Evaluation Context of Early Chilhood Teacher Candidate Curriculum at Faculty of Education in Padang State University

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Abstract

Curriculum of early chilhood teacher candidate is essentially preparing individuals as prospective teachers to have various competencies, such as; professional competence, pedagogic competence, personality competence, and social competence. Meanwhile, to achieve that goal curriculum of early chilhood teacher candidates developed in terms of context should basically be supported by a strong rational underpinning the determination of the objectives and environmental conditions in which the implementation of the curriculum is concerned. Evaluate in comprehensively related to early chilhood teacher candidate curriculum context at Faculty of Education in Padang State University conducted research in the form of evaluation research. The required data are obtained from the relevant and competent elements in curriculum development, and then analyzed descriptively qualitative. The results provide an illustration of the goal formulation accuracy lack and linkage with environmental goals. Although this study program is equipped with facilities and infrastructure, to realize the curriculum objectives, it needs to be adapted to other curriculum components within the framework of prospective early childhood teachers.

Keywords: evaluation context, candidate teacher, curriculum

1. INTRODUCTION

Evaluation of curriculum is a root of a positive improvement in order to improve the deficiencies contained in curriculum. Evaluation is a process that determines the extent to which educational goals can be achieved [1]. The evaluation of curriculum is important because it is a tool for reviewing the extent to which a curriculum is implemented because it needs to be acknowledged that the curriculum is very crucial, in which curriculum can determine whether or not education in a country.

There are various evaluation of curriculum models, one of which is CIPP model, which is a comprehensive evaluation that includes Context, Input, Process, and Product. CIPP model is based on the notion that evaluation is the process of drawing, obtaining, and providing information useful for the determination of multiple decision alternatives [2]. According to [3], CIPP model is considered a comprehensive curriculum evaluation model, since this model focuses not only on product evaluation or summative evaluation but also on formative evaluations. That is, CIPP model is an ongoing process with greater emphasis on formative evaluation than on summative evaluation [3] [4]. CIPP evaluation model views evaluation as a continuous process, it sets objectives, methods, and interrelations between the four types of evaluation with the four types of decision-making to improve the effectiveness of the curriculum.

[5] also conducted an evaluation study using CIPP model entitled Evaluation of the Curriculum of English Preparatory Classes at Yildiz Technical University using CIPP Model. They found indications that teachers and students were worried about things like balancing skills, learning resources in the form of audio visuals, not having learned habits in groups, and English skills in different areas. The study was conducted at the level of educational unit. Based on the study of researchers, evaluating the curriculum of prospective teachers also need to be prioritized because through the evaluation it can give warning to the study program organizers whether they have

prepared the future teachers required by stakeholders.

This article outlines a small part of the curriculum evaluation process, the curriculum context. Context evaluations cover specific curriculum environments, aim to define the relevant environment, describe the desired and actual conditions related to the environment, focus on unmet needs and lost opportunities, and diagnose the reasons for non-achievement. The context evaluation determines the needs, the problems, the assets, and the opportunity to help the decision maker set goals and priorities as well as assist the wider group in goal, priority, and outcome. Context evaluation is not only done once. Evaluation is done on an ongoing basis to provide information on the operating system thoroughly and resolve it [3]. [6] mentions, the purpose of the main evaluation of the context is to determine the strengths and weaknesses of a program. By knowing these strengths and weaknesses, the evaluator will be able to provide the necessary direction of improvement. Thus, context evaluation is an attempt to describe and detail the unmet needs environment, the population and the samples served, and the project objectives.

Context evaluation provides information for decision makers in planning a program to be implemented. This evaluation is important because for giving consideration to the successful implementation of the curriculum. Evaluators determine the usefulness of the various factors studied in the context of curriculum implementation. This consideration becomes the basis for the evaluator to determine whether a revision or change of curriculum is necessary.

Faculty of Education is one of the faculty at Padang State University that produces educator candidates and education personnel. As one of LPTK in Indonesia, of course Padang State University, especially Faculty of Education is responsible to produce qualified educators and qualified personnel through teaching process, research and community service.

Educators and education personnel are professional positions that provide services to students in formal or informal education institutions. Teachers, lecturers, counselors, tutors, tutors, tutors, instructors, facilitators and other designations that suit their specificity, and participate in education. While the education staff includes the manager of educational units, overseers, guardians, supervisors, researchers, developers,

librarians, labors and technicians learning resources [7]. Between educators and education personnel is equally important in the implementation of learning in schools, but in this study, researchers limit the education of prospective teachers (educators) with the consideration that teachers are key actors in learning. Teachers have an important role in implementing the curriculum because facing directly to the classroom facing the students. The Faculty of Education that produces educators is the Early Childhood Education Program, the Elementary School Teacher Education Program, and the Special Education course. In 2015, graduates have an 3.3 average of IPK with a month waiting period. This illustrates that the graduates of early childhood study program candidates have relevant competences to global needs. To improve the quality of graduates, the evaluation needs to be done on an ongoing basis. One of them is evaluation of context. The proceedings specifically the evaluation of contexts relating to the Education of Teachers Candidate program at Faculty of Education.

The evaluation of curriculum context on early childhood teachers in Faculty of Education has two research focuses, namely 1) strong rationale underlying the determination of curriculum goals of prospective teachers in the Faculty of Education, and 2) the environmental conditions under which the curriculum implementation takes place.

2. METHOD

This research is a type of evaluation research with CIPP model. The CIPP model includes four evaluation components: Context, Input, Process, and Product. In this proceeding submitted the results of research in the first stage, namely the evaluation of the context. The evaluation step is to analyze the objectives and environment in which the curriculum of the early chilhood teacher candidate in Faculty of Education is based on its components.

The research procedure undertaken begins by evaluating the curriculum objectives, stakeholder needs to the curriculum, analyzing the environment in which the curriculum is conducted. Data in the form of interviews and observations were collected with interview guides and observation guides.

3. RESULT AND DISCUSSION

Evaluation of curriculum context on teacher education in Faculty of Education is conducted by examining the basic of determination curriculum goal on Early Childhood Teacher candidate in Faculty of Education. The course has a vision to become a study program that is able to compete in Southeast Asia by 2020 in producing educators of this professional age child. With the aim, a) produce professional Educators for Children's Park, Playing Group, Kindergarten and Raudhatul Athfal, b) produce research in early childhood education, c) produce community service in early childhood education, d) produce Various mutually beneficial cooperation with stakeholders, and e) become the center of information service and early childhood education guidance.

To achieve these objectives, the curriculum review in the Early Childhood Education Teacher Education Study Program is conducted through a Study Program meeting attended by all lecturers. The activities are analyzed on the applicable curriculum and determined policies that need to be taken for curriculum development based on government policy and input from users and alumni. Furthermore, curriculum development is undertaken by curriculum development teams in charge of analyzing and implementing the policy that has been decided in the meeting of the Study Program.

In relation to the determination of curricula and goals, [8] asserts that the curriculum is also a field of study or subject that has its own foundations and scope as in other fields of study, also has research, theories and principles [3]. The curriculum as a field of study is characterized by the principles of curriculum planning, which have what subjects should be taught to, as well as the various activities that learners have to do, the learners to train and develop their performance. The curriculum can help the study program focus on an expectation to be achieved. In education, the goals show a good hope that will be learned to be mastered by students such as increased knowledge, understanding and skills in order to solve life problems and develop attitude and appreciation [9]. The formulation of expected results or expectations from the educational process is called the curriculum objectives that appear in several levels such as aims, goals and objectives [10].

Setting of curriculum goals is the first curriculum design component. Goals have a very important role, because education is a planned effort [7] and reasoned; Planned because we carry out education to achieve a goal of developing children, such as helping to optimize their potential development; Reason because the goal is strategic and useful for student development and community progress [11]. The curriculum objectives provide general guidance in determining the learning experience to be achieved through appropriate curriculum learning [12].

Based on that, curriculum developers and evaluators need to have a clear idea of what to expect to learn, or that candidates will be able to do after following the education process. This means setting the curriculum objectives before learning is an important step in providing the right direction and coherent framework. Many high-value things can be learned by prospective teachers during college, but may be incorrect because they hamper their development. This suggests the need for selective courses in determining curriculum objectives to focus only on high-priority objectives.

In addition, setting objectives in advance can counteract the wishes of many who wish to incorporate the curriculum objectives they deem important. In that case, it may be that some of the things that should be taught in schools are less precise because, for example, it can hinder the development of student potential. It may also be that some of the goals that the curriculum aims to achieve leads to superficial learning so as to reduce rather than increase the potential life potential of the students. That is why the goal setting that schools will achieve through the curriculum needs to be established before the lesson is implemented.

Currently, in the information age, educational institutions or study programs experience major changes in various aspects of life. In such a situation, according to [3], higher education institutions and courses, especially curriculum experts, tend to react proactively so they can lose a clear philosophical posture in guiding decision makers about the correct curriculum direction. The selection of appropriate philosophical alternatives in the era of change and information, requires decision makers to master the various alternatives available and they must be able to choose from the wide range of possible educational goals and

curricula that match the needs of prospective teachers, the progress of society and the demands of the times.

Before the purpose is discussed, it is necessary to consider the sources and criteria underlying that goal setting. Smith, Stanley and Shores developed two criteria for determining the objectives of the curriculum: (1) substantive criteria, and (2) procedural criteria [13]. And according to [14] is based on four land ways, namely philosophy, historical, psychological and sociological. Including what has been done educational study program of teachers of early childhood educators, juridical aspect considerations.

A second evaluation review of the context relates to the environmental conditions under which the teacher's curriculum is implemented. Environment is everything that exists around living things and affects the activity of living things. The educational environment is the institution or educational institution in which the education takes place. In addition, the educational environment is one of the external factors that play a role in creating learning achievement in the educational process.

Environmental analysis is the most basic level in determining learning [15] .This environmental analysis is conducted to determine the environmental conditions. This environment is related to the component of education / learning. These components become a consideration in doing debriefing to teachers' candidate. [16] classify learning components consisting of learning objectives (curriculum), learners, education, media / strategy / materials, and evaluation of the environment includes evaluation of the internal environment and external environment Internal environment analysis is related to the strengths and weaknesses of the program The study of prospective teachers while the external environmental analysis is related to opportunities, challenges and threats from outside the study program.

The academic environment the education program of early childhood teachers is supported by adequate facilities and infrastructure to maintain the interaction of lecturers and students even with all the elements that exist such as administrative statistics, hygiene and even campus security. Each campus has enough room for the implementation of learning process among others; Computer room, lecture room and administration room to support student activities. In addition, each lecturer gives the

student permission to contact him either through telecommunication tools (such as e-mail, online social network) for guidance and consultation. In addition, the Education Study Program of early childhood teachers and faculty teachers provides a budget for the implementation of seminars and training on the use of Information Technology, and install wireless so that students can access the internet anytime on campus.

The Study Program seeks to optimally use the lecture facilities owned by 5 classrooms and 4 laboratory rooms. In addition, the Study Program may use other classrooms that are shared across the Study Program. With the condition of such facilities, the Study Program has sufficient room for lecture needs.

The Study Program has sufficient infrastructure to provide comprehensive education services to students and stakeholders. These infrastructures include academic and student administration services, meeting rooms, head of study rooms, and secretarial rooms. The infrastructure has been utilized maximally in order to provide education services and other forms, both for lecturers, students, and stakeholders. Although this study program is equipped with facilities and infrastructure, to realize the objectives of the curriculum, it needs to be adapted to other curriculum components in order to prepare prospective early childhood teachers professionally.

4. CONCLUSION

The early chilhood teacher candidate curriculum essentially prepares prospective teachers to have professional competence, pedagogical competence, personality competence, and social competence. The early chilhood teacher's candidate curriculum in terms of context is basically supported by a strong rationale underlying the determination of the objectives and environmental conditions in which the curriculum implementation takes place.

Context evaluation on the curriculum of early chilhood teacher's candidate at Faculty of Education provides an illustration that looks accurate between goal formulation and environmental objectives. This signals strongly that the implementation of an early childhood teacher education curriculum is supported by the environment in which the curriculum will be implemented. However, these courses need to refine the curriculum on

a sustainable basis. The curriculum components associated with the evaluation of the context include goals and environments. These components need to be considered in the improvement of the curriculum, especially from the context side in order to produce the desired curriculum and the needs of stakeholders. In quantity, because universities increase the number of students, of course, lecture support facilities need to be improved. And from quality, continually the curriculum needs to be developed to meet the needs of stakeholders.

5. ACKNOWLEDGMENT

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