

Evaluation of the Effectiveness of Learning Management in University

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Abstract: *This study aims to obtain scientific information about the achievement and effectiveness of curriculum management in tertiary institutions. The research method used is evaluative research. Data collection uses techniques with field observations by looking directly at and observing sources directly with observation sheets in obtaining data. Data was also obtained by interview. Some of the sources were interviewed to ensure the correctness of the data during observation. Then the data is also obtained with instruments that are shared to view secondary data, and finally, to collect supporting document data. Methods of data analysis using descriptive quantitative and qualitative methods. The results obtained from the evaluation results obtained the value of each aspect, namely: 1) functionalization of learning curriculum management in tertiary institutions, namely 75.46 and is in the good category, 2) management of curriculum management is worth 100 and is in the very good category, 3) management students score 80 and in the good category. This has a positive impact on the development of educational management in the future.*

Keywords: *Independent Curriculum; Management; Evaluation*

INTRODUCTION

Curriculum development in Indonesia is very good (Fathurrochman, 2022). The curriculum is implemented in the world of education and can be evaluated every period (Lumbantoruan, 2022). Education is an important aspect in efforts to educate the nation for the realization of advanced, democratic, independent and prosperous students (Surahman, 2021). This is because with education, the quality of human resources can be improved. A quality and intelligent society will give birth to an independent attitude from various aspects (Cheng & Hackett, 2021). This is in line with the function of national education, namely to shape dignified national character and civilization as an effort to educate the nation's children (Pasju & Hadiwinarto, 2022). That is, by developing the potential of students so that they become human beings who have faith and piety, have noble character, are healthy, knowledgeable, capable, independent and become citizens of a democracy and are responsible (Aransyah et al., 2022). The functions and objectives of education reveal that the educational process that must be carried out in Indonesia is engaged in developing the potential of students so that they become intelligent and superior human beings, both physically, intellectually, emotionally, socially and spiritually (Relation & Intelligence, 2018). Therefore, each educational unit is required to carry out the educational process to achieve these national education goals by

taking into account the potential and uniqueness of each educational unit, including tertiary institutions and aligned with the curriculum (Klein et al., 2021). Data shows that good curriculum management can increase 80% of pedagogical competence and 90% of professional competence (Lumbantoruan & Male, 2022).

Curriculum is the most important part in an educational institution. The curriculum is a set of plans and agreements related to learning outcomes, study materials, processes, and assessments that are used as guidelines for implementing study programs (Shawahna, 2021). As an educational institution, higher education aims to produce scholars who have the characteristics of noble character, have high rationality and have the awareness to be responsible for the state according to their respective expertise. This goal is also related to the main tasks of tertiary institutions which are an integral part of national development (Lumbantoruan & Male, 2022). The problem that always arises around the management of tertiary institutions is criticism from many parties on quality, systems, funding, supporting facilities and infrastructure, human resources for teaching and non-educational staff and everything that is an indicator in determining graduate quality standards. Advances in science and technology have resulted in changes in all respects, including in the field of education and employment. This also affects the ability of graduates from a tertiary institution (Iglesias-Pradas et al., 2021)

One strategy to deal with these changes is to promote the excellence and preparation of students in keeping up with socio-cultural transitions, science and technology advances, and industrial progress. Learning outcomes and student competencies are a dialectical relationship and a reciprocal symbiosis, because the foundation of the educational process, in this case curriculum design, must be designed in such a way that it is dynamic in everyday life (Adhikari et al., 2017). The policy is an opportunity to face the opportunities, challenges and requirements of current universities to be more creative, productive, adaptive and related to the dynamics that occur in society, advances in science and technology, industry and the world of work (Falloon et al., 2020). The implementation of education and management in the policy contains four main rules, namely: (1) new studies will be easier to open; (2) university accreditation will change; (3) will more easily switch status to; (4) have the right to study for 3 semesters outside the study program. Based on some of these matters, the authors are interested in researching the policies related to the Campus Independent Learning Curriculum. The formulation of the problem in this study is to see how the concept of developing the curriculum is in University. The prepares students to face social, cultural, world of work changes, and rapid advances in science and technology (Munir et al., 2022). Competence of

students is required to prepare more mature according to the needs of the times (Amri et al., 2021).

Higher education institutions are required to be able to manage and carry out innovative learning processes so that students can practice learning that covers aspects of values of morality, insight, and skills, interests and talents to the fullest and related to the majors they choose. In this study, an evaluation was carried out on the implementation of on campuses implementing the in Indonesia.

RESEARCH METHODS

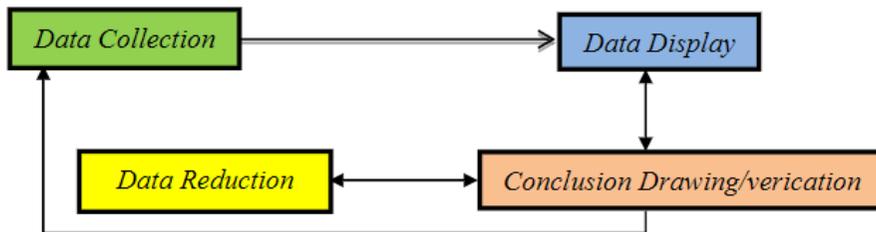
The research uses a descriptive qualitative research method. Evaluation research focuses on assessing the effectiveness of certain programs or actions in solving certain problems (Sowińska-Świerkosz & García, 2021). Therefore, the research method used is an evaluative survey method. This evaluative survey activity is the principal method of conducting research (Maqableh & Alia, 2021). Fathoni stated that in general the research method is divided into three main methods, namely case studies, experiments, and surveys (Fathoni et al., 2022). Furthermore, he stated that the evaluative survey method is a survey to evaluate a program, both carried out during the implementation of an ongoing program (formative evaluation), as well as evaluation carried out at the end of a program (summative evaluation). The evaluation used is formative evaluation. In addition to the evaluative survey, further descriptive (quantitative) analysis was carried out so that this study used a mixed method (*mix-method*) (Sun et al., 2019).

This research is an evaluative research that is supported by data and its processing in a quantitative way. The research subjects are universities and the objects are students and lecturers. The data collection method is carried out by observation, interviews and questionnaires (van Dijk et al., 2020), (Aspers & Corte, 2019). Observation, a structured observation instrument, in which the researcher has prepared and compiled in advance a list of systematic observations from various aspects that are evaluated according to the focus of the research. Unstructured observation, that is, researchers make observations of events or research objects related to evaluation studies that were not previously equipped with observation guidelines. However, to sharpen and provide an explanation of the existing phenomena, researchers make notes that describe the events observed. Collecting data through observation is useful for harmonizing data obtained using other instruments such as interview guides or documentation. Interviews, interviews conducted by researchers by way of direct dialogue with respondents. The types of interviews used were semi-structured and unstructured interviews. Interviews in semi-structured form are included in the in-depth interview category, where the implementation is freer

when compared to structured interviews. Questionnaires, questionnaires are used to collect data in the form of perceptions of teaching staff and students towards program implementation. In using the questionnaire, the researcher gave a choice of two answer options on the questionnaire to be chosen by the respondents. The answer choices are: "yes/yes" and "no". Furthermore, the researcher provides an information column beside it to provide explanations or information if needed by the respondent. Documentation review, document review is data collection by studying or investigating documents both in written and graphic form. (Greczynski & Hultman, 2021) states that a document is any written material or film, other than notes, which are not made at the request of an investigator.

Data Analysis Techniques. Aanalysis technique used in this research is quantitative and qualitative data analysis. Quantitative analysis is used as the basis for compiling or mapping the objects being evaluated, then further deepened by qualitative analysis (E. Campos et al., 2018). The mapping of the evaluated objects is carried out by compiling the aspects and indicators that are evaluated in a table to make it easier to get a description of the results of the evaluation and their discrepancy (Chang et al., 2021). In other words, all evaluation results obtained through observations, interviews, questionnaires, and documentation are listed in the evaluation results table arranged based on the components being evaluated (Hennink & Kaiser, 2022). Determination of the evaluation results that appear in the evaluation results table uses the model carried out by the Dragon, namely for "yes/yes" answers are stated with the number "1" and "no" answers are stated with the number "0" .

A qualitative analysis is carried out by means of analysis during data collection and analysis after the data is collected (Bdair, 2021). This data collection analysis includes: developing field notes, categorizing the data , coding the data, entering the data into an analysis format, and developing questions to collect further data (Paullada et al., 2021). While the analysis after the data is collected includes collecting and numbering chronologically according to the time of data collection, re-examining the data and grouping it in one category and classification format according to the code, explaining the data that has been analyzed according to the components of the evaluation model, and drawing some conclusions. The following is the flow of research conducted:



Picture 1. Research Flow (Guo et al., 2020)

RESULTS AND DISCUSSION

Functionalization of the intended management functions is the actions taken by educators in tertiary institutions in implementing management functions in the implementation of the independent learning curriculum in tertiary institutions. The results of the evaluation of management functions in the implementation of the independent curriculum in tertiary institutions cover four aspects, namely: 1) planning, 2) organizing, 3) leading, 4) controlling. The results in each aspect are as follows:

1) Planning

Evaluation of the planning carried out in the implementation of the independent learning curriculum includes five aspects. The results of the evaluation of the planning aspects of the implementation of the independent learning curriculum in tertiary institutions consist of five planning items, namely: setting program goals, establishing policies, working steps to achieve program goals, gathering and analyzing information, and developing policies alternatives to achieve program goals. These five items are indicators of leadership in carrying out management functions in the planning aspect. Based on the results of the evaluation of the five indicators in the planning aspect, an evaluation result of a value of 100 is obtained. The value obtained from the evaluation results shows that tertiary institutions have carried out planning in implementing the independent learning curriculum.

2) Organizing

Valuation of organizing carried out in the implementation of the independent curriculum in tertiary institutions includes five aspects. The results of the evaluation of the organizing aspects that have been carried out consist of five organizing items, namely: providing program equipment facilities within the institution, grouping work components in an organizational structure on a regular basis, establishing an authority structure and coordination mechanism, formulating and determining methods and procedures, and selecting and

conducting training and education of educators and education staff. Based on the results of the evaluation of the five indicators of the organizing aspect, the evaluation results obtained were 60.00. This value can be interpreted that the management function in the organizing aspect that has been carried out in the implementation of the independent curriculum in tertiary institutions is 60%. The results of this evaluation indicate the management function in the organizational aspect that has been in the independent learning curriculum in tertiary institutions which consists of three indicators, namely: providing program equipment facilities within the institution, grouping work components in an organized organizational structure, and establishing an authority structure and coordination mechanism.

3) Leading

Evaluation of the leading carried out in the management of the implementation of the independent learning curriculum in tertiary institutions includes three aspects (Youhasan et al., 2021). The results of the evaluation of the leading aspects carried out in the management of the implementation of the independent learning curriculum in tertiary institutions consist of three leading items, namely: motivating educators and educational staff, providing training to teach and educational staff, and providing direction to teaching and educational staff to achieve the goals of the institution. Based on the results of the evaluation of the three leading aspect indicators, the evaluation results obtained were 66.67. Acquiring the value of the evaluation results can be interpreted that the management function in the leading aspect has been implemented by 66.67%. The functionalization of the leading aspect of management that has been carried out is indicated by two items, namely: motivating teaching and educational staff, and providing direction for teaching and educational staff to achieve institutional goals. While the other components have not been implemented.

4) Controlling

Evaluation of controlling carried out in the implementation of independent learning curriculum management in tertiary institutions includes eight aspects. The results of the evaluation of the leading aspects carried out consisted of eight leading items, namely: supervising elements of institutional activities and teaching and learning processes, supervising personnel management, supervising facilities, conducting financial supervision, supervising student services, supervising public relations, and conducting climate monitoring agency. Based on the evaluation results of the eight controlling aspect indicators, the evaluation result value was 75.00. Acquiring the value of

the evaluation results can be interpreted that the management function in the controlling aspect has been implemented by 75%.

The items that have been implemented in the implementation of the independent curriculum are in the controlling aspect, namely: supervising elements of institutional activities, supervising the teaching and learning process, supervising staff management, supervising facilities, supervising student services, and supervising the institutional climate. Meanwhile, the items of conducting financial oversight and conducting oversight of public relations have not been implemented. The results of the evaluation of curriculum management carried out in the implementation of the independent curriculum in tertiary institutions obtained a score of 100. The acquisition of this value indicates that the independent learning curriculum management in tertiary institutions has been effective in its implementation, the curriculum can be used properly.

Curriculum management is carried out, namely the preparation of the institutional program curriculum and curriculum formulation in accordance with the goals of the institution's program. Student management implementing the independent learning curriculum. The results of the evaluation of student management patterns in the independent learning curriculum obtained a value of 71.42. The acquisition of this value is understood that student management is in the good category.

The research results can be observed in the following table diagram:

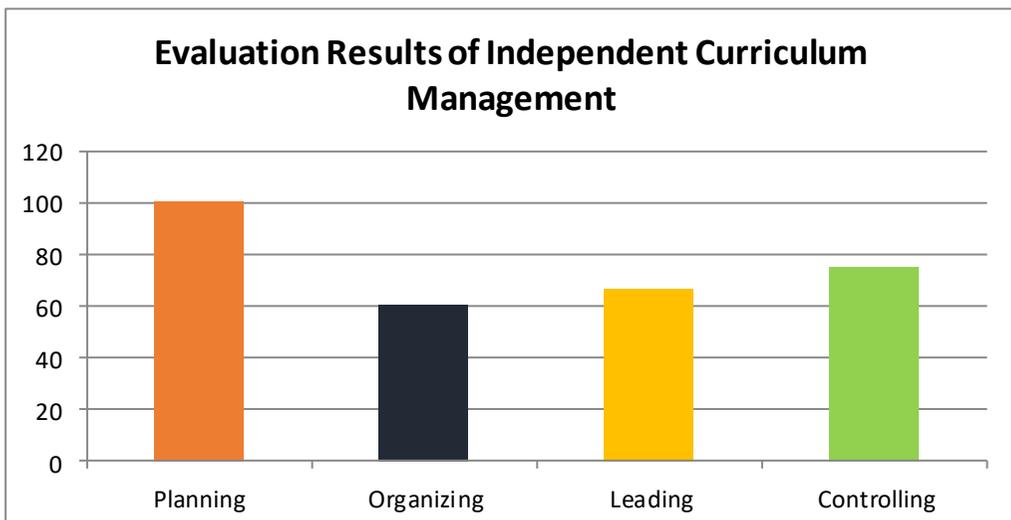


Table 1. Evaluation Results Of Independent Curriculum Management

Based on the results of an evaluation of the independent curriculum management that has been carried out in tertiary institutions, it is found that at

the planning stage, tertiary institutions have been able to 100% plan the independent learning program in tertiary institutions, while in the organizing stage tertiary institutions have not been able to fully carry out this organizing stage. Because at the organizational stage only 60% of the total, namely 100%, while at the leading stage, 66.67% have gone well in the implementation of the independent learning curriculum. Furthermore, at the controlling stage, as much as 75% has been implemented so that it is categorized as good in its implementation. From the results of the evaluation, it can be seen that universities in Indonesia are ready to manage the independent learning curriculum in tertiary institutions. This can be seen from the results of the research, namely that there is mature preparation because it reaches 100% in its implementation.

DISCUSSION

The results of the evaluation are put forward to see the gap between the evaluation criteria indicators that have been set and the facts that occur in the field. In addition, discussions are needed to consult events in the field with ideal criteria. The discussion is presented based on the components assessed, namely: functionalization of management functions, curriculum management, student management. Facilities and infrastructure used, human resources and educational staff, management of community relations, and management of special education services. The following is a discussion of the results of the evaluation of each component. The results of the evaluation of the functional aspect of the management function in education management obtained an average value of 75.42. This is considered in line with the theory that good curriculum management will produce a good learning process (García-Feijoo et al., 2020).

Education and students collaborate in carrying out their respective functions and in accordance with the plans made by the lecturer before the implementation of learning is carried out. Planning that is made is able to be in line with curriculum expectations with good management. These results have a positive impact to be forwarded and maintained for the advancement of education in the future. Even though the acquisition of the average value is understandable that the functionalization of management functions carried out in the independent learning curriculum is included in the good category range. However, when viewed from several aspects of the management function, there are two aspects that are in the sufficient category range. Both of these aspects received an assessment with a score, in the organizing aspect 60.00 and the directing aspect 66.67. Based on the results of the evaluation of the organizing

aspect, there are two aspects that have not been implemented in the independent learning curriculum in carrying out the organizing function.

The methods and procedures for these two aspects have not yet been formulated and established, and training has not been selected and held in the form of education and training for teaching and educational staff. Efforts to carry out organizational and leadership functions in the management of educational institutions, especially higher education institutions, for leaders (managers) to carry out this function are of course very important. Even though the two aspects, namely the organizing and directing aspects, greatly impact the management of the education management system in tertiary institutions. Leaders are expected to be able or have to formulate and determine methods, strategies and procedures in an effort to provide training and education for every teaching and education staff in their respective Lembaga sectors.

In addition, training is one of the efforts to develop the qualifications and skills of educators and education staff in dealing with the pace of development of science and technology. Training can also improve the competency of each human resource in designing, preparing and implementing the best possible learning with good management. Aspects of the direction provided in the training will have an impact on the quality and expectations of the curriculum and the expectations of each institution to develop and be able to keep up with technological developments. With organizational assistance, routine and scheduled briefings can guarantee the quality of learning management. This is in line with the opinion Díez et al., (2020) that management supported by organization and training has a positive value for the advancement of education in all sectors.

CONCLUSION

Based on the analysis of the evaluation results presented in the research results, it can be concluded as follows: The functionalization of management functions in the implementation of the learning curriculum in tertiary institutions is in the good category. By evaluating the functionalization of management functions in the learning curriculum, an average score of 75.42 is obtained. The acquisition of this average value can be understood that the functionalization of management functions carried out in the learning curriculum is included in the good category range. The functionalization of management functions in the good category is indicated by two aspects of the management function which are carried out in the good and very good categories. These two aspects are the planning aspect, which is 100 in the very good category) and the control aspect, with a score of 75 and in the good category. The results of the evaluation of learning curriculum management in

tertiary institutions obtained a score of 100. This finding has a positive impact on the development of learning and future management of curriculum management in tertiary institutions.

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