Application of Evaluation Model Countenance In the Secondary Education Curriculum and Vocational Technology

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Abstract

On the technological and vocational secondary education, the curriculum was developed by aligning the development of science and technology and the increasing demands of graduate skills competencies required by the industrialized world. This condition requires that the organizer of educational improvement efforts in a comprehensive and sustainable curriculum based on evaluative studies of curriculum used. This is reinforced by the authority of the educational unit in planning, developing and using curriculum independently (SBC).

In this position, the organizers should have a curriculum development pattern in which one of them is a curriculum evaluation model developed in a systemic and systematic as well as having validity, reliability, feasibility, effectiveness and efficiency in its use. Thus the results of the assessment and evaluation can give proper consideration to the provider of technology and vocational secondary education in its efforts to repair and improve its curriculum.

Various curriculum evaluation model is developed by experts, which classifies model into two groups, i.e. a groups of quantitative and qualitative. Selection of curriculum evaluation models are used in technology and vocational education at least to consider two things, e.i. : (1) principles and characteristics of technological and vocational secondary education, and (2) curriculum model that is used. In this paper, the propose of curriculum evaluation model is developed from Stake Countenance Model. This model uses a more holistic approach and pragmatic, thus facilitating the implementation of technological and vocational education providers data collected and organized into three categories, e.i. : (1) Antecedents is existing condition before learning, (2) Transactions is interaction activities occur as part of learning process, and (3) Outcome is learning results obtained after learning process or implementation.

The three categories is compared to the two different conditions, which are desired condition (intent) and conditions relating to the implementation of the curriculum in the field is observed in the scope of the goals, objectives, methods and results. Category antecedents, transactions and outcomes was correlated with a series of conformity assessment (contingency) vertically, while the comparison between the expected conditions (intent) and the observed associated with the assessment that is horizontal (congruence).

1. Introduction

KTSP and Evaluation of Secondary Vocational Education Curriculum

Enabling Education Unit Level Curriculum (KTSP) began in 2006, as the embodiment of Act No. 20 of 2003 on National Education System and Government Regulation no. 19 year 2005 on National Education Standards. The policy provides broad authority for each unit of education in
creating, developing and implementing curriculum units in accordance with the conditions of education, learners, potential and regional characteristics and local culture. Given that SBC was conceived and developed by the school, it requires an understanding and ability of teachers especially in the process of the preparation, implementation and evaluation of curriculum.

On the technical and vocational education, curriculum is developed by continuously aligning the development of science and technology and the increasing demands of graduate skills competencies required by the industrialized world. This condition requires the caretaker to increase the efforts of comprehensive and sustainable curriculum based on evaluative studies of curriculum used.

In this position, there must be an absolute curriculum evaluation model that can be developed in a systemic and systematic as well as having validity, reliability, feasibility, effectiveness and efficiency in its use. Thus the results of the assessment and evaluation can give proper consideration to the provider of technical and vocational secondary education in its efforts to repair and improve its curriculum.

Various curriculum evaluation model is developed by experts, which classifies the evaluation model into two groups, i.e. groups of quantitative and qualitative. Selection of curriculum evaluation models is used in technical and vocational education at least to consider two things, i.e.: (1) principles and characteristics of technical and vocational secondary education, and (2) curriculum model that is used.

2. Concepts Evaluation Model Curriculum Countenance

Group of quantitative evaluation model is widely used in the assessment of the curriculum. The model is based on the paradigm of positivism that go into science education with a tradition that emphasize the role of psychometric measurement. Quantitative evaluation research model is usually more emphasize on results and appears to ignore the appraisal process.

Advantage Quantitative:

- Criteria used clearer
- Easy to draw generalizations and conclusions
- Progress results of a program can be determined by comparing the results of initial tests (pretest) and final test (post test)
Validity and reliability reliable instrument

Disadvantages:

- The results is not understandable for most people, especially decision-makers, curriculum developers and implementers in its field, since it uses statistical formulation;
- The results of quantitative research is easily manipulated because many use the numeric data;
- The results are general, regardless of its characteristics.

One model curriculum on the quantitative evaluation model is developed from Stake Countenance. This model is evaluating the curriculum, which tends to do in holistic and pragmatic approach. Data collected and organized into three categories, namely:

- Antecedents. Existing conditions prior to learning.
- Transactions. The interactions that occur as part of the learning process.
- Outcomes. The results obtained after study in the learning process or implementation.

The three categories were then compared at two different conditions, i.e. the desired condition (intent) by the curriculum developer and the conditions which relate to the implementation of the curriculum in the field that is observed in the scope of the goals, objectives, methods and results. Antecedents, transactions and outcomes will be correlated with a series of conformity assessment (contingency) vertically, while the comparison between the expected conditions (intent) and the observed associated with the assessment is horizontal (congruence).

More details can be seen in the image on curriculum evaluation model developed from Countenance Stake in the form of matrices, matrix both descriptive and assessment or consideration (judgment).

3. The Implementation of Evaluation Model in Vocational Curriculum Countenance

In conducting the process of curriculum evaluation, the countenance model is intended to obtain data based on three categories that have been established and is based on the condition of intent that is expected and the actual observed.

- Antecedents - Existing conditions prior to curriculum implementation
  - Student Attitudes, achievement levels, attendance, etc.
Teacher Attitudes, years of experience, etc.
- Transactions - The interaction between students, teachers, materials and environment that is in the process of learning and learning.
- Outcomes - Results from the implementation of the program - namely in the area of cognitive competence, affective, and psychomotor individual student achievement standards based on short and long term.

Ideal conditions are expected to achieve a good fit vertically between antecedent categories, transactions and outcomes, as well as horizontally compatibility between the three categories in the existing condition of before and after the curriculum is implemented.

The details for each category above, these data are important for the evaluation were collected in this curriculum are as follows:

**Antecedents**

- Characteristics of vocational students
- Characteristics and competencies of teachers / instructors SMK
- Structure of curriculum (content and context) SMK
- Vocational Learning Materials
- SMK lesson plans
- The organizational structure of vocational education units
- Description of work in vocational education units
- Facilities and infrastructure in vocational learning
- Support the community (parents and industry)

**Transactions**

- Vocational learning model (theory, practice, apprenticeship)
- Learning hours (intra-and extra-curricular)
- Management and classroom settings
- Assignment of teachers and laboratory staff / administration
- Learning remedial / enrichment
- Supervision and evaluation of learning
- Social atmosphere vocational and community / industry
Outcomes

- Competence of students and graduates of vocational skills
- The attitude and performance of vocational students
- Impact on learning performance of vocational school teachers
- Impact on vocational institutions

4. Data Collection and Analysis Techniques in Model Evaluation Countenance

Data collection techniques in countenance model will be done with various techniques, such as questionnaire, interview, observation, study documentation, and test attitude scale. Data collection is developed through a structured questionnaire, interview, observation guidelines, guidelines for the documentation of study, and documents test.

Data analysis is a method used in processing data in the form of quantitative and qualitative data appropriately so that it will obtain an accurate conclusion about the data. Data analysis in the design of countenance curriculum evaluation is using comparative studies (congruence) between the ideal (logical contingency) and the evaluation results significantly (empirical contingency) by the principle of similarity (congruence).

Testing the consistency of the data collection tool data between intent, rational and empirical at every level needs to be emphasized, so that the necessary instruments that have accuracy, validity and reliability. Then the results are linked to absolute standards and relative, to make consideration (judgment) from comparison of implementation of the overall curriculum that observed with the criteria standards for each level (criteria of technical adequacy.)

5. Literature


Act No. 20 of 2003, on *National Education System*. 