The Curriculum Evaluation of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang

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Abstract

This study aims at providing the information related to the accuracy of the curriculum composing in Islamic Education Study Program of Tarbiyah and Teaching sciences Faculty of State Islamic University of Raden Fatah. It was an evaluative research using Countenance Stake model. To collect the data, documentation, interview and questionnaire were used. In addition, the data were analyzed both qualitatively and quantitatively. Moreover, the result showed that, in general, the curriculum in Islamic Education Study Program of Tarbiyah and Teaching sciences Faculty of State Islamic University of Raden Fatah did not fulfill the minimum standards used since there were still some aspects to be revised. The problems were that the form of the component of the curriculum only had three out of eight minimum components, the framework of alumnus profile still did not meet any requirements to solve any problems and face any challenges developing in the society, the creating and arranging process were not through suggested procedures, and the curriculum implementation was not as it had to be.

Keywords: curriculum, evaluation, Islamic education

Introduction

A curriculum has crucial position in education system. It determines what, when and how an education must be implemented. According to Johnson, curriculum is related to any education activity which is for accomplishing any education aims (as cited in Sukmadinata, 1988). Therefore, curriculum is the core of education itself, and it has a strategic influence on the process of education. In responding the development of science and technology, curriculum is required to change. The change is done since the outcome of education system must be relevant to the need and demand of the particular era, for example, it must meet the job qualification. In 2012, Indonesia government made Peraturan Presiden (PP), President Regulation, Number 8 of 2012 about Indonesia National Qualification Framework or Kerangka Kualifikasi Nasional Indonesia (KKNI). In article 1 clause (1), it is mentioned that KKNI is a framework level of competence qualification that can combine, balance, and integrate among educational fields and the fields of work training and experience to give competencies admission based on job structure in any sectors. Moreover, in article 2 clause (1) it is mentioned that KKNI has nine qualification levels, starting from level one as the lowest level until level nine as the highest level. Further information is given in article 3 clause (1) that is every qualification level on KKNI has an equality with learning outcome

Ta'dib
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UIN
RADEN FATAH
PALEMBANG

created from education, work training or work experience (President Regulation of Indonesia Number 8, 2012).

Furthermore, in the higher-education level, KKNI regulation has implication that it is necessary to do adjustment between alumni's qualification and KKNI qualification. Hence, every study program in the university must adjust their curriculum. It is mentioned in regulation of Ministry of Education and Culture Number 73 of 2013 about the application of KKNI of higher-education Article 10 Clause (4) that every department study program must create a curriculum and evaluate the run of it which must be based on KKNI of higher education. Curriculum referring to this KKNI is called as Kurikulum Pendidikan Tinggi (K-DIKTI), higher education curriculum. By applying the curriculum referring to KKNI, Islamic Education Study Program of Tarbiyah and Teaching sciences Faculty has already arranged K-DIKTI based on KKNI. However, curriculum created still has some questions related to its concept of learning outcome and the relation to KKNI and national standard of higher education, Standar Nasional Pendidikan Tinggi (SN-DIKTI). Besides that, it is still questionable if the implementation of lectures of the curriculum has already been based on the learning outcomes which have been formulated, and whether the implementation of the curriculum itself has run appropriately.

This research is limited only on evaluation of the curriculum document of Islamic Study Program and its implementation in teaching and learning process. Curriculum evaluation becomes really important as an effort to gain information about the accuracy of curriculum design in Islamic Education Study Program of Tarbiyah and Teaching sciences Faculty of State Islamic University of Raden Fatah. Moreover, evaluation is a process to know whether the purpose of education has been achieved and realized (Tayler as cited in Zaini, 2009). Hasan (2009) adds that curriculum evaluation is a systematic effort to gather information about a curriculum to be used as the consideration about value and mean of a curriculum in a particular context. Wright also supports that curriculum evaluation may be defined as the estimation of growth and progress of students toward objectives or values of the curriculum (as cited in Sukmadinata, 2009). Thus, curriculum evaluation might be defined as a systematic effort to collect information about a curriculum which is to know the effectiveness, relevancy, efficiency, and feasibility of a curriculum. The indicators of curriculum evaluation used in this research are Kerangka Kualifikasi National (KKNI) – national qualification framework; Standar Kompetensi Lulusan (SKL) – alumni competence standard; and Standar Isi (SI)- content standard, in Standar Nasional Pendidikan Tinggi (SN-DIKTI)- higher education national standard; and the guidance of curriculum design of higher education 2014 from Dirjen DIKTI - Directorate General of Higher Education.

This research was in purpose to provide information about the accurateness of curriculum compiled in Islamic Education Study Program Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah. More specifically, its aims were at providing information about the distribution accuracy of component in curriculum document; the framework accuracy of alumnus profile in curriculum document; the correct step of curriculum compiling; the accurate implementation of lecture in the curriculum structure; and the correct implementation of the curriculum itself. There are some studies previously conducted related to the topic discussed in this research in the area of Islamic higher education. First of all, Hidayati (2009) conducted a research in title Evaluasi Kurikulum Jurusan Kependidikan Islam Tahun 2005 Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta.

Ta'dib
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UIN RADEN FATAH PALEMBANG

The result showed that in the curriculum document of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Sunan Kalijaga 2005 implied that the core competence of the alumni was that they had to have professional capability in education management comprehensively. Somehow, the structure of curriculum still did not meet all of requirements and tended to be more general. Besides that, the curriculum evaluation in learning process, both theory and practice were not based on competency demands in the curriculum demands.

Another work was established by Khodijah, et al. (2005) entitled Evaluasi Kurikulm Program Studi Manajemen Pendidikan Islam Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. From the study, it can be concluded that the curriculum of Islamic Management Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang did not meet all of the standards given. Therefore, there must have been any further revisions either in designing process or document itself. This research is different from the previous one in terms of the focus and methodology of study. This research investigates the curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang by using mixed method approach, which is the combination between qualitative approach and quantitative approach. On the other hand, two other studies mentioned before only used qualitative research approach. Moreover, this research did not only do evaluation on curriculum document but also evaluate the implementation of the curriculum. Therefore, this study aims at evaluating both the curriculum document and the implementation in Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang related to KKN, SN-DIKTI, and higher-education curriculum arrangement guidance 2014/2015 published by DIKTI.

Literature Review

Concept of curriculum

According to Dulton, curriculum is an experience obtained by the students from the guidance of school (as cited in Mudlofir, 2012). Moreover, Nurgiantoro (1988) states that curriculum is a medium to reach the purpose of education. Curriculum and education are interconnected aspects and cannot be separated from each other. Minister of Education and Culture of Indonesia explains that curriculum is an instrument of education to create a people who have good attitude, knowledge, and skill so that they can be productive, creative, innovative and affective workers. In Law No. 20 of 2003 about national education system and Government Regulation No. 19 of 2005 about national standard of education, it is mentioned that curriculum is a set of plan and regulation about purpose, content and lesson material and curriculum is used as the guidance of teaching and learning process to reach a particular learning outcome. Therefore, it can be concluded that curriculum is a set of education plan arranged structurally, and it becomes the guidance and medium for teacher and related institution to give a learning atmosphere for students so that they can obtain the expected curriculum purpose.

Furthermore, curriculum has five main components, they are purpose, material, teaching strategy, curriculum organization and evaluation.

The purpose is one of the parts of the curriculum that has to be completed in the teaching and learning process. According to Sanjaya (2011), there are some reasons why formulation of curriculum purpose is really crucial. First, the purpose is really related to the target that must be reached by every kind of education activity. Through a clear purpose, it can help the curriculum developers in designing curriculum model which can be used to help teacher design learning process. Moreover, the clear curriculum purpose can be applied to control and to decide the quality and boundary of education.

Material, Sukamadinata (1988) proposes seven sequences of the structure of learning material. First, chronological sequence, learning material that contains a time order. Second, causal sequence, a learning material sequence that has cause and effect relationship. Third, logic sequence, the sequence that starts from the subdivision to the whole material, from the simple to complex one. Forth, the psychologist sequence is the reverse of logic sequence; it starts form the complex to the simple one. Fifth, spiral sequence, that is a lesson focused on a topic or particular material that is simple and popular then developed to a more complex material. Sixth, a reverse sequence, a sequence when the teachers start to teach from the final step and back to the early material. Finally, the sequence based on the study hierarchy, the procedure of teaching starts from analyzing the purposes intended to be reached then it is looked for the hierarchy of material to obtain the purpose of competencies.

Strategy, the differences in determining purpose and lesson material have a consequence in deciding a strategy that wants be developed. If the purpose of study is mastery of intellectual-information, the strategy developed will be teacher-centered. Somehow, there are some reactions from some groups believe that the focus of study must be the students not the teacher. Moreover, since there is a development in the technology, technology-based learning brings its own implication in deciding learning strategy. It is possible in technology- based learning that the students can study individually without their teacher. They can use internet or other electronic devices to support their learning process. Hence, there are a lot of possibilities to make a strategy of teaching even though each strategy has its own strength and weaknesses.

Evaluation is one of the components of curriculum. The function is to check whether the purpose of the particular curriculum can be achieved or not. As stated by Wrigh, a curriculum evaluation may be defined as the estimation of the growth and progress of students toward objectives or values of the curriculum (as cited in Sukmadinata, 2009). Therefore, in the curriculum context, evaluation can be used to know whether the decided purpose has been achieved or not, and it also can be used as the feedback in improving the strategy used before.

Kinds of curriculum

Kinds of curriculum or also known as curriculum organization are a pattern of the lesson material arrangement that will be delivered to the students. Curriculum organization is related to curriculum purpose to be achieved because different pattern will bring a different content and the way to deliver it will also be different (Purwanto, 2008). According to Nasution (2008), curriculum can be divided into four kinds.

Ta'dib
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Separated subject curriculum, this curriculum is considered as the curriculum of lesson material that is separated between one subject to the other one ~~one another~~. The subjects are arranged logically and systematically, so the students can learn it well. The implication of this curriculum is that if there is a new branch of knowledge, there will be more subjects have to be learned. Its advantage is the material of study is arranged systematically and logically. Hence, the method used to teach the material can be effective, and students can learn the material effectively. The assessment also will be easier because the material is usually determined based on the same curriculum so that the same examination or test can be done in all countries. Moreover, another practical advantage is most of the university make the entrance-test based on the knowledge in the lesson. The teacher is used to teaching separated subjects, so it is considered to be easy for them to apply the separated subject curriculum. On the other hand, the weakness is that the content of the curriculum is derived from the previous era. Therefore, it is not based on the current problems appeared on the era, so it will be easy for the students to forget the lesson.

Correlated curriculum, in this curriculum, it correlates some lesson with other lessons. Hence, the scope of material will be broader. There are some benefits of this curriculum. First, students' knowledge will be integrated. Second, by looking a great bound among each subject, students' interest will be improved. Third, it will give a broad and deep definition since it views every subject from every kind of perspective. Somehow, the weakness of the curriculum is that it is hard to correlate the problems in the daily life. Moreover, it does not give the knowledge which is systematic and deep for a particular subject. Thus, it is considered as inadequate for the preparation to study at university.

Broad fields curriculum, it is a kind of curriculum that is made by fusing a similar subject to other subject. This curriculum is sometimes known as fusi curriculum. This curriculum contains the combination of subjects which will give the realistic function of the subject itself, and it will make the subject has full of definition and focus on the fundamental principle and generalization. Meanwhile, the curriculum only gives the information as a sketch, abstract, and less logic from the perspective of a subject.

An integrated curriculum is the product of integrating effort of materials from any kinds of problems that need a solution from any materials or resources from some subjects and fields. Integrated curriculum has flexible characteristic and makes the learning outcome different from each student. However, this curriculum is considered difficult for the students, especially, when they face the final examination. Integrated curriculum also focused on improving the psychological aspects that influence the integration between individuals and their environment.

Curriculum evaluation

Wand and Brown as cited in Djamarah and Zain (2006) state that evaluation refers to the action process to determine the value of something. In broader definition, curriculum evaluation is aimed to check the performance of curriculum as a whole which is observed from some criteria. The indicator evaluated is not only about the effectivity but also the relevancy, efficiency, and feasibility of the program. Meanwhile, Taba (1962) explains that the aspects that must be evaluated in the curriculum are the objective, its scope, the quality of personnel, the capacity of the students, the relative importance of various subject, the degree

to which objectives are implemented, the equipment and materials. Moreover, Neil (1988) defines curriculum evaluation as an effort to answer two questions. First, whether learning opportunity, study program and planned activity will bring a desired result if all of them are implemented well. The second thing is about how the curriculum outcome can be developed. Moreover, According to Hamalik (2001), the aspects evaluated is based on the aims that want to be achieved, either the aim of curriculum or the purpose of teaching and learning process. Every aspect evaluated is based on the components that want to be improved. Every component has content of knowledge, skill and attitude, and value. In deciding the evaluated aspect, it is based on the success criterion determined in the particular curriculum.

It is clear that the curriculum evaluation has a critical role in education life, especially in formal education. Through curriculum evaluation, the effectiveness of teaching can be measured, students' achievement can be observed, and the result of evaluation can be used by curriculum developers to improve the curriculum in future. Rusman (2009) states that evaluation usually becomes a final step for the whole process. Curriculum is evaluated after being implemented to know whether the purpose determined has been achieved or not. On the practice, curriculum has a broad definition. Curriculum can be a sample of test as long as the elaboration which is to ensure the accuracy of a particular class is in line with the skill and content that they have already settled. Steven as cited in Rusman (2009) differentiates between summative and formative evaluation. In the summative evaluation, evaluation aims to evaluate whether the whole learning objectives are already established or not in its relation to contribute to school curriculum totally. Meanwhile, formative evaluation has a function to repair the curriculum as the part of process of developing new curriculum or revising the current curriculum.

Models of curriculum evaluation

In the application, curriculum evaluators use some models of curriculum evaluation that have been already developed. Based on Sukmadinata, there are three models of curriculum evaluation. The curriculum evaluation using the research model is based on psychological test methods and field experiments. Psychological tests or psychometric tests generally have two forms. First, intelligence tests which aim to measure innate abilities and second, semester tests that measure scholastic behavior. According to Sukmadinata (2009), experimental models in agricultural botany can be used in education; children can be equated with seeds while based on the curriculum as well as various facilities and school systems can be equated with the land and its maintenance. It can be used tests (pretest and posttest) to know the fertility level of seed (children) and the results achieved at the end of the trial program.

The objective evaluation model is a very important part of the curriculum development process. The curriculum is not compared to other curricula but measured based on a set of objectives (special purpose). In the 1950s Benjamin S. Bloom with his friends compiled a classification of the learning objectives that includes the areas of learning (cognitive domains). In order to develop the model, the requirements that have to be met by the objective model development team are: 1) having agreement on curriculum objectives; 2) formulating these objectives in the actions of the students; 3) preparing curriculum materials in accordance with the objective; and 4) measuring the suitability between student behavior and desired outcomes.

Model of multivariate mix evaluation, the evaluation of the comparison model and the Tylor and Bloom model created a multivariate mixed model evaluation, an evaluation strategy that brings together the elements of both approaches. The steps of the multivariate model are as follows: 1) looking for schools that want to be evaluated; 2) implementing the program; 3) setting objectives that cover all of the objectives of teaching; 4) starting the computer work when all the expected information has been collected; and 5) measuring the effect of several different variables. Some difficulties encountered in multivariate mixed models are 1) it is expected to provide a statistically significant test; 2) there are too many variables that need to be calculated; and 3) the multivariate model has reduced the control problem related to the field of experiments but still faced comparative problems.

Steps in curriculum evaluation

Generally, there are two steps in evaluating the curriculum, they are preparation and implementation phase. First, the preparatory stage; it is done by determining what and how the assessment should be used. It implies that there should be a clear plan of assessment including the necessary tools and mediums. There are several steps taken in this preparation phase; a) developing TOR assessment, b) classification, which is done by doing review about evaluation tools, and c) try-out. Second, the implementation stage, there are several steps taken in this stage: a collecting data in the field, b) compiling and processing the data, c) preparing the curriculum description, d) determining the judgment of the curriculum description based on certain predetermined criteria, and e) discussing and enforcing the results of assessment in a meeting.

Higher-education curriculum

Higher education curriculum or K-DIKTI is a curriculum which has been implemented since 2012. The switching from the old one, competence-based curriculum (KBK), to K-DIKTI is because of some reasons. First, KBK is not fully based on the regulation provisions. KBK bases its development on the agreement of arranging graduate competencies by the representatives of study program organizers who do not fully refer to definite parameters. The absence of such measurement parameters makes it difficult to assess the different levels of education.

In Government Regulation No.8 of 2012 about National Qualification Framework of Indonesia, it is stated, "National Qualification Framework of Indonesia or KKNI is a leveling framework of competence qualification which can combine, equalize, and integrate education field, work training, and work experience to give recognition of work competence in accordance with the structure of working practice in various sectors. Therefore, KKNI allows the alumni, especially of higher education, to have a measurement device that makes it easier to do alignment with other nation's educational outcomes in the world. With this comprehensive function, KKNI has an influence almost in every field and sector where human resources are managed. It is included in curriculum of higher education. Moreover, in the guidance book of curriculum arrangement, it is stated that curriculum documents have to have some components; alumni's profile, learning outcome, study material, courses, learning methods, assessment method, and learning facilities.

Ta'dib
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Methodology

Research design

This study was in the form of evaluative research, which is a design and evaluation procedure in gathering and analyzing data systematically to determine the value or benefit of an education practice based on the result of measurement or collecting data which use a particular standard and criterion used either absolutely or relatively (Sukmadinata, 2009). Based on Krathwohl (1993), evaluative research is conducted in which the result can be used to improve the product. Curriculum evaluation model used in this research is countenance model which is developed by Stake. This model really depends on the use of checklist, structure visitation by peers, controlled comparisons, and standardized testing of students (Stake, 1973). It consists of two matrics, namely description matric and consideration matric, that each matric has two categories.

Description matric consists of description and observation category. Description is an intended action done by a curriculum developer while observation is related to what it must be done as the implementation from the desire about antecedents, transaction, and a current result. Meanwhile, consideration matric consists of standard and consideration category. Standard is a criterion that must be fulfilled in a curriculum or program. On the other hand, the consideration intends the evaluator to make judgement form what has been done from the first and second category of description matric onto the first category of consideration matric.

Research site and participants

From the source of the data, the subject of the study could be grouped into two categories. They were primary and secondary sources. Primary source in this study was the stake holders who organized Islamic Education Study Program. They were the head and the secretary of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang. Meanwhile, for the secondary source, by using purposive sampling method, there were 73 students who were at least the fourth semester students who considered as the participants of the study.

Data collection and analysis

There were three techniques to collect the data. They were documentation, interview and questionnaire. Documentation was used to collect and analyze written documents which were required to answer some of the research questions related to curriculum performance. The curriculum document could be in the form of regulation related to curriculum, such as government regulation, minister regulation, and curriculum arrangement guidance published by DIKTI, curriculum document of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang and lessons plan made by lecturers.

Interview was conducted with the head and secretary of Islamic Education Study Program who were responsible to make the study program run well. The interview was in the form of open-ended question consisting six questions which was conducted informally with both of them. The questions of the interview were all based on the curriculum arrangement

guidance of 2016 published by DIKTI that were about arrangement process of KKNI-based curriculum. The questions were 1) what were the steps used to arrange the curriculum of Islamic Education Study Program? Please explain it clearly; 2) if the alumni profile framework was decided together with other related study programs, which involved stake holders either the experts or people whom the alumni work with, and whether it was based on the need of job field? If it is yes, please explain the process; 3) Was the process of learning outcome formulation made together with other related study programs and verified by the expert? If it is yes, please explain it; 4) whether the creating and compiling of lectures was through lesson evaluation process, making process of correlational matric of lesson evaluation with learning outcome, lecture creating process and the decision of the credit?; 5) whether the selection of lesson evaluation was agreed by the other related study programs? 6) whether the creation of subjects of the study was based on the correlational analysis of between lesson evaluation and learning outcome; 7) whether the process of deciding the credit score which considers the level of ability has to be reached, the depth of material evaluation has to be mastered, and the method and strategy has to be used?; and 8) whether the curriculum compiling process considered the credit sore in each semester, the accuracy of lesson material which is based on the level of capability and integrity, and teaching strategy planned.

In addition, questionnaire was used to gather information about the implementation of curriculum by the lecturers of the study program. There were 10 questions that were administered to the students which were in the form of mixed questionnaire, consisting of close and open response questions. It has 7 close-ended questions and 3 open-ended response questions. The questionnaire was developed by the researcher himself based on the concept and implementation theory of curriculum of higher education. To validate the questionnaire, content validity was used. It was done by asking suggestions from a lecturer that was an expert in the field, and two collegians were asked about the appropriateness of language and sentences used in the questionnaire; whether the questions could be comprehended well or not by the respondents. Finally, after some revisions, the questionnaire was ready to be applied.

The data were analyzed qualitatively and quantitatively. Qualitative analysis was used to analyze component of curriculum distribution, alumnus profile framework, learning outcome formation, curriculum compiling process, distribution of subjects in the curriculum, and lesson plan made by the lecturers. The documents' accuracy was analyzed based on the criteria of Higher education curriculum arrangement guidance 2016 published by DIKTI. Related to the evaluation model used, the analysis was done based on the matrix, which consisted criteria, description and consideration columns. Criteria column was about the criteria that must be met by a curriculum. Meanwhile, the description column was used to depict the findings gotten. Finally, the consideration column was about the consideration that evaluator made related to the findings. Meanwhile, the quantitative analysis was implemented to analyze the data of lesson plan and the result of questionnaire which was about the curriculum implementation based on the students' assessments. Moreover, the data analysis was conducted in terms of descriptive analysis which comprised of distribution of frequencies, TSR and percentage.

Findings

The accuracy of component distribution in curriculum document

Evaluation of curriculum allocation in curriculum document used some criteria that must have; (1) component of alumnus profile, (2) learning outcome component, (3) material evaluation component, (4) lesson material component, (5) learning method component, (6) assessment method component, (7) lecturer component and (8) medium of teaching and learning process component. Based on the results, it could be concluded that the curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang did not have five out of eight minimum components of curriculum document suggested by DIKTI, that were (1) material evaluation, (2) teaching method, (3) assessment method, (4) lecturer and (5) learning target. Therefore, curriculum document of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang did not completely meet the minimum standard given. Based on the result above, it could be suggested that there must be additional of material analysis component, teaching method, method of assessment, lecturer and teaching and learning media.

The accuracy of alumnus profile framework in curriculum document

Criteria used in evaluating alumnus profile framework were (1) it must give illustration of what the alumni would be in the future, (2) it must be based on the qualification level of alumni related to KKNI, (3) it must cover element of attitude and value, working ability, knowledge and right and duty, (4) it must solve any problems and face any challenges in the region, and (5) it must have a relevance number of alumni and their education level.

Evaluation of curriculum document showed that alumnus profile framework in curriculum document of Islamic Education Study Program depicted on what kind of alumni would be created. It has already based on alumni qualification level in KKNI, which covered attitude and value aspects, working ability, knowledge & right and duty and a relevance number of alumni and their education level. Somehow, it has not answered all of the challenges faced, for example the need of Islamic education teacher for inclusive school, natural school, and special school. Moreover, it also has not responded the advance of technology which demanded teacher candidates to have skills in using information and communication technology in teaching and learning process. Thus, it could be concluded that alumnus profile design of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang has not fully met the standards given. The data suggested that there must be an improvement in conception of alumnus profile, so the alumni is expected to be able to solve and face any problems and challenges thrived in a working area.

The accuracy of learning outcome design in curriculum document

There were seven criteria must be carried by a learning outcome design; (1) The design must have affective, cognitive and psychomotor aspects, (2) all of learning outcomes have to

Ta'dib
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be a unit which correlated each other and created a cause and effect aspect, (3) taxonomy used in learning process must be appropriate, (4) The design must have a relevance with alumnus profile, (5) learning outcome and stage descriptor in KKNI must be in one purpose, (6) learning outcome aspects in lesson plan in SN-DIKTI have to deal with its framework and (7) in learning outcome framework, special skill contains an ability to apply, evaluate, design, and use ICT in solving procedural problems. In line with the minimum criteria suggested, the results of curriculum document evaluation showed that learning outcome design of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang had meet the requirements suggested.

The accuracy of curriculum arrangement process

In curriculum guidance of DIKTI-2015, it is stated that arrangement process of curriculum comprises three steps; (1) designing learning outcome, which consists of alumnus profile, determining skill suggested and deciding learning outcome, (2) compiling and arranging lesson material, which consists of selecting material evaluation, creating correlation matrix of material evaluation and learning outcome, creating learning material and determining credit scores and (3) compiling structure and curriculum framework.

Criteria used in evaluating curriculum arrangement were (1) process of arrangement that must be done through formulating the learning outcome, creating and compiling lesson material and arranging curriculum framework, (2) designing learning outcome which consisted of alumnus profile framework, determining skills and creating learning outcome, (3) designing alumnus profile which was done by some faculty departments in the same field, involving stakeholder, and based on the need analysis in job market and the need in the development of ICT, (4) learning outcome formulation which was also conducted by the faculty department in the same field and then verified by the expert, (5) compiling and arranging process of lesson material that consisted of selecting material analysis, creating correlation matrix of material analysis and learning outcome, creating lesson subject and the amount of credit score, (6) selecting the material analysis that must be in agreement with the other same faculty department, (7) learning material making process have to rely on the correlation analysis between material evaluation and learning outcome, (8) determining the amount of credit score must take considerations about skill level that must be achieved, the depth and flexibility of material analysis that must be mastered and method or strategy of learning chosen and (9) compiling of framework of curriculum it must be monitored in terms of the amount of credit scores in each semester, accuracy of lesson subject adjusted with skill level and integration between lesson and learning strategy plan.

Moreover, from the interview with the head of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang, it showed that the compiling process of curriculum is started from determining profile of alumni, skill and formulating the learning outcome. Moreover, from the interview with the head of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang, it implied that the compiling process of curriculum is started from determining the learning outcome by considering the result of SWOT (strength, weaknesses, opportunity and threats) analysis, the result of tracer study, reviewing the previous curriculum, related regulations, and the result of association meeting.

Ta'dib
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PALEMBANG

The next step was the process of creating and arranging lectures, followed by arranging the structure of the curriculum. The first step in formulating learning outcome was deciding the alumni profile, but there was no formulation of capability. It was gotten from the statements of the head of the study program. He said that "The process of curriculum arrangement started from conducting a SWOT (Strength, Weaknesses, Opportunity and Threats) analysis toward the study program. It, then, was followed by analyzing the response of stakeholder to alumni based on the tracer study data. Additionally, the steps in compiling curriculum were reviewing the old curriculum adapted from KKNI, evaluating rules related to higher education standard and studying the result of Islamic Education Study Program association meeting, and doing establishment and compiling of lesson study and curriculum framework by team chosen by the head of study program by consulting with some experts" (A. Imron, personal communication, March 2017)

The interview also showed that in deciding alumnus profile and learning outcome design was done simultaneously through the meeting of association or forum of Islamic Education Study Program, which engaged stakeholders, and based on the evaluation of the need of job field and ITC. The head of Islamic Education Study program explained, "Alumni profile had been discussed together through workshop of curriculum reation based on KKNI and SNPT for undergraduate program and PPG pre-position of LPTK of Indonesia Religion Minister held on 19 to 21 November 2014 in Jakarta. Second, it was through national seminar and workshop of Islamic science knowledge development held on 27 to 29 November 2014 in Yogyakarta. Third, the seminar held on 24 to 26 April 2015 in Makassar. There were lot of activities done in order to make profile design which was relevance to the need of job market and the need of ICT development" (A. Imron, personal communication, January 2017)

Moreover, the head added, "Besides that, learning outcome framework made was verified by an expert team coming from UIN Sunan Kalijaga Yogyakarta" (A. Imron, personal communication, January 2017). In the curriculum document, it was also stated that in determining alumnus profile concept and learning outcome, it invoked the stakeholders and some experts, such as Dr. Abdurrozak, MA., (State Islamic University of Jakarta) and Dr. Fahri (State Islamic University of Yogyakarta) through national seminar on developing KKNI based curriculum held on 28 to 29 August 2015 in Palembang. Related to the process of arranging the lectures, the head stated, "The arranging process of lectures did not start from creating material evaluation, but it was only based on the learning outcome formulation" (A. Imron, personal communication, January 2017). Therefore, there was no selection of material evaluation which was in agreement between the related forum of study program, and there was no correlational matrix between material evaluation and learning outcome. Therefore, arranging process of lectures was also not based on material evaluation and learning outcome.

The head also elaborated, "The only thing that became consideration in deciding the amount of credits was the level of capability that must be achieved by students" (A. Imron, personal communication, January 2017). It indicated that in deciding the amount of credits, the level of capability that must be achieved was the main factor. Meanwhile, the depth and broadness of material that must be mastered, and teaching strategy or method used was not included as the main factor. Somehow, in the process of arranging the structure of curriculum, it showed the amount of average credits, the accuracy of lectures which were based on the sequence of the capability and integrity of lectures, and teaching strategies that

had been planned. It is based on the statements of the head of the study program, "In order to make a great curriculum structure, the main thing that must be considered was the burden of credits in each semester. It may not be too much in a semester and it may not be too little. Besides, the other consideration in arranging the structure of curriculum is the precision of lectures and teaching strategies used. The accuracy of lectures is also important, so if it is wrong, there will be less systematic learning outcome of the students" (A. imron, personal communication, January 2017)

Therefore, it can be concluded from the interview and curriculum document that the process of curriculum arrangement in Islamic Education Study Program did not meet all of the standards given.

The subject distribution in curriculum structure

The results of document analysis of curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah implied that there was no material analysis that became a source to decide the learning material and its distribution, no correlation matrix mapping of lesson material and learning outcome. Moreover, the structure used in lesson material distribution was not clear enough, whether it used serial model or parallel model approach. Hence, it implied that subject distribution in curriculum structure of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah has not met the standard yet. Related to those findings, the input given by me is that there must be an additional lesson evaluation component and mapping matrix which is then become sources in deciding subject distribution. Besides, lesson material distribution in curriculum structure must be improved by using certain approach.

The implementation of curriculum

The arrangement of lesson plan, the result of lesson plan 2016/2017 analysis made by lecturers and submitted to the study program office showed that there were 22 lecturers made lesson plan and most of them (20 lecturers) were free-time lecturers. Moreover, from 10 lessons provided in semester II, there were seven (70%) subject that had lesson plan while in eight subjects that were provided at semester IV there were 6 (75%) subjects that had lesson plan. Besides, it was also found that there was one lesson plan that still used SAP (Satuan Acara Perkuliahan) or class program unit.

Furthermore, there were 21 lesson plans which showed that there were only five (23.81%) lesson plans made by using complete components. The components are the name of study program, name and code of subject, semester, credits, lecturer's name, learning outcome, expected result, criterion, indicator and assessment unit, learning experience or job description, teaching method, lesson analysis, and reference. The other 16 lesson plans (76.19%) did not have complete components. Moreover, the components which mostly were not put into the lesson plan were learning experience or job description, there were only five (23.81%) lesson plans that had all of the required components. The other component which mostly not put in the lesson plan was semester; it was found that there were 16 (76.19%) lesson plans that contained semester. In addition, there were lecturing subjects which were

similar but their learning outcomes were different. Even, it was known that only seven (33.33%) lesson plans contained learning outcomes that were in line to learning outcomes in study program curriculum.

Still, there were many lecturers teaching in Islamic Education Study Program who made the lesson plans which were not based on DIKTI curriculum 2015. To make it worse, there were many lesson plans which learning outcome framework were not relevance with the curriculum of study program department. Hence, it can be said that implementation of the curriculum seen from the lesson plan compiled by the lecturers did not meet all of the standards given. Based on those analyses, it should be taken as consideration that all of the lecturers must make the lesson plan and submit it to the office of study program. Additionally, it is suggested that lesson plan should be created by using format which is based on DIKTI curriculum 2015 and has complete component. The learning outcome formulation also must be relied on learning outcome in the curriculum of the study program department.

Teaching and learning process, the data of curriculum implementation viewed from the learning process was gathered by distributing questionnaire to 75 third semester students of Islamic Education Study Program. Moreover, the number of courses assessed was 18 subjects, consisting of nine subjects in the first semester and nine subjects in second semester. Finally, the number of lecturers was about 27 lecturers.

From the questionnaire, it showed that there were 61 (83.6%) students who stated that the lecturers had 16 meetings, even there were nine students (12.3%) said that it was more than 16 meetings, yet there were 3 (4.1%) students reporting that it was less than 16. It was found that there were 31 (42.5%) students reporting that time of a class was the same as the scheduled time allocation, 16 (21.9%) students told that it exceed the time it should be and 26 (35.6%) stated that it was less than the standard time allocation. Related to cut down time in teaching and learning process, the questionnaire showed that there were some lecturers that cut down the time. It also showed that a student (1.4%) reported the lecturers always did it, two students (2.7%) stated it usually happened, 21 of them stated that it was a seldom happened, and 49 (67.1%) stated that the lecturer never did it. Related to lecturers that like to merge some meetings into one, the result of the questionnaire showed that 58 students (79.5%) stated that the lecturers never merged the meetings, but 15 students (20.5%) said yes. Therefore, it can be concluded that the time allocation of a meeting done by most of the lecturers has met the standard, yet some of them still did not meet the standard. In addition, questionnaire result showed that there were 59 students (80.8%) stated that the topics given by the lecturer were relevant to the subject of study, 13 students (17.8%) stated they were relevant enough, and a student (1.4%) stated that they were irrelevant. Hence, the lecture topics given by most of the lecturers were relevant to the lecture itself.

Moreover, there were 43 students (58.9%) explained that their lecturer usually gave them task, 25 students (31.5%) stated it was seldom, and 7 of them (9.6%) stated it was never given by their lecturer. Furthermore, most of the tasks given were in the form of making article (47%) and making a summary (25.2%), collecting data (12.2%), making teaching media (2.6%), reviewing book (0.9%), and others (12.2%). It indicated that most of the lecturers in Islamic Education Study Program usually gave task to the students, yet the given tasks were only in the form of article, summary or resume. In short, the task given by the lecturers did not fully fill the standard. Additionally, 20 students (27.4%) stated that their

lecturers never used any media in their teaching and learning process. Meanwhile 25 other students (34.3%) said that their lecturers seldom used the media, and 20 of them (11%) stated that their lecturers always used media in their class. In brief, most of lecturers seldom used media in the class.

Related to teaching method used in the class, the result of questionnaire showed that from 203 questions given to students, it was known that question and answer method was the most commonly used method by the lecturers (31.03%), followed by lecturing method, active learning (26.6%), and discussion (14.78%). Therefore, it implied that most of the lecturers still used conventional method, teacher-centered learning (TCL), there were only 26.6 % of them that used student-centered learning (SCL). Furthermore, the questionnaire result showed that the lecturers' assessment technique was project assessment (37.5%), followed by written test (26.9%), listening test (22.8%), and practical test (12.8%). Thus, most of the lecturers used project-based assessment which was in an authentic assessment.

Discussion

The result of the study showed that generally curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah did not meet all the criteria suggested. The curriculum of this study program did not fulfill component scope determined by DIKTI since it had only three out of eight minimum components of curriculum. This incompleteness of components in curriculum document in the study program could make the implementation of curriculum function not maximum. In the government regulation of Indonesia Number 44 of 2015 about National High School standard, it states, "Curriculum of higher education is a set of program and arrangement about alumni's learning outcomes, lesson materials, processes, and assessments used as the guidance of the study program implementation". According to Idi (2007), the role of curriculum educator is as the guidance in arranging and organizing learning experience of students.

Moreover, the finding also showed that framework of alumnus profile in the curriculum document of study program also did not meet all the standards required. Alumnus profile must be able to answer some problems and challenges in the society. Generally, study program has responsibility to prepare the collegians to enter the environment or to work professionally. Therefore, the curriculum of study program must represent the need of society itself since the change in community is one of the keys to be considered in curriculum.

As it has been mentioned in the finding, the result also showed that learning outcome formulation in the study program has been already based on the standard. Furthermore, a good learning outcome formulation is really important because description of learning outcome is a fundamental component in compiling higher education curriculum. In addition, learning outcome generally has some functions, they are as the component of curriculum and the indicator of alumni, identity of study program, qualification level, resource for curriculum evaluation and equivalence of admission, the standard of education level outcome comparison, and the main requirement of description in Surat Keterangan Pendamping Ijazah (SKPI).

Related to the steps on compiling the curriculum of the study program, they were not based on the standard ones. A correct compiling process is important since curriculum has a

very strategic function. According to Idi (2007), curriculum is a medium to achieve the goal of education. Hence, the well-arranged curriculum of study program will ease the study program itself to reach the outcome. Moreover, a well-organized curriculum will bring the role runs well. Sanjaya (2007) adds that curriculum has three fundamental roles in education system. They are conservative, creative, and evaluative role. Conservative role is a role to maintain a value developed in a society. Creative role itself is a role to develop knowledge and technology based on the demand of a particular era. Finally, evaluative role has function to monitor a society development in social context, culture, economy, politics, and other life aspects.

Moreover, this study also showed that the distribution of lesson material in the study program did not fully meet the standard given. The important steps that must be done before deciding the subject of the study are selecting the evaluation material which is derived from learning outcome and creation of correlation matrix between material analysis and learning outcome. Somehow, all of these steps were not applied in compiling curriculum program of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah. This could make an unclear connection between lesson material and learning outcome. Formulation matrix of learning outcome and learning evaluation can be used as a helping medium to make a clear connection between them. It means that the lesson evaluation that is achieved will be always related to the learning outcome. Besides that, this matrix can also be used to know how a lesson material created (DIKTI, 2014).

In addition, the implementation of curriculum in this study did not run optimally. Meanwhile, curriculum implementation is a critical thing for a curriculum. Even though the design of curriculum is really good, if the implementation is not well, the purpose of a curriculum will not be optimally achieved. Somehow, the main suspect of the curriculum implementation is the lecturers. Hidayat (2013) mentions that the appropriateness of education competency is one of the factors that determines and supports the successfulness of curriculum implementation in improving education quality to create a competent alumnus. It indicates that if the curriculum can be implemented well, the quality of the alumni will be good as well. It is because there is a significant and positive correlation between curriculum implementation and the alumni's performance in a career life including the working quality, time management, and cooperation with partner.

Conclusion and Recommendations

Based on the findings above, it can be concluded that generally the curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah did not meet all of standards given. Based on the component distribution in curriculum document, it did not fill all of the minimum standard components suggested by DIKTI since it only had three out of eight minimum components of curriculum document; alumnus profile, learning outcome, and lesson material. Meanwhile, it did not have material analysis, teaching method, assessment method, lecturer, and teaching facilities.

Considering alumnus profile framework of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah, it has

fulfilled the standards given: affective, cognitive, psychomotor aspect. All of learning outcome aspects became integrated in making cause and effect relationship; it used appropriate learning taxonomy; it was relevant to alumnus profile; it was relevant to descriptor level in KKNI; it had relevance between learning outcome to lesson plan in SN-DIKTI; and the learning outcome formulation of particular skill training covered how to apply, analyze, make design and use ICT in solving procedural problems. Moreover, the curriculum arranging process was not based on standard as creating and compiling lesson subject which were not through material analysis and creation of correlation matrix between material analyses and learning outcomes; there was no agreement among related study program departments in selecting the material, and it did not lay on the correlation analysis between material and learning outcome. Furthermore, the distribution of lesson material in curriculum structure of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah also did not meet the standards since it did not have component analysis which could be a source in selecting lesson subject and its distribution; there was no correlation mapping matrix of lesson material with learning outcome. In line with those results, the implementation of the curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah, there were still some lecturers who did not make lesson plan. Some of them made it by using SAP format, and lesson plans they made did not have a complete component. Additionally, some lesson plans used learning outcome framework which was not relevant to curriculum itself. Besides, there were 12.3% of the classes which their meetings were less than 16, 35.6% of the meetings did not run as the time allocation should be, 1.4% of the meetings had an irrelevant topic with subject of the study, 9.6% lecturers never gave any tasks and most of the task given were in the form of article (47%) or making resume and summary (25.2%). 27.4% of the lecturers did not use media in class and method they tended to use was Teacher Centered - Learning (TCL) for example lecturing method (27.59%) and question and answer method (31.03%).

Therefore, based on the results above, some suggestions could be given as the consideration. First of all, for the stakeholders of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah, it is better to do revisions of the curriculum document by adding material analysis, teaching method, assessment method, lecturers, and learning media and improving alumnus profile design.

Moreover, for lecturers of Islamic Education Study Program, it is better to make lesson plan based on the correct and complete format, with a relevant learning outcome formulation. Besides, it is hoped that the lecturers can run the class as it should be which has 16 meetings, fulfill the length of meeting is adjusted to time allocation, and has a relevant subject topic. It is also hoped that the lecturers can give a structured and individual task and relevant to learning outcome they want to achieve. They also should use an appropriate teaching media and use teaching methods that are in line with student-centered learning (SCL) principle. Furthermore, for the stakeholders of State Islamic University of Raden Fatah, specially Tarbiyah and Teaching Sciences Faculty, it is suggested that they make a regulation that has more serious purpose to maximize the quality of curriculum implementation so that the result expected could be achieved.

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