

EVALUATION OF STUDY OF RESEARCH METHODOLOGY COURSES (Implementation of Ralph W. Tyler's Goal-Oriented Model Program Evaluation)

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ABSTRACT

The Pertiwi School of Economics is one of the private campuses in the city of Bekasi and has classes in various areas has two majors in S1 Management and S1 Accounting. The author in this case will conduct research on Evaluation of Research Methodology Course Learning using the *Goal Oriented* Model Ralph W. Tyler. The focus of this evaluation research is the achievement of learning programs that are considered important which can be seen from: How are the problems in the input evaluation aspect, which include, the quality of lecturers, the presence of lecturers, study plans that have never been reviewed, facilities and infrastructure. This approach uses program objectives as criteria to determine the success or achievement of a program. Evaluators try to measure the extent to which the goals have been achieved and conduct analysis and observations of national and international articles to support this research. The object of observation in this model is the goal of the program that has been set. For research methodology courses, almost all lecturers have carried out evaluations at the end of the teaching and learning process in the classroom. However, the results obtained are sometimes unsatisfactory. Sometimes the results achieved are substandard or below average. Tyler's goals-oriented program evaluation is designed to describe successful program goals. Evaluation is also meaningful for drawing conclusions which includes three main things in the process, namely formulating questions, collecting data, and presenting or displaying information. Contributive evaluation has advantages in the decision-making process in a goals-oriented evaluation approach, namely its straightforwardness. The goals-oriented evaluation approach is fast to follow, understand, apply and easy to agree on and master when researched

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1. INTRODUCTION

The Tri Dharma of Higher Education clearly states that the main tasks of Higher Education are education and teaching, research, and community service. Of the three activities, research has a strategic role, because it is the hallmark of higher education, which will be difficult to carry out by institutions other than universities. Therefore, it is necessary to pay special attention to ensure the implementation of research both in terms of quantity and quality. (Togatarop, 2019)

One indicator of the progress of a nation's development is the level of achievement of human resource development, even education is the main domain for every country that wants to progress and want to master technology. Every country has the obligation to educate the life of its nation without exception, the Government of Indonesia in the 1945 Constitution of the Republic of Indonesia in Article 31 paragraph (1) has mandated that every citizen has the right to get education to develop their potential optimally. In an effort to carry out this mandate, the Government has

issued a policy of Law Number 20 of 2003 concerning the National Education System which is the legal basis for the implementation of the education system in Indonesia. (Hiryanto, 2017)

The Motherland School of Economics is one of the private campuses in the city of Bekasi and has classes in various regions, namely, Cililitan, Cikarang, Karawang, Cileungsi and Koja and has two majors in S1 Management and S1 Accounting. The author in this case will conduct research on Evaluation of Research Methodology Course Learning using the *Goal Oriented Model* Ralph W. Tyler on the campus.

In general, in its implementation, there were a number of problems related to the learning of research methodology courses, namely: (a) Lecturer Quality, (b) Lecturer Attendance, (c) Study Lesson Plan (RPS) which had never been reviewed, (d), RPS suitability during the teaching and learning process, (e) Students do not get a good understanding (Seminars and Sessions), (f), Facilities and infrastructure.

So the focus of this evaluation research is the achievement of learning programs that are considered important which can be seen from: How are the problems in the input evaluation aspect, which include: (1) Quality of lecturers? (2) Lecturer's presence? (3) A Study Lesson Plan (RPS) that has never been reviewed? What are the problems in the output evaluation aspect, which include: (1) The suitability of the RPS during the teaching and learning process? (2) Students do not get a good understanding (Seminars and Sessions) t? (3) Facilities and infrastructure?

There have been many theories and concepts about evaluation that have been described by experts from various points of view and perspectives. This is motivated by the different perspectives, characteristics and methodological concepts they have. Since the beginning of the development of educational evaluation around the 1960s until now, many evaluation experts have developed about dozens of evaluation models. These various models are also based on the approach, form and purpose of evaluation. Program evaluation is the process of describing, collecting data and delivering information to decision makers that will be used to consider whether the program needs to be improved, discontinued or continued. (Putra, 2018)

Research is directed at evaluation that is oriented towards the achievement of goals, so this research requires a problem formulation. In general, the research problem (evaluation question) in this study is: is the learning program oriented towards the achievement of objectives? From the formulation of the problem, a number of specific problem formulations can be described, namely: How are the problems in the input evaluation aspect including: (1) Quality of lecturers? (2) Lecturer's presence? (3) A Study Lesson Plan (RPS) that has never been reviewed? How are the problems in the output evaluation aspect including: (1) The suitability of the RPS during the teaching and learning process? (2) Students do not get a good understanding (Seminars and Sessions) t? (3) Facilities and infrastructure?

2. EVALUATION

Evaluation is a tool or procedure used to find out and measure something in an atmosphere with predetermined ways and rules. While program evaluation is a systematic investigative activity about something valuable and valuable from an object. Program evaluation is a process. Explicitly evaluation refers to the achievement of goals while implicitly evaluation must compare what has been achieved from the program with what should have been achieved based on predetermined standards. (Muryadi, 2017)

Program evaluation is a process of description, data collection and delivery of information to decision makers who will used for evaluation considerations. Program evaluation functions as an assistant, controlling program implementation so that the follow-up to the implementation of the program can be known. Program evaluation is an activity to obtain an overview of the state of an object which is carried out in a planned, systematic manner with clear directions and objectives.² This means that program evaluation as part of efforts to collect, compile, process and analyze facts, data and information to raise prices on the value of the evaluation is an important part in any activity or program, so that no activities were to be implemented properly without evaluation. (Nurman, 2016)

Approach This goal-oriented approach was first introduced by Ralph Tyler in the 40-50s as a new standard for educational evaluation. Previously, to evaluate the field of education, a test was conducted using reference criteria. Tyler used a more complex methodology to relate student achievement results to the desired learning outcomes. Tyler formulated the evaluation of learning outcomes from learning objectives based on the taxonomy of learning objectives developed by Bloom and Krathwohl. This approach was later named Tyler's Approach/model, after the name of the developer. Tyler's model is then widely used to evaluate educational outcomes or programs. This goal-oriented approach can also be used to evaluate other programs such as health programs. In further development, this goal-oriented model/approach was later developed by Metffessel and Michael in 1967, by Provus 1973 and also by Hammond. From how-how models of this new approach to its main characteristic remains the same ie if an activity or program already has the objective to be achieved, the evaluation focuses on whether the goal has been achieved. (Putra, 2018)

It can be said that the study is an attempt to do someone or a group of people to discover, develop, and test the truth of a knowledge, which is carried out by scientific methods or methods that have provisions. Research as a scientific activity is carried out because there are uses to be achieved, both to improve the quality of human life and to develop science, to overcome problems in human life and as an effort to anticipate the future in human life. Thus research is a scientific activity related to analysis and construction which is carried out methodologically, systematically, and consistently. (Sadler, 1985)

So research methodology is a science that discusses an activity carried out to solve problems or as a development of science by using scientific methods. Research methodology can be a set of rules, activities, and procedures used by actors of a scientific discipline, in observing a phenomenon or theoretical analysis with a series of scientific activities. (Suryana, 2013)

One application of the evaluation model by Tyler is how to measure the initial ability test (pretest) compared to the measurement results after learning activities (posttest). This activity is one of the techniques that has a lot of influence on the ways of assessing learning programs in the world of education. Tyler's example is mostly done by educators in assessing the success of classroom learning programs. Practically, Tyler's approach is not too time-consuming because it is only done at the end of the learning activity. Tyler's approach is very much in line with the tradition of management/management thinking which places evaluation activities as the last activity. (Novalinda et al., 2020)

3. METHOD

Evaluation of the course learning program at the Pertiwi School of Economics Bekasi is carried out with the accuracy of determining the evaluation model. The accuracy of determining the program evaluation model implies that there is an expectation of a close link between program evaluation and the type of program being evaluated.

In accordance with the form of activities and evaluation models used, goal-oriented evaluation (*goal-oriented*) is, suitable to be applied to evaluate the kind of processing program. Processing program is a program whose main activity is converting raw materials (*inputs*) into finished materials as a result of the process or output (*output*). The special feature of this processing program is the presence of something which was originally located in the initial condition for entry (*input*), then processed and transformed into an output (*output*) desired by the program objectives.

This evaluative research on learning research methodology courses at the Pertiwi Economics College Bekasi uses a evaluation model *goal-oriented* developed by Ralph Winfred Tyler. Where the *focus is research on the level of goal achievement*.

This approach uses program objectives as criteria to determine the success or achievement of a program. Evaluators try to measure the extent to which the goals have been achieved and conduct analysis and observations of national and international articles to support this research.

The object of observation in this model is the goal of the program that has been set. (Starratt, 1988)

This evaluation research was conducted to see the level of learning achievement of research methodology courses at the Pertiwi Economics College Bekasi by using the evaluation steps of Ralph Winfred Tyler's model. Based on the learning objectives that have been set by the academic section of the College of Economics, there are evaluation aspects, namely:

- *Input* which includes components: Strengthening learning content,
- *Output* which includes Components: Improved quality.

4. RESULTS AND DISCUSSION

Through a study of the achievement of teaching objectives, lecturers can find out whether the learning process carried out is effective enough to provide good and satisfactory results or vice versa. So it is clear that the lecturer should be able and skilled in carrying out the assessment, because with the assessment the lecturer can find out the achievements achieved by students after he carries out the learning process. Professionalism is a demand for lecturers in their work. And what can be seen in education today is that the problem of lecturers is the failure of lecturers in conducting evaluations. Lecturers in their function as assessors of student learning outcomes, lecturers should continuously follow the learning outcomes that have been achieved by students from time to time. The information obtained through this evaluation is feedback on the teaching and learning process. This feedback will be used as a starting point to improve and improve the next teaching and learning process. Thus the teaching and learning process will continue to be improved to obtain optimal results. (Riadi, 2017)

Especially for research methodology courses, almost all lecturers have carried out evaluations at the end of the teaching and learning process in the classroom. However, the results obtained are sometimes unsatisfactory. Sometimes the results achieved are below standard or below average.

Other courses are sometimes carried out at the end of the lesson, and there are also during the teaching and learning process. The timing of the evaluation is not a problem for the lecturer, the most important thing is that in one meeting he has carried out an assessment of the students in the class. But there are also teachers who are reluctant to carry out evaluations at the end of the lesson, due to time constraints, according to them it is better to explain all the subject matter completely for one meeting, and at the next meeting at the beginning of the lesson they are given assignments or questions related to the material. There are also lecturers who argue that the assessment at the end of the lesson is not absolute with a written test. It can also be an oral test or question and answer. Activities are felt to be more practical for lecturers, because lecturers do not need to bother correcting the evaluation results. But this activity has a weakness, namely students who like to be nervous even though they know the answer to the question, they cannot answer correctly because of their nervousness. And another weakness is that the oral test takes too much time and the lecturer has to have a lot of questions.

Tyler defines educational assessment as a process to determine the extent to which the educational goals of a school program or curriculum are achieved. Tyler's program-oriented evaluation is designed to describe the extent to which program objectives have been achieved. Tyler uses the gap between what is expected and what is observed to provide input on the shortcomings of a program. This approach focuses on the specific objectives of the program and the extent to which the program has succeeded in achieving these objectives.

5. CONCLUSION

Tyler's goals-oriented program evaluation is designed to describe the objectives of the program that has been successful. Evaluation is also meaningful for drawing conclusions which includes three main things in the process, namely formulating questions, collecting data, and presenting or displaying information. Contributive evaluation has advantages in the decision-making process in a goals-oriented evaluation approach, namely its straightforwardness. The

goals-oriented evaluation approach is quick to follow, understand, apply and easy to agree on and master when researched.

In this case Tyler also describes the design to describe the extent to which the program objectives have been achieved. Evaluation is the process of systematically searching for information about something to provide value or a decision whether the objectives have been met or not. Evaluation is also useful for making alternative decisions which include three main things: a. Evaluation as a comprehensive systematic process b. The process includes three steps: first, formulating questions, second, collecting data, and third, presenting information. 2. Evaluation supports the decision-making process. 3. The advantage of the goal-oriented evaluation approach is its simplicity. This approach is easy to understand and understand easy to follow, easy to implement and also easy to agree to research. This approach has stimulated the development of techniques, measurement procedures and instruments to evolve.

From various analyzes and observations as well as interviews with several lecturers, what needs to be considered are: (a) Improving the quality of lecturers so that learning is more interesting and adaptive to the development of science and is supported by adequate facilities and infrastructure.

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