Culinary* course contains learning outcomes according to the KKNi (The Indonesian National Qualifications Framework)

consisting of knowledge, attitudes, general skills, and special skills, learning strategies that reflect the student learning center, information about teaching materials that can be referred by students, student learning experiences, and techniques, forms, and examples of assessment instruments (outcome assessment design and learning process).

LP has also been designed to improve hard skills, translated into learning outcomes, and improve soft skills that are translated into learning outcomes. For learning preparation, lecturers already have teaching materials in the form of hand-outs, slide power points, textbooks, modules, or textbooks written by lecturers but are still not based on LP, and lecturers teach courses following the assignments contained in the teaching decree.

3.2. Implementation of Learning

In the implementation of learning from the 16 existing instrument items, 93.75% of them answered "yes," and 6.25% answered "no," in the *Animal Food Commodities* course. It means the implementation of learning was in the *Animal Food Commodities* course has done very well. The answer "no" is found in item about how the lecturer uses the LP-based student textbook.

In the Asian culinary subject, out of 16 instruments, 87.5% of them answered "yes", and 12.55% answered "no". It means the implementation of learning in the *Asian Culinary* course has been carried out very well. The answer "no" was found in item about how the lecturer uses a student textbook based on LP, and the lecturer reflection at the end of the lesson.

The *Animal Food Commodities* and *Asian Culinary* course are new courses in the Culinary Arts Study Program; it is possible that course lecturers have not had the opportunity to compile or participate in student teaching material preparation activities although Asian Culinary Courses already use modules but not LP-based textbook.

In the process or implementation of learning, the lecturer must use various methods that should have adjusted to the demands of the learning material to be taught to students. In teaching and learning activities, students must be provided with supporting facilities and infrastructure to succeed in the learning process. Furthermore, lecturers must plan excellent and conducive learning and use learning models to avoid bored.

The results of the observation of the implementation of learning show: lecturers carry out lectures according to schedule, lecturers give perceptions at the beginning of lectures, lecturers provide lecture material as stated in the LP, lecturers master learning material, lecturers are able to motivate students to be active, lecturers use excellent and correct language according to the context of the course, the lecturer uses one of the learning resources (for

example: teaching materials, learning media, the environment, and so on) in accordance with the material listed in the LP, the lecturer applies the student center learning approach, the lecturer provides the broadest possible opportunity for students to ask questions / answer / argue, the lecturer creates a learning atmosphere that encourages students to think creatively, innovatively, critically, the lecturer integrates the "*Idaman Jelita*" character of education (faith-smart-independent-honest-caring-tough) in learning, the lecturer assigns assignments to students, and lecturer starts and ends the lecture according to schedule.

The learning process is an implementation of LP. It is held interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students (14). Lecturers plan the learning process, implement the learning process, assess learning outcomes, and supervise the learning process so that the learning process takes place effectively and efficiently.

Learning methods that can be selected for implementing course learning include group discussions, simulations, case studies, *collaborative learning*, *cooperative learning*, *project-based learning*, *problem-based learning*, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes [8]. Each subject can use one or a combination of several learning models and be accommodated in the form of learning. Lecturers as educators provide various learning strategies and methods and understand student learning approaches to develop the potential that students have in the learning process.

Learning Methods. The forms of learning can be in the form of a) lectures, b) responses and tutorials, c) seminars, and d) practicum, studio practice, workshop practice, or field practice [8]. The implementation of this form of learning is arranged in learning modules compiled by departments and faculties. In the implementation of learning, the lecturer acts as a facilitator and motivator by providing several learning strategies that allow students (together with the lecturer) to choose, find and organize knowledge and how to develop their skills (method of inquiry and discovery).

With this paradigm, the learning process is more appropriate—Student Centered Learning (SCL) model. In the SCL learning process, learning is defined as an activity of seeking and constructing knowledge actively and accurately. Knowledge is not transferred to students but as a result of construction or transformation by learners. Lecturers do not convey knowledge or teach (lectures and lectures), but lecturers participate with students to form knowledge. Graduates' learning outcomes are achieved through a learning process that prioritizes student creativity, capacity, personality, and

needs, as well as developing independence in seeking and finding knowledge [15].

3.3. Learning Evaluation

The results of observations and interviews for the *Animal Food Commodities* course show that 75% of them answered "yes" and (25%) answered "no". The "no" answer relates to how the lecturer compiles the ME assessment rubric, compiles SE and the lecturer feedback on the ME results and assignments to students.

For the *Asian Culinary* course, the results of observations and interviews show that there are 75% of them answered "yes" and 25% answered "no". In general, the course lecturers have implemented learning evaluation activities quite well. The three answers "no" relates to how the lecturer prepares the ME assessment rubric, the lecturer prepares the SE assessment rubric, and the lecturer feedback on the ME results and assignments to students.

From the results of the evaluation, it is known that the lecturer has not compiled a ME assessment rubric, SE assessment rubric, and feedback on ME results and assignments to students. Therefore, suggestions that can be given to lecturers from the two courses are to immediately compile a ME assessment rubric, SE assessment rubric, and feedback on ME results and assignments to students in each course and apply it in the following semester.

The results of observations and interviews in the two subjects show the lecturer assesses the participation (presence, activeness, and behavior) of students in learning and the assignments given to students; the lecturer returns the assignments that have been assessed to the students; the questions in ME have been validated (measuring higher-order thinking); questions in the SE have been validated (measuring higher-order thinking), lecturers have not compiled a ME assessment rubric, lecturers have not compiled a SE assessment rubric, ME is carried out according to the schedule listed in the Department, and the ME results are handed back to students, lecturers have not provided feedback on ME results and assignments to students, ME questions according to the learning achievement indicators, and SE questions according to the learning achievement indicators.

In essence, learning evaluation is the process of measuring and assessing learning where an educator measures or assesses students using quantitative test kits using numerical calculations to measure student learning outcomes. The purpose of the evaluation is to find solutions to the deficiencies that students experience, conclude how good the students are in the applied competencies, and know the extent of the students' success rates [16].

4. CONCLUSION

The results of the evaluation of the learning program in the courses in the Vocational Study Program, Diploma III Culinary, Faculty of Engineering, UNESA, show excellent results, in the preparation and implementation activities of learning, and good in the evaluation of learning. : 1) it is necessary to evaluate all subjects in the Vocational Study Program, Diploma III Culinary, Faculty of Engineering, UNESA, for the curriculum development process, and 2). The research results can be followed up with a redesign and modification for the development of the Vocational Study Program, Diploma III Culinary, Faculty of Engineering, UNESA.

REFERENCES

- [1] Cedefop, "The changing nature and role of vocational education and training in Europe," Volume 1: conceptions of vocational education and training: an analytical framework," *Luxembourg, Publications Office, Cedefop research paper*, No 63, 2017, <http://dx.doi.org/10.2801/532605>
- [2] Sudirman, "The role of vocational education in science and technology development in the era of globalisation," *Journal of Physics: Conf. Series*, 2018. Doi:10.1088/1742-6596/970/1/012003.
- [3] Simak UI,"Deskripsi Vokasi,"<https://simak.ui.ac.id/deskripsi-vokasi.html>, 2019.
- [4] Adriza, *Membangun Citra Lembaga Perguruan Tinggi Yang Berbasis Vokasi*. Yogyakarta: Deepublish, 2015.
- [5] Misi Prodi DIII Tata Boga Jurusan PKK-Fakultas Teknik- Unesa
- [6] Kemenristekdikti, Dirjen Belmawa, "Buku Panduan Penyusunan Kurikulum Pendidikan Vokasi," Cetakan 1, Direktorat Jenderal Pembelajaran dan KemahasiswaanKementerian Riset Teknologi dan Pendidikan Tinggi, 2016.
- [7] A. Sutiadiningsih dan S. Handajani, "Pengembangan Kurikulum Vokasi Diploma Tiga Seni Kuliner Selaras Kebutuhan Pengguna Berdasar Pada Hasil Tracer Study: Laporan Penelitian Kebijakan," *Fakultas Teknik Unesa*, 2018.
- [8] S. Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2015.
- [9] N. Sudjana, Nana, *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdakarya, 2009.

- [10] B. Kizlik, *How to Write an Assessment Based on a Behaviorally Stated Objective*. [Online Document]. Available at <http://www.adprima.com/assessment.htm>, 2010.
- [11] T. A. C. Yambi, "Assessment and Evaluation in Education," 2018. Available: <https://www.academia.edu/35685843/Assessment-And-Evaluation-In-Education>.
- [12] K. A. Gafoor, "Types and Phases of Evaluation in Educational Practice," 2013. Doi: 10.13140/2.1.3801.1680
- [13] M. P. Jules and J. M. Voogt, "Teacher learning through teacher teams: what makes learning through teacher teams successful?," *Educational Research and Evaluation*, vol. 22, no. 3-4, pp. 115-120, 2016. Available: <https://doi.org/10.1080/13803611.2016.1247726>.
- [14] Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2013 Nomor 71)
- [15] L. Stefani, "Planning Teaching and Learning Curriculum Design and Development," in *Handbook of Teaching and Learning in Higher Education*, Third Edition. New York: Routledge, 2009, pp 40-57.
- [16] D. Nurhayati, "Pentingnya Evaluasi Dalam Pendidikan," 2018. [Online] Available: <https://www.kompasiana.com/dian48290>