Pengukuran dan Evaluasi Kurikulum, Kinerja Guru dan Kepribadian Siswa dalam Meningkatkan Kualitas Pendidikan Di Indonesia

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Abstrak – Peningkatan Kinerja pendidikan masih menjadi suatu tantangan yang berarti dan juga menjadi isu di Indonesia, sebagaimana negara-negara lainnya suatu pengukuran dan evaluasi seharusnya benar-benar dilakukan untuk membangun serta mengevaluasi kembali hasil atau kualitas pendidikan, yang akhirnya dapat memberikan suatu pengaruh yang dapat membantu suatu keputusan yang dapat membantu suatu kebijakan sistem pendidikan itu sendiri, adapun tujuan dari penelitian ini untuk mengetahui pengukuran dan evaluasi kinerja pendidikan di Indonesia dengan menggunakan variabel kurikulum, kinerja guru atau pendidik, dan kepribadian atau tingkah laku siswa dimana penelitian ini didasarkan atas persepsi siswa-siswa tersebut. Penelitian menggunakan metoda Struktural Equation Model(SEM), adapun hasil tersebut memberikan suatu deskripsi tentang pengukuran kurikulum, dan tingkah laku serta yang mana memiliki hubungan yang signifikan terhadap kualitas pendidikan, namun dilain pihak kinerja guru tidak memiliki hubungan yang signifikan terhadap kualitas hasil pendidikan, maka dari hasil , dapat di buat kesimpulan bahwa adanya suatu kebutuhan untuk peningkatan dari ketiga variabel tersebut diantaranya kurikulum, kinerja guru, dan kepribadian dan tingkah laku pelajar/siswa-siswa terhadap kualitas pendidikan di Indonesia

Kata Kunci: kurikulum, kepribadian pelajar, kinerja guru, kualitas pendidikan

1. INTRODUCTION
Indonesia has made significant progress in extending access to education over the last decade. Primary education is nearly universal and enrolment rates in junior and senior secondary education have risen rapidly. Children from the poorest families have been major beneficiaries of this recent progress; the share of children in the poorest 20 percent of the population who are still in school at the age of 15 has increased from 60 percent to 80 percent in the last five years. Improvements in access are also feeding through to increases in educational attainment amongst Indonesia’s growing labor force. Between 2000 and 2012, the average years of education an adult attained increased from around 6 to 8 years (world). Improving education outcomes is massive challenge in Indonesia, a vast, diverse country that is the fourth most populous in the world. As in many countries, moving beyond achievements in access and towards meaningful gains in quality and equity is proving to be a challenge for Indonesia. However, several positive trends have emerged. Long term improvements in access and equity sit alongside this progress in education quality (9066), however in the fact this, gross enrolment rates increase from 106% - 118% over 2000 - 2011, as significant numbers of students with missing years of school - particularly those from poorer backgrounds, despite these significant improvement, progress on improving the quality of basic. The Problem of Education in Indonesia is still never end, because there is so many problem had been appeared and still haven’t solution yet, one of them is education look like something which can touch because like as need more the financial for continuing study it’s high level, beside that it has one condition a social incompletely between one’s areas. In other side, there is so many educator’s problem as prosperity, policy, matter of curriculum which should have been update and adapt to alteration, there is a little bit matter’s in Indonesia, but if the problem can be solved, it would be effect to all stake holder, in educational environment (Fajardin, and Mohammad: 2015)

Based on the phenomenon about problem of education, It feel Important for Government, citizen, and all of community for determining the best solution for arrangement it.

A. Purpose
The Purpose for this research are measuring and analyzing the impact and relationship between variables .It is proposed the general Hypothesa are as follow :

1. Ho : Reject The Impact of Curriculum(CC) Toward Teacher’s Performance
   H1 : Accept The Impact of Curriculum(CC) toward Teacher’s Performance
2. Ho : Reject The Impact of Curriculum (CC) toward Quality of student Attitudes
The relationship curriculum toward Teacher’s performance – Many Teacher’s, have learned to run through the curriculum, or get through the chapter of the textbook, the broader curriculum planning help a few Teacher’s how to guide their work with individual students, in cases where the Teacher’s have learned to analyze the learning outcomes for their students (Hammond, Linda Darling:2010). Beside of concern strand and Scantling in (Rikard, Linda.G, Banville Dominique.2006:385-400) in a case for Physical Education, gaining insight into student beliefs is a Critical source for understanding their interest and involvement toward curriculum. Preview research has been done by (Molotsky, Jeremy Gregg : 2011) concerned about a case study of the impact of reformed science curriculum on student attitudes and learning in a secondary physics classroom. The research describe about the study utilized observation a pre/post attitudinal surveillance, interview of students and Teacher’s about their perceptions of the inquiry – based curriculum and artifact analysis of student work, and for the result showed a positive change in students attitude in four of the eight categories designed in the class survey In despite of (G. Herberg , Heneman, Milanowski Anthony, Kimball Steven. 2007) performed a meta- analysis of several studies of physics teaching and curriculum, finding that concept related curricula and teaching practices created more positive attitudes among students.

II. REVIEW LITERATURE
A. Curriculum
Curriculum is often one of the main concerns in the educational field, while curricula should have offer to learner, in cases where educators and Teacher’s must have determine what is the best choices which make about teaching content and methods, in others word curriculum must seem to be considered greatly as what Teacher’s are going to teach and what learners are going to learn. (Barnby, P., and Defty, N. 199-215: 2006)

Describes the concept related curriculum as one that relates to the learner within the context of his environment According to in fact Curriculum is also closely related to (Wen Su – Shao : 2012 : 153:158) how the outcomes of learners learn. Curriculum includes a lot of issues, for example teaching curriculum, learning curriculum, testing curriculum, administrative curriculum and the hidden curriculum, There are a variety of Definitions in relation to the Curriculum, one other thing Goodson in (Wen Su – Shao : 2012 : 153:158) describes of curriculum is as a multifaceted concept, constructed, negotiated and renegotiated at a variety of levels and in variety of arenas, in addition to define of curriculum is a historical accident that has not been deliberately developed to accomplish a clear set of purposes rather it has evolved as a response to the increasing complexity of educational decision making, curriculum can be seen as a means of achieving specific educational goals and objectives, a curriculum can be regarded as a checklist of desired outcomes (Wen Su – Shao : 2012 : 153:158)in the curriculum development process, generally speaking, and the objectives are clear and specific in behavioral and observable terms.
The description of the Figure 1: A Teacher’s Knowledge and skills are the basic inputs that a Teacher’s bring to the instructional process. These Skills include knowledge of content and pedagogy, skill in assessment and class room management and general abilities, attitude and personality dispositions. Knowledge and skills are assessed via testing, certification (e.g. Teaching Standard) and classroom observation. Since Teacher’s knowledge and skills may need upgrading to improve instruction, Teacher’s performance can be defined and measured in terms of the Teacher’s success in increasing the variety and level instructionally relevant knowledge and skill pay can be increased accordingly

D. Student’s Attitude
The Quality of education that Teacher’s provide to students is highly dependent upon what Teacher’s do in the classroom, Gardner in (Prokop, Tuncer, Chuda Julia : 2007 :287-295) reported evidence that curriculum and Teacher’s effects on attitudes are quite malleable and that individual Teacher’s

According to finding research summary which it have been done by (Molotsky, Jeremy Gregg, 2011) can describe focus on impacts student achievement (not always assessed) impact on Teacher’s and administrative and alligment problems, we can make resume that how it is important to student achievement, because the student achievement will also impact student charateristic , creating an ever – increasing spiral of positive effects (Huitt, w., Huitt, M, Monetti , D., and Hummel, J.2009)

E. Teacher’s and Student Input Characteristics
The Category of Contributing Factor related to school Achievement which include the characteristics of School-Leeel Context Variable (School Characteristic, School Processes, School leadership, Curriculum),Classroom Input (Teacher’s Characteristics, Students Characteristics) and Classroom Process Variables (e.g Teaching Strategies, Teacher’s Behaviour, Students Behaviour, and Classroom Processes) the preview research by (Hattie, J:2009). A third category of contributing factors related to school achievement identified in includes the characteristics of Teacher’s and students before they enter the classroom. (Hattie, J:2009) identified three variables related to Teacher’s characteristics that met his cut-off criteria. The first, of most interest to Teacher’s training programs, is the effect of micro teaching (the provision of direct, explicit development of skills such as questioning techniques) during preservice training (d = 0.88). The second, of more interest to schools, is the effect of professional development of faculty on school achievement (d = 0.62). Finally, Teacher’s expectations (more recently called Teacher’s efficacy; (Roger D. Goddard, Wayne K. Hoy and Anita Woolfolk Hoy. 2000) was important (d = 0.43). Additionally, (Roger D. Goddard, Wayne K. Hoy and Anita Woolfolk Hoy. 2000) found Teacher’s efficacy to be especially important when aggregated across Teacher’s in a single school, providing an estimate of a school-level variable related to expectations for student achievement.

F. Quality of Educational Outcomes
The definition of Quality of Education have a bottom line and that line is defined by the goals which underpin, Concern to (Gauthier., Dembele., 2005) A large number of factor which to be related to educational Quality are presents an analytical framework on quality which contains nearly 30 sets of factor that have an impact on student achievement, in terms of acquired skills and values (Duret, Bahr., Grauwe.,Arestoff ., 2012) Component of A Quality Framework, from The Literature contains recurrent references to various components of Educational Quality that be taken to form a useful analytical framework for concept. These Components are defined as (Barrat A, Chawla –Duggan,R., Lowe, J. Nikel , J. and Ukpo, E:2006) Effectiveness refer to the degree to which the objectives of an education System are being achieved and it is conventional to distinguish between internal and external Effectiveness, External Effectiveness refers to the degree to which the education systems meets the needs of individuals and society as a whole , in despite of the term internal effectiveness is most properly applied to the functioning of institution and appears primarily in the vast literature on school (or sometimes other institutional) effectiveness

a. Efficiency brings in consideration of the inputs required to meet those outputs, when the efficiency measures the extent to which we make best use of inputs to achieve our educational goals. For the external Efficiency of a system refers simply to ratio of monetary outputs to monetary input and appears in the well known calculations of personal and social rates of return to education (Psacharopoulos and woodhall and World Bank)

b. Equality as a component of educational quality commonly arises from a position that takes a Quality education as a human right (Sayed: 2000) and equity builds on the relationship of education to development models based on human development And poverty reduction, social cohesion, social diversity, and peace (Michaelowa, K.2001:1699-1716) are disadvantage in terms of access and achievement

c. Relevance of Education inevitably brings us back to the earlier discussions of the relationship between education and development and the sentral Question of the purposes of education sustainability, essentially implies that all of considerations in relation to the other elements must bring in thoughts not just of the present but for the future, it can be mean emphasis the need for sustainability in all development options, and concern to quality education emerges in the context of the obligation to establish and sustain the conditions for each and every individual irrespective of gender, ethnicity, race, or regional location, to achieve valued outcomes
III. RESEARCH METHODOLOGY

The research methodology applied in this study is mixed method, including qualitative and Quantitative method, which are the both of method can be complement the strenght and weakness both of the method, for explanation the strategy for tabulation is used questionnaires, and the qualitative part is used an interview,

A. Sample
The study was conducted with the participant from 126 Respondent, in Jakarta and Bekasi areas, the following of participant will be described for the Characteristic of respondent, it can be making of Classification for grade is dominated by Grade 10 with 63 students,Classification for ages is dominated by 16 – 20 years old, and finally for Classification for gender is dominated by Female.

B. Data Collection and Technical Data
This research used Primary Data and Secondary Data, The Primary Data was used by Questionnaires were distributed to the respondent with 126 samples, and it is not only, but also held on the interview to Teacher’s and students and The Secondary Data used reference from library and Literature where as for the quantitative data were used analyzed Structural Equational Model (SEM) version AMOS 21.0, The method of samples data used Purposive Sample

C. Result and Analysis
SEM was used to processing data, which SEM is Multivariate Statistic and combination from factor analysis and Regression analysis, SEM has Function as a test for determining of the relationship between variables in a mode l. the steps for analyzing data can be explained:

D. SEM model’s or Model Specification
For this steps, a model will based on the theory which make in the Equation in mathematic, as well as the equation will be describe in diagram form, after that that diagram will be explain measurement model and Structural Model, and the early model will be describing,

E. Prepare the Design Research and Data Collection
After the design model have been make, and it will do the hypothesis testing by using SEM, it can be included Measurement Model Fit (Construct Reliability and Variance Extracted)

F. Measurement Model (Variance Extracted and Construct Reliability)
Measurement Model is as a tool for measuring concern to how Manifest Variable or observed variable can be presented Laten Construct by getting evaluation from Validity and Reability. Below will be described Table of Measurement Model

From the table can be explained of Measurement Model which include of Evaluation Variance Extracted and Construct Reliability, according to Fornell and Larcker (Latan, Hengky:2013) For measuring Avarage Variance Extracted is
recommended more than 0.50 which have mean almost 50% or more the Variance Extracted from Indicator can be making of and where as concern on Raykov in (Latan, Hengky: 2013) measuring the Cronbach Alfa for determining the reability construct can be used Composite Reliability which the normally Cut-off that more than 0.7. It can be explained from the table the Measurement Model which include of Evaluation Variance Extracted and Construct Reliability have fulfill the criteria

G. Indentification of Model

Indentification of Model can be explained a model have been make and designed, and what is more the Indification of model can be used with do appraisal overall Fit Model (Goodness of Fit Model), Schumacker and Lomax in (Latan, Hengky: 2013) clarified for measuring the Goodness of Fit Model, it can be used RMSEA (Root Mean Square Error Approximation), CFI (Comparative Fit Index), Normed Fit Index(NFI), GFI (Goodness of Fit Index)

![Image](image1)

Figure 2: The Model after Measurement Model (Variance Extracted and Construct Reliability)

Figure 2 can be explained the Formation of new model after Measurement Model, the new model will be measured by using the Goodness of Fit, in Below will be explained the rule of Goodness of Fit Toward model

Based on the table has as a conclusion from the Goodness of Fit Model, the measuring is still marginal Criteria, that the Model must have a good result for Goodness of Fit Model, but the result of model is still within marginal result. After it has done the evaluation of the whole of model. If the practical of analysis have the disapponted result or the model has less than good criteria for Goodness of Fit Model, or in others words the measurement does not full fill the proper criteria of Goodness of Fit Model, or the measurement have less limit of value, so the alternative change the model become the path analysis is the best alternative furthermore analyze with path way should have considered (Latan, Hengky: 2013)

H. Path Analysis

(Latan, Hengky.2013) Path analysis is as a analysis for testing the direct or indirect related to between the variable in a model, From the research, below, it can be explained with the figure 3.

![Image](image2)

Figure 3: Path Model

<table>
<thead>
<tr>
<th>No</th>
<th>Measure of Fit</th>
<th>Cut off</th>
<th>Result</th>
<th>Statemen t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RMSEA</td>
<td>0.05 - 0.08</td>
<td>0.084</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>CFI</td>
<td>&gt;0.90 ; &gt;0.95</td>
<td>0.794</td>
<td>Marginal</td>
</tr>
<tr>
<td>3</td>
<td>NFI</td>
<td>&gt;0.90; &gt;0.95</td>
<td>0.652</td>
<td>Marginal</td>
</tr>
<tr>
<td>4</td>
<td>GFI</td>
<td>&gt;0.90</td>
<td>0.773</td>
<td>Marginal</td>
</tr>
</tbody>
</table>

Table 1. Goodness of Fit Model

<table>
<thead>
<tr>
<th>Regression Coeffisien from the First Path Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression Weights: (Group number 1 - Default model)</td>
</tr>
<tr>
<td>Estimate</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>SA &lt;--- TP</td>
</tr>
<tr>
<td>SA &lt;--- CC</td>
</tr>
<tr>
<td>OE &lt;--- CC</td>
</tr>
<tr>
<td>OE &lt;--- TP</td>
</tr>
<tr>
<td>OE &lt;--- SA</td>
</tr>
</tbody>
</table>
From the table 3, it can be showed the output significant test, if the path model fulfill all of the Criteria that describe for p – value is less 0.05 and Positive (Latan, Hengky:2013) it is meaning for all of the variable have significant impact, and if the p – value from the model is more 0.05 is meaning for is the model is not significant and it cannot be included for the variable. From the table, it can be showed , it has been able to a relationship between Curriculum and Student attitude, because between the variables have p-value less than 0.05, thus between Curriculum and outcome the Quality of education, there have relationship because the variables have p-value less than 0.05.

I. Final Path Models

After has be done the significant test and have been determined the variable which is used and must be come out, finally it can become the Final Path Models

From the first model of the path analysis, it can be found the regression coefisien all of the variable, it can be showed Table 3 and Figure 4.

Table 3. Regression Weights: (Group number 1 - Default model)

<table>
<thead>
<tr>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA &lt;-- CC</td>
<td>.450</td>
<td>.043</td>
<td>10.551</td>
<td>***</td>
</tr>
<tr>
<td>OE &lt;-- CC</td>
<td>.384</td>
<td>.040</td>
<td>9.507</td>
<td>***</td>
</tr>
</tbody>
</table>

Based on the following regression weight can be explained the impact which it is used fulfill the criteria with p-value less than 0.05 and it have positif of coefficient, below will be showed the summary the result of Hypothesis test

Table 4. Standardized Regression Weights: (Group number 1 - Default model)

<table>
<thead>
<tr>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA &lt;-- CC</td>
</tr>
<tr>
<td>OE &lt;-- CC</td>
</tr>
</tbody>
</table>

The rate of Determination coefficient Value (R-Square) can be showed by Squared Multiple Correlation (Latan, Hengky:2013) from the table, it can be explained the impact of curriculum (CC) toward Student’s Attitude (SA) is 47.1 %, and the remain of amount (52.9%) have been influenced by other’s factor, meanwhile the impact of Curriculum (CC) toward Quality of educational outcomes (OE) is 42% and the remain of amount (58%) have been influenced by other’s factor.

Table 6. Squared Multiple Correlations: (Group number 1 - Default model)

<table>
<thead>
<tr>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>OE</td>
</tr>
<tr>
<td>SA</td>
</tr>
</tbody>
</table>

From the Regression Equation that Student Attitude (SA) can be explained by Curriculum as a
IV. CONCLUSION

The result of research can be inferentiated, as follow:

1. Based on the result of hypothesis can be explained Curriculum (CC) have a significant impact and positive toward Student’s Attitude’s (SA) and Quality of Educational Outcomes (OE) meanwhile Curriculum (CC) haven’t a significant impact and positive toward Teacher’s Performance (TP), Teacher’s Performance (TP) haven’t a significant impact and positive toward Student’s Attitude (SA) and Quality of Educational Outcomes (OE) Beside that Student’s Attitude (SA) haven’t a significant impact and positive toward Quality of Educational Outcomes (OE)

2. For the result of Regression Equation can be showed SA : 7.590 + 0.450 CC, and OE: 5.935 + 0.384 CC, and it can be explained if the Curriculum variable will be increased, finally it can give a impact for Student’s Attitude and Quality of Educational Income (OE)

3. All of Stakeholder in Educational environment should have concern especially for improving and developing Teacher’s performance, it is because for direct and indirect of impact and relationship that Teacher’s performance can give influence for Curriculum, Student’s attitude and Quality of Educational outcomes in Indonesia, it can be improving the experience of Teacher’s which can be linked with training, certificate of education,

4. Improving the Performance of Curriculum toward Student’s attitude especially within evaluation and reform the Quality of outcomes in Indonesia, it can be done by this integration of Curriculum with special needs for making up or build up Student’s characteristic or attitude, and it should have suitable with the norm, culture and the society habit or custom, in addition to making up curriculum which have been adapting the world alteration and world community characteristic, meanwhile Improving the Performance Curriculum toward Teacher’s performance, the functionary of educational or stakeholder must prepare all of need subject or which can contribute and encourage the Teacher’s performance, beside that stakeholder must prepare a innovative and effective learning method which include soft skill and hard skill, beside that the relationship and impact of Teacher’s performance toward build up the Student’s attitude, it is because Teacher’s is one of actor who perform or bring up the Student’s character beside external and internal environment, so part of them must connect each other, it can be done by current academic ability, finding additional and/or supplementary materials, modifying and accommodating instruction and assignments become more innovative, determining the best teaching style and technique to meet the Student’s individualized education plan and behavior intervention, and more know the characteristic and personality of Student’s and Finally curriculum, Teacher’s performance and Student’s characteristic should have synergy for making and increasing the Quality of Educational Outcomes

5. Stakeholder should have considered Effective and Innovative Education System which include vision, policy, innovative program in learning, creative pedagogy, innovative and creative method of learning and create assessment

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