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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Abstract. Since the curriculum is the primary factor influencing learning performance, an assessment must be carried out in order to enhance and examine how the curriculum is being implemented. Using the CIPP (context, input, process, product) assessment approach, the researcher investigates the implementation of the OBE (Outcome Base Education) Curriculum at the State University of Medan's Faculty of Economics. This study employs a mixed method approach, combining quantitative and qualitative techniques. Students in the second semester of three majors at FE Universitas Negeri Medan—accounting, economics, and management—as well as a number of faculty members served as participants in this study. The primary tool used in the data collection method is a questionnaire, and the percentage of respondents' achievement rate (TCR Test) is used to assess quantitative data. The data reduction, data display, and conclusion/verification methodologies developed by Miles and Huberman were used to examine the interview data gathering as a supporting tool. The following are the results: 1) The context dimension's average score of 64.21 indicates "enough" outcomes. 2) With an average score of 63.99, the input dimension demonstrated "enough" outcomes. 3) With an average score of 64.47, the process dimension demonstrated "enough" outcomes. 4) With an average score of 63.25, the product dimension demonstrated "enough" outcomes. The researcher suggests changes in every area based on the results so that the implementation

Keywords: Program Evaluation, CIPP Model, OBE.

1 Introduction

Historically, a curriculum developed by a small number of seasoned individuals or professional associations has been stressed by higher education institutions, particularly those with specialized vocations.[1] Since the curriculum is a learning program's lifeblood, its existence necessitates dynamic design, execution, and evaluation in line with contemporary developments and the demands of science, technology, and the arts.[2]

Program evaluation is defined as the process of explaining, gathering and disseminating information to describe or understand a program, or make decisions related to the program.[3] Program evaluation is an activity to obtain an overview of the state of an object that is carried out in a planned, systematic manner with clear directions and objectives[4] yields policy-relevant knowledge about the discrepancy between the expected policy performance and what is actually produced.[5] Evaluation is understood as a systematic and planned process for

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gathering and analyzing information about the effectiveness of a program.[6] How far the program has succeeded in achieving its goals so that it can be taken into consideration in making decisions. The decision in question is to determine whether the program can be continued or stopped. [7]

One of the most well-known models of theories in the field of evaluation use is Stufflebeam's CIPP model. The CIPP evaluation methodology is a cyclical process, according to Stufflebeam.[8] The CIPP Evaluation Model comprises the following components: (1) Context (which aims to describe and detail the environment, unmet needs, populations and samples served, and program objectives); (2) Input, which includes the initial ability of students and schools to support a learning program; (3) Process, which focuses on how well the activities carried out in the learning program are carried out in accordance with the plan; and (4) Product, which focuses on things that demonstrate changes that have occurred in the input, in this case the achievement of program objectives.[9]

Outcome-Based Education (OBE) is one strategy used to adapt to education in the twenty-first century.[10] The philosophy of outcome-based education, or OBE, is goal-oriented. By the completion of their education, every student must have achieved their objectives.[11] The attainment of results and the learning process serve as the yardstick for the procedure's success. Student-centered education is known as outcome-based education (OBE) or simply outcome-based education [12]. Sometimes referred to as needs-based education, competency-based education, or goal-based education. The OBE concept is an advanced method for creating a curriculum system that employs reverse thinking, is student-driven, and results-oriented. [13]

2 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 Universitas Negeri Medan, namely the accounting department, the economics department and the Management department as well as 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 examine the results of the questionnaire and make a tabulation of the answers from the respondents who meet the predetermined criteria. For measurement, the researcher used the Likert scale. For the Respondent Achievement Level (TCR) classification, the following equation is used:

$$\text{TCR} = \frac{Mean\ score\ x\ 100}{maksimum\ score} \quad (1)$$

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

3 Result and Discussion

The object of this research is at the Faculty of Economics, State University of Medan. Faculty of Economics from 3 Departments and 9 study programs. The subjects of this study consist 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 Social Science Statistics Program (SPSS). For the context variables for the implementation of OBE in the Faculty of Economics consisting of 12, the input variable consists of 17 items, the process variable consists of 32 items, and the product variable consists of 15 items are declared valid according to the table below:

Table 2. Reliability

No.	Sig.	Explanation
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, inputs, processes and product variables in the OBE curriculum of the Faculty of Economics Universitas Negeri Medan have a Cronbach alpha value above 0.80. So, it can be said that all items in the questionnaire can be said to be reliable or reliable 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 carried out at the Faculty of Economics, 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's achievement rate (TCR)

Table 3. Context of Respondent Achievement Level (TCR)

Item	TCR Skor	Criterion
P1	65,2	Good
P2	63,7	Enough
P3	64,9	Enough
P4	64,3	Enough
P5	63,7	Enough
P6	63,1	Enough
P7	63,2	Enough
P8	64,2	Enough
P9	63,1	Enough
P10	64,7	Enough
P11	65,1	Good
P12	65,5	Good

From the results of the data analysis, it can be seen that 177 respondents about the implementation of the OBE curriculum in the Faculty of Economics based on context variables are included in the sufficient category with an average of 64.2. There are several items that are already good, namely the suitability of the vision, mission and objectives of the study program, and the clarity of the content of competencies in learning outcomes. Items that are still in the sufficient category are the suitability of the field of work with expertise, suitability with the world of work, the implementation of creative and innovative learning. For input variables, the following data is obtained:

Table 4. Input of Respondent Achievement Level (TCR)

Item	TCR Skor	Criterion
P13	65,3	Good
P14	65,3	Good
P15	64,9	Enough
P16	65,6	Good
P17	61,7	Enough
P18	60,5	Enough
P19	60,9	Enough
P20	65,2	Enough
P21	62,5	Enough
P22	62,6	Enough
P23	62,8	Enough
P24	68,4	Good
P25	64,5	Enough
P26	64,2	Enough
P27	66,0	Enough
P28	65,3	Enough
P29	62,1	Enough

Based on the table above, it can be seen that for the input variables for the implementation of the OBE curriculum at the Faculty of Economics, the highest data is 68.4 and the lowest is 60.5 with an average respondent achievement rate (TCR) value of 63.9 with the sufficient category. Some of the items that have been good, namely the suitability of the organizational composition of the courses includes MKWU, MKDU, MKDK, MK Faculty, and MK Study Program, the order of courses is arranged based on scientific level, Availability of standard laboratories, Implementation of creative and innovative learning. Items that are still in the sufficient category include the suitability of the amount of credit load per semester, the adequacy of standardized classrooms, the completeness of learning resources in the library, the availability of varied teaching materials, the availability of lecture event units and the availability of semester learning plans. For process variables, the following data is obtained:

Table 5. Process of Respondent Achievement Level (TCR)

Item	TCR Skor	Criterion
P30	64,1	Enough
P31	63,8	Enough
P32	65,1	Good
P33	66,3	Good
P34	61,5	Enough

P35	64,6	Enough
P36	63,5	Enough
P37	63,2	Enough
P38	61,1	Enough
P39	64,4	Enough
P40	64,9	Enough
P41	65,6	Good
P42	65,5	Good
P43	65,5	Good
P44	66,0	Good
P45	64,7	Enough
P46	63,4	Enough
P47	67,6	Enough
P48	65,3	Good
P49	66,0	Good
P50	64,3	Enough
P51	65,4	Good
P52	64,2	Enough
P53	64,3	Enough
P54	64,7	Enough
P55	64,2	Enough
P56	64,9	Enough
P57	64,3	Enough
P58	63,8	Enough
P59	64,0	Enough
P60	64,0	Enough
P61	62,8	Enough

From the results of 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 in the sufficient category. It is known that the average score of the respondent's achievement rate (TCR) is 64.47 with the highest score of 66.3, which is the conformity of the proportion of assignments and the lowest score of 61.1, which is the conformity of student attendance with academic regulations. For the product variable, the following data is obtained:

Table 6. Product of Respondent Achievement Level (TCR)

Item	TCR Skor	Criterion
P62	64,3	Enough
P63	63,3	Enough
P64	64,2	Enough
P65	61,0	Enough
P66	62,6	Enough
P67	62,6	Enough
P68	63,4	Enough

P69	63,6	Enough
P70	63,8	Enough
P71	64,5	Enough
P72	63,1	Enough
P73	60,8	Enough
P74	63,5	Enough
P75	62,8	Enough
P76	65,3	Good

Table 6 is a presentation of information about the level of achievement of respondents towards the implementation of the OBE Curriculum at the Faculty of Economics on the product aspect. The highest data was 65.3 with the good category about the level of academic culture and the lowest was 60.8 with the category of enough level of student discipline. The average respondent achievement rate (TCR) was 63.2 with the enough category.

4 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) score obtained 64.2 which confirms that students consider the vision, mission, CPL, CPMK, suitability of work with the field of expertise, curriculum with DUDI and the clarity of the content of competencies and abilities that are assessed are quite in accordance with student expectations. The evaluation of the input aspect of the Respondent Achievement Level (TCR) score was obtained at 63.9 which confirmed that the faculty of economics has a complete set of learning resources, classrooms, media, suitability of lecturers' fields of expertise, and the availability of SAP and RPS is considered sufficient by students. Regarding 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 material delivery, and the processing of grades based on the weight of the assessment in the RPS, the evaluation of the Respondent Achievement Level (TCR) assessment process was obtained by 64.47 in this instance. The product component of the Respondent Achievement Level (TCR) score of 63.2 indicates that students are in agreement with or meet their expectations regarding the appropriateness of competencies with the advancement of science and technology, the degree of academic culture, the degree of etiquette, the frequency of library visits, the accomplishment of academic achievements, and the acquisition of professional certifications.

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