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Developing an instrument to evaluate the influential factors of the success of local curriculum

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Abstract

The purpose of this study is to create an instrument to evaluate the factors that influence the success of the local curriculum in senior high school. The instrument developed is essential to find out what factors influence the success of the local curriculum. This research is a research and development which consists of three stages: (1) initial investigation, (2) design and validation stages, (3) trials, evaluations, and revisions. The results of small scale trials were analyzed using EFA (Exploratory Factor Analysis), obtaining one invalid item from 32 items. The results of a wide-scale test analyzed using CFA (Confirmatory Factor Analysis) obtained all indicators have loading factors> 0.3 and reliability constructs> 0.7. The results of the analysis show that the developed instrument fits the data obtained in the field. From the constructs of the instrument development, it is indicated that there are nine influential factors, consisting of regional government support, local community support, local industry support, academic community support, student interest, student motivation, practical tools, practical materials, and funds to buy lab material. The instrument developed has been used properly to obtain information about the factors that influence the success of the local curriculum.

Keywords: *evaluation instrument, influential factors, local curriculum*

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Introduction

Among all countries around the world, Indonesia is one well-known country with its various diversity in terms of tribes and cultures that exist in every region. This each-region uniqueness certainly needs to be appropriately maintained by every element of society and government. Each member of the community and government of the Republic of Indonesia needs to contribute to supporting sustainability for the country. The central and regional governments need to collaborate in providing stimulus to the community to create individuals who can support the sustainability of cultures in Indonesia. Thus, due to this large-scale diversity, maintaining harmony in it is an important thing that should be endlessly done.

One of the unique districts in Indonesia is the district of Meranti Islands. Meranti Islands is a National Food Security Development area which is well-known as the largest producer of sago in Indonesia, which has become the primary source for the community. There are 20% of Meranti Islands people who make sago as the main production for supporting their families. The Meranti Islands Regency community also has coconut, rubber, coffee, areca groves, which become the economic sources for the Meranti Islands Regency community as well (Central Bureau of Statistics, 2016). Besides, some people make financial resources from fishery products in the Regency. The regional potency which is owned by Meranti Islands Regency cannot yet be maximized as a means of creativity for the community in Meranti Islands Regency in im-

proving the community's economy, because the population has not been able to manage the maximum yield of the plantations and fisheries. Most people only sell out the products from plantations and fisheries that have been harvested. Meranti Islands Regency people has not been able to utilize, preserve, and develop the independent natural resources they owned.

Based on the aforementioned problems, an effective solution is urgently needed so that the people in Meranti Islands Regency can make the region's potential as a source of creativity and can be the primary source of income for the people of Meranti Islands Regency in improving their financial condition. All elements of the community and government in Meranti Islands Regency need to think of strategic steps as an effort to preserve and develop the potential of the area in the Meranti Islands Regency. The central, regional, and all elements of society must strive to make adequate facilities and infrastructure that can function in developing natural resources or potential areas in Meranti Islands Regency.

The central government has designed efforts to develop and maximize the potential of the region in collaboration with local governments. Central and regional governments have made policies that are very effective in an organized system and called the local curriculum (LC). LC is a plan and arrangement regarding the content and material of the lesson as well as the method used as a guideline for learning activities set by the respective regions (Utomo, Sumiyati, & Suwandi, 1997, p. 1). This policy is regulated in the Regulation of Minister of National Education No. 22 of 2006 concerning content standards stating that local content and self-development activities are an integral part of the curriculum structure at the level of primary and secondary education. The basis of this policy is because the Republic of Indonesia consists of various regions with diverse geographical conditions, natural resources, and communities with different historical and cultural backgrounds.

The diversity above needs to be addressed with a system that can accommodate the needs of the regional government and the community in developing the potential of the region. It can be done through a local curriculum that is packaged in the form of learning activities. The school gets the authority from the government to develop the local curriculum by adjusting the potential of each region. Therefore, education units need to create and develop Graduates Competency Standards, Competency Standards, Basic Competencies, and other learning tools equipped with assessment tools and set minimum completeness criteria.

Decentralization provided by the central government to the government through the local curriculum gives full authority to local governments, schools, and communities to develop the potential of the region or natural resources in the Regions. Regions that have different potentials and natural resources can maximize the opportunities provided by the central government. Thus, the development of the local curriculum is handed over to the local governments to collaborate with schools and communities to develop curricula following the regional potential, socio-cultural, natural resources, and regional needs (Osborne, 2001, p. 660). Based on this policy, local governments that are more aware and understand their regional potential can develop and produce a product that can be sold so that it can improve the economy of the people in each region.

The LC is a bridge for regions to develop natural resources or regional potential. The LC becomes a system that is very effective in preserving and developing regional potential in each region. The LC designed through learning activities and run for two hours each week. Regional learning provides new colors for students in which students are directly involved in preserving and developing natural resources or regional potential (Prastiwi, 2013, p. 211). Preservation and development are applied directly by students in curriculum activities in the form of yoga, plantation, and entrepreneurship. The LC became a curricular activity favored by students in the Meranti Islands Regency, Riau Province. Students are very enthusiastic in participating in curriculum activities contained in the LC.

The LC becomes a facility and infrastructure that makes a very effective contribution in preserving and developing the potential of the region or natural resources owned by the Meranti Islands Regency. The LC is a breakthrough that guides local governments in bridging education with students, so that students can adapt to the environment, culture possessed by the Meranti Islands regency. Breakthroughs that have been designed by the central government through the LC make students able to develop and preserve the environment become something useful. Prastiwi (2013, p. 509) believes that it can help students recognize their cultural identity. In addition, through the content of the students, they can produce creativity for students, especially for students who do not continue their study at university.

The LC becomes a critical system in preserving the culture and potential of the region. Saputra (2013, p. 619) explains that LC is essential in maintaining the local wisdom of a region. LC can help the government in realizing the regional vision to enrich students with local cultural knowledge, student attitudes, and increase students' ability to socialize it to other regions (Prastiwi, 2013, p. 209). Therefore, the learning activities contained in the curriculum need to be carried out continuously in a classroom learning system. This learning activity is expected to provide maximum results in providing understanding and formation of student character so that the love for culture, natural resources, and potentials in the region will continually be growing.

Schools have sought preservation and development of natural resources or regional potential through the local curriculum (LC). Schools in Meranti Islands Regency have implemented local curriculum through weekly and theoretical learning activities. However, the LC that runs is not in line with the expectations. The LC which is expected to be an effective means to preserve and develop regional potential do not run optimally in accordance with procedures which are mandated by the ministry of education and culture. The implementation of regional learning in the local curriculum in schools does not have the objectives and targets to be achieved. Most teachers do not have the learning tools. The assessment carried out by the teacher is limited to the assessment of the cognitive aspect. As a result, the teacher has difficulty in assessing psychomotor aspects, for instance, the students' practice.

Kunter et al. (2013, p. 206) state that teacher education is an important variable as a quality of control that has a contribution in achieving the success of learning so that to achieve these goals, the teacher who teaches the subject must be in line with his field. Liakopoulou (2011, p. 66) insists that a teacher must have professional qualifications and knowledge as needed. However, high schools in the Meranti Islands Regency area do not have special local the LC teachers who administer the LC subject. The LC teachers who are in the school of the Meranti Islands Regency are from general subjects (Biology, Physics, Mathematics, economics, geography, etc.) because the school has difficulty in finding teachers who really have the LC expertise or teachers who have a background in cultural arts.

Evaluation is considered as an activity of identifying, clarifying, and also applying criteria of success to the results of a program (David, Kartowagiran, & Harjo, 2016, p. 28). Perez and Mardapi (2015, p. 149) state that the main purpose of the evaluation is to see the weaknesses or shortcomings of the education program. Evaluation can improve internal and external needs of educational programs such as curriculum, teachers, clarity of school programs in improving student learning achievement and available resources (Sugiyanta & Soenarto, 2016, p. 195). From the statement, it can be concluded that the role of evaluation is to help stakeholders make decisions based on the criteria they have set. Evaluation can be used to help stakeholders for many purposes in helping to improve the education process.

Curriculum evaluation is an integral activity of curriculum development activities. The curriculum that has been developed needs to be evaluated in order to see the achievement of the curriculum objectives that have been developed. However, curriculum

evaluation is not only used to obtain information about performance, but also as a measure of the value or effectiveness of any particular activity in education, whether it is a national project or every part of work done by the students. Hussain, Dogar, Azeem, and Shakoor (2011, p. 265) mention that 'Curriculum evaluation refers to information on the value and effectiveness of a particular program.' Bharvad (2010, p. 72) explains 'Curriculum evaluation refers to the process of studying the merit or worth of some aspect, of the whole a curriculum.' In other words, it can be interpreted that curriculum evaluation is in accordance with the process of awarding or value from several aspects or the whole of the curriculum.

Curriculum evaluation plays a very important role in getting information about the achievements of the curriculum that has been developed. Uys and Gwele (2005, p. 98) state that 'curriculum evaluation is a systematic way of examining all components of a curriculum whose results are in evaluative conclusions.' van den Akker and Verloop (1994, p. 422) state that 'curriculum evaluation is an important aspect that can answer fundamental questions about the achievement of the purpose of developing a curriculum.' From this information, it can be concluded through curriculum evaluation, evaluators, or stakeholders can check the achievement of the curriculum through basic questions concerning the objectives compiled.

Curriculum evaluation activities play an essential role in detecting the success of learning because the problems of learning outcomes that are not achieved are oftenly addressed in the curriculum. Yeung (2010, p. 190) argues that 'curriculum evaluation has an important role in solving problems that occur in the curriculum'. In addition, Hakan and Seval (2011, p. 593) agree that 'curriculum evaluation is a phase of choosing information, obtaining, analyzing, transferring, using, and making decisions to improve curriculum quality.' National Research Council (2004, p. 4) states that 'three components of the work frame must be determined to evaluate the curriculum, namely; (1) program materials and principles in designing curriculum, (2) quality of curriculum implementation, and (3) curriculum impact on student achievement. These three things can show how far the curriculum has been developed effectively.' Figueiredo, Leite, and Fernandes (2016, p. 283) suggest that curriculum evaluation is an activity of analyzing the process and impact of the curriculum that runs at school. Leathwood and Phillips (2000, p. 479) assert that with curriculum evaluation, other activities such as understanding, teaching practices, learning, and assessment can be improved. It shows that the curriculum is the basis for the success of teaching and learning activities conducted in the classroom.

According to Haghparast, Sedghizadeh, Shuler, Ferati, and Christersson (2007, p. 14), understanding of problems in learning can be known by investigating or evaluating a running curriculum. Schools can explore intensively approaches that can be used to improve the current curriculum (Adin-Surkis, 2015, p. 35). Thus, it can be concluded that the standard of the good or poor curriculum can be seen by evaluating the curriculum. Curriculum evaluation must be thoroughly evaluated because the curriculum developed is based on objectives, background, policy, and needs analysis equipped with infrastructure and supporting elements to achieve the objectives. All parts of the components that form the basis of the birth of a curriculum that starts from the component context, input components, process components, product components to the impact of the curriculum for individual students need to be evaluated.

Method

Research on LC input evaluation instruments was carried out using a research and development model. The purpose of this study was to produce a product in the form of an instrument to evaluate the input of the LC in a high school in the Meranti Islands Regency. The research model used in this study is the model compiled by Borg and Gall (1983) consisting of 10 stages which are simplified into three steps, namely: (1) initial investigation, (2) design and validation stages, (3) trials, evaluations, and revisions.

Initial Investigation Phase

The initial investigation in this study was carried out by a qualitative approach. Respondents or participants in this study were the curriculum principals and local culture teachers from four schools, namely: SMAN 3 Selatpanjang, SMAN 1 Tebing Tinggi Barat, MAN 1 Selatpanjang, and SMAN 2 Rangsang. The investigation was carried out by interviewing principals in the curriculum section and local culture teachers related to the supporting factors to succeed in implementing local curriculum at senior high schools in the Meranti Islands regency. Interviews in this research were used to explore what factors support the success of the LC in the senior high schools located in Meranti Islands Regency. The results of the interview were then analyzed using the method which was proposed by Miles and Huberman (1994), including; data reduction, data display, and also conclusion.

Model Design Phase

Based on the results of the initial investigation carried out through interviews with school principals in the curriculum and regional culture teachers, the main factors influencing the success of the local curriculum were obtained, namely; government support, community support, industry support, and support from the school's academic community, interests, student motivation, equipment, materials and funds to run the local curriculum. These factors are the key to the success of the local content curriculum that needs to be seen in the field using valid and reliable instruments.

Content Validity

The factors influencing the success of the local curriculum that have been obtained from the interviews were made in the form of questionnaires. Questionnaires that have been developed based on these factors were validated by experts. Expert validation was used to see how far the instrument content in the form of a questionnaire is valid and can be tested empirically in the field.

Trials

The trial was conducted twice, namely small-scale trials and large-scale trial. The small-scale trial aims to see the quality of the instrument in the form of a questionnaire that has been developed and the feasibility of the sample used. Small-scale trials were conducted on 100 high school students. The data obtained were analyzed using EFA. The large-scale trial also aims to see the quality of the construct of the instrument consisting of construct validity and construct reliability from the input factors used to evaluate the local curriculum. A large-scale test was conducted on 300 high school students. The results of the trial were analyzed by the CFA analysis technique with the help of the Lisrel 8.0 program.

Sources of Information

The sources of information in this study were the school principals in curriculum section, regional cultural teachers, and also students. The three sources of information are the subjects that clearly understand the local curriculum of senior high schools in the Meranti Islands Regency. This research was conducted at all high-school-level schools located in Meranti Islands Regency, Riau Province, Indonesia.

Findings and Discussion

Findings

Content Validity

The results of the expert measurement and evaluation were analyzed using the Aiken validity formula. The Aiken validity analysis is used to see whether the items of the instrument which was developed are in accordance with the indicators or factors which were found through the interview process. Aiken's validity would prove that the instruments that have been developed by the researchers are valid. Thus, the results of the analysis are clearly presented in Table 1.

Table 1. The Result of Aiken Analysis Validity

Factor	Item	Coefficient	Criteria
Government Support	1	0.778	Medium
	2	0.889	High
	3	0.889	High
	4	0.889	High
Society Support	5	0.778	Medium
	6	0.667	Medium
	7	0.889	High
	8	0.889	High
Neighborhood Industry Support	9	0.889	High
	10	0.778	Medium
	11	0.889	High
	12	0.778	Sedang
School Community Support	13	0.889	High
	14	0.889	High
	15	1.000	High
	16	0.889	High
Student Motivation	17	1.000	High
	18	0.889	High
	19	0.889	High
	20	0.778	Medium
Student Interest	21	1.000	High
	22	0.889	High
	23	0.667	Medium
Practice Tool	24	0.778	Medium
	25	0.778	Medium
	26	0.667	Medium
Practice Material	27	0.778	Medium
	28	0.667	Medium
	29	0.889	High
Practice Funds	30	0.778	Medium
	31	0.778	Medium
	32	0.778	Medium

Based on the analysis in Table 1, it can be concluded that of the 32 items developed, all of them are in the range of 0.4 to 0.8 and 0.8 to 1.00 with the categories 'Medium' and 'High'. These results indicate that the instruments developed can be used to evaluate the factors that influence the success of the LC.

Small-Scale Trial

Data from the small-scale trial were analyzed using EFA (Exploratory Factor Analysis) to see whether the number of samples used was feasible to be analyzed further by factor analysis. The analysis results show the value of Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) of 0.771 (KMO>0.5) and Bartlett's Test of Sphericity of 0.00 ($\alpha<0.05$). The results of this analysis indicate that the sample used as many as 100 respondents fulfilled the requirements to be analyzed using factor analysis. Furthermore, the anti-image correlation value was obtained 31 points of the anti-image correlation value which is greater than 0.5 and one item less than 0.5, namely item 31, so it can be concluded that the 32 items that have been developed, only 31 items that are worthy of being used to evaluate the factors that influence the success of the senior high school the LC in Meranti Islands Regency, while one other item must be discarded. The results of the analysis can be seen in Table 2.

Table 2. Anti image correlation

No	DP	No	DI	No	DM	No	DS	No	Mi	No	Mo	No	AP	No	BP	No	DP
	Anti Image		Anti Image		Anti Image		Anti Image		Anti Image		Anti Image		Anti Image		Anti Image		Anti Image
1	0.71	5	0.84	9	0.84	13	0.73	17	0.75	21	0.65	24	0.75	27	0.79	30	0.84
2	0.59	6	0.85	10	0.75	14	0.83	18	0.83	22	0.73	25	0.64	28	0.74	31	0.37
3	0.74	7	0.66	11	0.78	15	0.84	19	0.71	23	0.82	26	0.85	29	0.86	32	0.83
4	0.78	8	0.67	12	0.79	16	0.74	20	0.82								

Based on Table 2, of the 32 items which are developed, 31 items have a greater anti-image correlation value of 0.5, and are declared appropriate to be used to evaluate the input of the local curriculum so it can be concluded that only 31 items can be used to evaluate the LC. The following result is the reliability of the instrument using Cronbach's Alfa. The results of the analysis show that the input evaluation instrument that has been developed is reliable because it has the value of Cronbach's Alpha 0.82 (more than 0.70). The results of the analysis are clearly presented in Table 3.

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
0.820	32

Large–Scale Trial

A large-scale test with 200 respondents was used to see how far the indicators or factors influencing the success of local curriculum have an acceptable level of construct validity and reliability. The basic factors that lead to the success of the local content need to be tested to see how far these factors become the factors or indicators that influence the success of local content. This construct must be empirically tested and analyzed using the statistics of confirmatory factor analysis first order (CFA) to determine the level of validity and reliability of all constructs which are obtained from the interviews with deputy principals in the curriculum section. The results of the confirmatory factor analysis are presented in Table 4 and Table 5.

Analysis with the first order confirmatory factor analysis (CFA) also shows a model compatibility test of factors that influence the success of local content. The results of the CFA analysis indicate that the measurement model which has been formulated has Chi-Square value <2df, P-value> 0.05, and the RMSEA <0.08. GFI> 0.9 and AGFI> 0.9. The results of the first order CFA analysis indicate that the measurement model that has been formulated meets the provisions of the goodness of statistics.

Table 4. The result of confirmatory factor analysis

Factor	λ	Category
Government Support	0.60	Valid
Society Support	0.75	Valid
Neighborhood Industry Support	0.73	Valid
School Community Support	0.75	Valid
Student Motivation	0.66	Valid
Student Interest	0.65	Valid
Practice Tool	0.73	Valid
Practice Material	0.65	Valid
Practice Funds	0.45	Valid

Table 5. Construct reliability

Factor	λ	Error	Contruct Reliability
Government Support	0.60	0.64	
Society Support	0.75	0.44	
Neighborhood Industry Support	0.73	0.47	
School Community Support	0.75	0.44	
Student Motivation	0.66	0.56	0.87
Student Interest	0.65	0.57	
Practice Tool	0.73	0.47	
Practice Material	0.65	0.57	
Practice Funds	0.45	0.80	

The results of the construct reliability analysis in Table 5 show that the instruments that have been developed have acceptable reliability values (CR> 0.7). Based on the results

of the validity and reliability of the instruments developed, it can be concluded that the instruments that have been developed have met good validity and reliability so that it is appropriate to be used to evaluate the LC.

Discussion

The development of instruments to evaluate factors that influence the success of local content is carried out through a qualitative approach. Qualitative research can explore in depth what factors influence the success of a program through in-depth interviews with key participants who understand a program (Creswell, 2012). Quantitatively, these factors need to be detected using instruments that are valid and reliable so that the weaknesses or shortcomings of these factors can be corrected as early as possible. Valid and reliable instruments can provide accurate information about the weaknesses and strengths of an ongoing program or curriculum (Andrian, Kartowagiran, & Hadi, 2018; Hadi & Andrian, 2018). The instruments developed must be valid and reliable in content and construct because both components of validity and reliability are important points in the development of an instrument so that effective instruments can facilitate researchers to get good information (Tooth, Nielsen, & Armstrong, 2013). Effective instruments can fully describe what components or factors need to be improved to increase the quality of a program. Stakeholders can improve the program based on information from a measurement carried out by a valid, reliable, and effective instrument (Widodo & Sudarsono, 2016).

Conclusion and Suggestions

Conclusion

From the interviews, nine factors can influence the success of the local content curriculum, namely, local government support, local community support, local industry support, academic community support, student interest, student motivation, practical tools, practice materials, and funds to buy practice materials. The instrument has been validated by experts and analyzed using Aiken validity to produce valid items with the lowest coefficient value of 0.667 and the highest of 1.00. From the 32 instruments analyzed using exploratory factor analysis (EFA), only 31 instruments had an anti-image> 0.05, while one instrument that had an anti-image was less than 0.05. All indicators developed have a factor load value or more than 0.3 and the reliability coefficient is above 0.70 so that from the 32 items developed only 31 instruments can be used to evaluate factors that influence the success of the LC.

Suggestion

The instrument developed in this study portrays the factors that can influence the success of the local curriculum in the Meranti Islands Regency based on regional cultural characteristics so that further researchers are advised to develop the same instruments in areas with different characteristics. The development of the latest instruments is expected to provide in-depth insight into the development of instruments in certain contexts or characteristics.

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