Evaluation of the Implementation of the OBE Curriculum with the CIPP Model (Context, Input, Process, and Product) at the Faculty of Economics State University of Medan

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Abstrak

Kurikulum merupakan kunci utama terlaksananya kesuksesan dalam pembelajaran, untuk itu perlu dilakukan evaluasi untuk meningkatkan serta menganalisis keterlaksaan implementasi kurikulum. Dalam Penelitian ini peneliti mengkaji mengenai implementasi Kurikulum OBE (Outcome Base Education) di fakultas Ekonomi universitas negeri medan dengan menggunakan model evaluasi CIPP (context, input, process, product). Metode yang digunakan dalam penelitian ini adalah kuantitatif dan kualitatif dengan pendekatan mixed method. Penelitian ini melibatkan mahasiswa semester 2 pada 3 jurusan di FE unimed yakni jurusan akuntansi, jurusan ekonomi dan jurusan Manajemen dan beberapa dosen yang mewakili fakultas. Teknik pengambilan data menggunakan kuesioner sebagai instrumen utama dan dianalisis menggunakan persentase tingkat capaian responden (Uji TCR) untuk data Kuantitatif. Pengambilan data wawancara sebagai alat pendukung dianalisis dengan teknik analisis data Miles dan Huberman yaitu: data reduction, data display dan conclusion/verification. Hasil temuan sebagai berikut: 1) Dimensi konteks menunjukkan hasil yang "Sangat baik" dengan memperoleh skor rata-rata 90,8. 2) Dimensi input menunjukkan hasil yang "sangat baik" dengan memperoleh skor rata-rata 88,9. 3) Dimensi proses menunjukkan hasil yang "sangat baik" dengan memperoleh skor rata-rata 91,2. 4) Dimensi produk menunjukkan hasil yang "sangat baik" dengan memperoleh skor rata-rata 88,7. Berdasarkan hasil temuan tersebut, peneliti merekomendasikan perbaikan pada setiap dimensi sehingga implementasi kurikulum OBE di FE Unimed sesuai dengan yang diharapkan.

Kata Kunci: *Evaluasi Program, Model CIPP, Kurikulum OBE*

Abstract

The curriculum is the primary key to the success of learning, so it is necessary to evaluate, improve, and analyze the implementation of the curriculum. In this study, the researcher examines the implementation of the OBE (Outcome Base Education) Curriculum at the Faculty of Economics, State University of Medan, using the CIPP (context, input, process, product) evaluation model. The methods used in this study are quantitative and qualitative with a mixed-method approach. This research involved second-semester students in three majors at FE Universitas Negeri Medan, namely the accounting department, the economics department, the management department, and several lecturers representing the faculty. The data collection technique uses a questionnaire as the main instrument, and the data is analyzed using the percentage of respondents' achievement rate (TCR Test) for quantitative data. Interview data

collection as a supporting tool was analyzed using Miles and Huberman data analysis techniques, namely data reduction, data display, and conclusion or verification. The findings are as follows: 1) The context dimension shows "excellent" results by obtaining an average score of 90,8. 2) The input dimension showed " excellent " results by obtaining an average score of 88,9. 3) The process dimension showed " excellent" results by obtaining an average score of 91,2. 4) The product dimension showed " excellent " results by obtaining an average score of 88,7. Based on the findings, the researcher recommends improvements in each dimension so that the curriculum implementation at OBE in FE Universitas Negeri Medan is in accordance with our expectations.

Keywords: Program Evaluation, CIPP Model, OBE Curriculum

Introduction

Education is a basic need that is absolutely needed by all levels of society (Jusmiana, 2018). The quality of the curriculum can affect various aspects of the services obtained by students (Pritasari et al., 2023). The curriculum demands good quality education when viewed from the implementation of the learning carried out. Campuses that have good educational implementation are evidenced by the implementation of effective learning. Effective learning is the implementation of learning that involves students, lecturers, media, and a learning atmosphere that interacts with each other to achieve the desired learning goals (Juri et al., 2021). Program evaluation is a systematic and continuous process to determine the value and meaning of something based on certain considerations and criteria in the context of decision-making (Wahdan et al., 2023)

Stufflebeam's CIPP model is one of the most well-known models of theories in the branch of use of evaluation (Linda et al., 2022). The CIPP model is an evaluation model that views the program being evaluated as a system. In its implementation, the evaluator must analyze the program based on its components (Jamil, 2020). CIPP (Context, Input, Process, Product) evaluation aims to complement the basis for decision-making in the evaluation of the planned system (Neldawati & Yaswinda, 2022).

The CIPP evaluation model was developed by looking at several dimensions, namely the context dimension, input dimension, process dimension, and product dimension. The context dimension is closely related to the background that underlies the preparation of a program. The input dimension focuses on problem identification, and opportunities in defining priorities, and program objectives (Syifa, 2020). Process evaluation is an evaluation that focuses on evaluating whether the implementation of the learning program is in accordance with the initial plan, Product Evaluation is the last stage in the evaluation of the CIPP model which aims to find out what has been achieved in a program, as well as to find out whether or not a learning program is successful or not (Habib Akbar Nurhakim & Fahruddin, 2022). The benchmark for the success of the learning process can be seen from the achievement of outcomes and the learning process. Outcome Based Education (OBE) is a student-centered, outcome-oriented education for education and training that is built on the idea that all learners need and can reach their full potential even if not simultaneously (Rohaili et al., 2021).

Outcome-based education (OBE) was proposed by Spady in 1994, which advocates the implementation of teaching activities based on students' abilities and the outcomes obtained by learning, emphasizes student performance, and focuses on the acquisition of abilities (Liang et al., 2022). The OBE concept is a sophisticated approach to developing a curriculum system that is outcome-oriented, student-driven, and uses a reverse thinking approach. OBE has been a major philosophy of education reform in the United States, the United Kingdom, Canada, and other countries (Zheng et al., 2023).

OBE is a goal-based education system where each part of education revolves around outcomes (Qiao & Fu, 2022) OBE emphasizes a high level of learning and mastery (Saha et al., 2023) One of the approaches used to accommodate 21st century education is Outcome-Based Education. OBE is an approach that emphasizes the sustainability of the learning process in an innovative, interactive, and effective manner (Muzakir & Susanto, 2023) The current Indonesia curriculum has shifted to the concept of an outcome-based educational curriculum, this is a curriculum designed in reference to the program goals and student outcomes (knowledge, skills, attitudes, and behaviors) that need to be achieved (Muis & Dewi, 2022). OBE is a goal-oriented theory. Every student must meet their goals by the end of their school. Instead of having a single teaching or evaluation method, OBE classes, opportunities, and assessments should all work together to help students achieve their goals (Qiao & Fu, 2022)

Method

The methods used in this study are quantitative and qualitative with a mixed method approach. The evaluation model used is CIPP (Context, Input, Process, Product). This research involved 2nd semester students in 3 majors at FE Unimed, namely the accounting department, the economics department and the Management department and several lecturers representing the faculty. The data collection technique uses a questionnaire as the main instrument and is analyzed using the percentage of respondents' achievement rate (TCR Test) for Quantitative data. Interview data collection as a supporting tool was analyzed using Miles and Huberman data analysis techniques, namely: data reduction, data display and conclusion/verification. This research was carried out from May to June 2024. The researcher will check the results of the questionnaire and tabulate the answers from respondents who meet the predetermined criteria. For the measurement, the researcher used a Likert scale. For the classification of Respondent Achievement Level (TCR), the following equation is used:

$$TCR = \frac{Mean\ score\ x\ 100}{maksimum\ score}$$

Table 1. *Classification of Respondent Achievement Level (TCR)*

No.	Percentage of Achievement	Criterion
1.	85% - 100%	Excellent
2.	66% - 84%	Good
3.	51% - 65%	Enough
4.	36% - 50%	Not Good
5.	0% - 35%	Bad

Sumber : (Sugiyono, 2019)

Result and Discussion

The object of this research is at the Faculty of Economics, Medan State University. The Faculty of Economics has 3268 active students consisting of 3 Departments and 9 study programs. The number of subjects of this study consisted of 177 students from various study programs in 3 departments, namely the Department of Accounting, Economics and Management. In looking for validity, the researcher used the Statistical Program For Social Science (SPSS). For the variables of the context of OBE implementation at the Faculty of Economics consists of 12 items which include the problem of the suitability of the study program with the vision and mission, suitability with the field of expertise, and the depth of the concept of the field of competence, after the validity test was carried out it was obtained that all items were declared valid. In the input variables to the implementation of the OBE curriculum at the Faculty of Economics which include the suitability of the composition of the course organization, the availability of laboratories, the suitability of the amount of credits, the completeness of learning resources consisting of 17 items, after the validity test was obtained that each item was declared valid. In the variables of the OBE curriculum implementation process at the Faculty of Economics which consisted of the implementation of courses, RPS, suitability of case methods and problem base learning, the presence of lecturers and students, mastery of the material and time allocation consisting of 32 items, it was obtained that each item was declared valid. The product aspects of the implementation of the OBE curriculum at the Faculty of Economics which consist of competency suitability with the development of science and technology, the suitability of the material obtained by students and the achievement of the Cumulative Achievement Index consisting of 15 items are declared valid.

Table 2. Reliability

No.	Sig.	Ket.

Context	0,938	Reliable
Input	0,952	Reliable
Process	0,980	Reliable
Product	0,957	Reliable

Based on the results of the reliability test, it can be seen that the context, input, process and product variables in the OBE curriculum of the Faculty of Economics Unimed have a Crombach's alpha value above 0.70. So it can be said that all items in the questionnaire can be said to be reliable or trusted to be used as a data collection tool.

Based on research data obtained through the dissemination of questionnaires about student perceptions of the OBE curriculum implemented at the Faculty of Economics, by using 12 indicators for the Context variable, 17 indicators for Input, 32 indicators for the Product variable and 15 indicators. Product Variable obtained the respondent achievement level (TCR)

Tabel 3. Context of Respondent Achievement Level (TCR)

Item	Percentage of Achievement (%)	Criterion
P1	93,8	Excellent
P2	88,7	Excellent
P3	92,7	Excellent
P4	90,4	Excellent
P5	91,5	Excellent
P6	89,4	Excellent
P7	88,7	Excellent
P8	91,0	Excellent
P9	89,8	Excellent
P10	92,7	Excellent
P11	89,1	Excellent
P12	92,7	Excellent

From the results of the data analysis, it can be seen that 177 respondents about the implementation of the OBE curriculum at the Faculty of Economics based on context variables are included in the category of very good or very in accordance with student expectations. It is known that the average value of the respondent's achievement level (TCR) is 90.8% with the highest score of 93.8% about the alignment of the vision, mission, and goals of the study program with learning outcomes. For input variables, the following data is obtained:

Tabel 4. Input of Respondent Achievement Level (TCR)

Item	Percentage of Achievement (%)	Criterion
P13	92,7	Excellent
P14	92,7	Excellent
P15	89,3	Excellent
P16	88,7	Excellent
P17	83,6	Good
P18	81,9	Good
P19	82,5	Good
P20	89,3	Excellent
P21	86,4	Excellent
P22	88,7	Excellent
P23	89,8	Excellent
P24	92,7	Excellent
P25	90,4	Excellent
P26	93,8	Excellent
P27	92,7	Excellent
P28	92,1	Excellent
P29	84,7	Good

Based on the table above, it can be seen that for the input variables for the implementation of the OBE curriculum in the Faculty of Economics, the highest data of 93.8% and the lowest is 81.9% with a respondent achievement level (TCR) value of 88.9% with a very appropriate category. Some of the items that have not been maximized are the adequacy of laboratory materials or equipment, the adequacy of standardized classes, learning resources in the library and the proportion of practical and theoretical courses. For the process variables, the following data is obtained:

Tabel 5. Process of Respondent Achievement Level (TCR)

Item	Percentage of Achievement (%)	Criterion
P30	92,1	Excellent
P31	91,5	Excellent
P32	92,1	Excellent
P33	92,7	Excellent
P34	86,4	Excellent
P35	93,2	Excellent
P36	91,0	Excellent
P37	88,1	Excellent
P38	79,7	Excellent
P39	89,3	Excellent
P40	93,2	Excellent
P41	91,5	Excellent
P42	92,1	Excellent
P43	92,7	Excellent
P44	92,7	Excellent
P45	91,0	Excellent
P46	90,4	Excellent
P47	94,4	Excellent
P48	91,5	Excellent

P49	92,1	Excellent
P50	91,5	Excellent
P51	92,7	Excellent
P52	92,1	Excellent
P53	91,0	Excellent
P54	92,1	Excellent
P55	93,8	Excellent
P56	92,7	Excellent
P57	93,2	Excellent
P58	92,1	Excellent
P59	91,0	Excellent
P60	90,4	Excellent
P61	89,8	Excellent

From the results of the data analysis, it can be seen that 177 respondents about the implementation of the OBE curriculum at the Faculty of Economics based on process variables are included in the category of very good or very in accordance with student expectations. It is known that the average value of the respondent achievement level (TCR) is 91.2% with the highest score of 94.4%, which is the suitability in discussing with an average of 91.25%. For product variables, the following data is obtained:

Tabel 6. Product of Respondent Achievement Level (TCR)

Item	Percentage of Achievement (%)	Criterion
P62	91,5	Excellent
P63	88,7	Excellent
P64	92,7	Excellent
P65	85,6	Excellent
P66	90,4	Excellent
P67	89,7	Excellent
P68	89,4	Excellent
P69	91,0	Excellent
P70	89,3	Excellent
P71	92,1	Excellent
P72	88,7	Excellent
P73	80,2	Good
P74	85,9	Excellent
P75	84,2	Good
P76	92,1	Excellent

Table 6 is a presentation of information about the Respondents' Achievement Level towards the Implementation of the OBE Curriculum in the Faculty of Economics on the product aspect. The category is very suitable, namely the acquisition of procession certification with a score of 92.7% and the lowest score, namely the level of student discipline of 80.2% with an average of 88.7%.

Conclusion

The evaluation of the implementation of the OBE curriculum at the Faculty of Economics, State University of Medan with the CIPP (context, input, process, and product) evaluation model can be concluded as follows: Evaluation of the context aspect of the Respondent Achievement Level (TCR) value obtained 90.8%, which confirms that students consider the vision, mission, CPL, CPMK, suitability of work with the field of expertise, curriculum with DUDI and clarity of the content of competencies and abilities considered very in accordance with student expectations. The evaluation of the input aspect of the Respondent Achievement Level (TCR) score was obtained by 88.8%, which emphasized that the faculty of economics has a completeness of learning resources, classrooms, media, suitability of lecturers' fields of expertise, the availability of SAP and RPS is considered very appropriate. The evaluation of the Respondent Achievement Level (TCR) assessment process was obtained by 91.2% in this case discussing the implementation of lectures, the suitability of learning with case methods and problem-based learning, the suitability of student attendance, the ability of lecturers, the accuracy of delivering material, and the processing of grades based on the weight of the assessment in the RPS is very much in accordance with student expectations. The evaluation of the product aspect of the Respondent Achievement Level (TCR) score obtained 88.7% proves that students strongly agree or are in accordance with their expectations for the suitability of competencies with the development of science and technology, the level of academic culture, the level of manners, the number of visits to the library, the achievement of academic achievements, and the acquisition of professional certification.

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