

# An Evaluation of the Quality of Geography Learning Program at SMA Negeri 1 Mayong Using Ekop Model

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## **Abstract**

*The research purpose was to evaluate the quality of geography learning program in Public Senior High School 1 Mayong, Jepara Regency. The research was evaluative research with EKOP model, which is quality and learning output evaluation. Research sample was determined by purposive sampling technique. The collected data was from closed questionnaire answered by 37 students of XI IS 1 class and a geography teacher. The data was qualitative and had been described to conclude the research results. The results showed that teacher's performance score was 4.08 (good category); learning facilities score was 3.63 (good category); class atmosphere score was 3.28 (adequate category); student's attitude score was 3.37 (adequate category); and the learning motivation score was 3.57 (good category). Learning output in academic and social proficiency was 4.49 (very good category). From the total recapitulation of learning quality, the score was 3.59. Therefore, it can be concluded that the quality of geography learning program was good*

**Keywords:** *evaluation, quality, learning program, geography, EKOP model*

## **1. Introduction**

Evaluation of learning program was an important step that cannot be separated from learning, so that in the process it is used to know the situation and get information related to the processes that occur in educational institutions. Evaluating activities in the learning program was basically useful to get the data used in making a planned and appropriate decision both individually and groups, so it could find the solution of problems that occur in the learning activities. This opinion is supported by Arikunto (2009) that the evaluation of the learning program is useful to know the success rate of the planned activities. Widoyoko (2016) stated that the evaluation of the learning program is a systematic and continuous activity to collect, describe, interpret, and present information on the implementation of the design of the learning program that the teacher has drawn up to be used as the basic basis for making decisions, formulating policies or preparing the next learning program

Learning activities are closely related to quality measurement. Thus teachers may want to improve the performance in one of their activities like what occurred in SMA Negeri 1 Mayong. Especially with the development of education in the 21st century it is the right time for educators to improve the quality of learning programs. Geography instruction by the teacher has been fully organized because he has designed the learning objectives by making syllabus and lesson plans. The implementation of the instruction has used media, methods, models and learning resources that are relevant to the subject matter. The instructional components that have been organized by teachers are those included in the scope of the program evaluation objectives of Arikunto (2009) which cover inputs, materials or curriculum, teachers, methods or approaches in teaching, facilities (learning tool or educational media), human environment, non-human environment. Knowing these conditions then the evaluation of geography learning program in SMA Negeri 1 Mayong can be implemented to prove the quality level, which has never been done before/ It is imperative to carry out the evaluation of the learning program by using right model, so that the results can be accepted by all audiences.

Evaluation Model and Output Learning (EKOP) is the right model to use because it has been well developed and tested. The model was a combination of CIPP model (Context, Input, Process, Product) and Kirkpatrick evaluation model with reduction and extension on some aspects of evaluation (Widoyoko, 2008). EKOP was an evaluation model made by Prof. Dr. Sugeng Eko Putro Widoyoko, M.Pd. The advantages of the model, among others

are it is flexible and dynamic, so it can be modified without changing the indicators, thus it can even be developed further. These advantages were supported by Widoyoko (2008) that the evaluation coverage of the EKOP model is comprehensive, systemic, systematic, practical and economical enough to be used in its implementation. Previous research has confirmed that the EKOP model can be used flexibly in evaluating a program. The results of research by Raupu (2016) prove that EKOP model can be used to analyze the quality of mathematics teaching in SMK Technology Tri Tunggal '45 Makassar. Trisnani, Hasyim, & Djasmi (2015) used this model to evaluate the science learning program at SMP Negeri Terbuka 20 Bandar Lampung. Nurfarida (2013) used EKOP model in Play Group Tunas Bangsa in Kejambon Village, Gondang Mojokerto District. Based on the above facts the EKOP model can be used in evaluating the geography learning program.

## **2. Methods**

This research was an evaluative research by using Evaluation Model of Quality and Output Learning (EKOP). The approach used was goal-oriented evaluation because it was used to know the level of quality of learning implemented. The model is useful to analyze each sub component of learning quality and output of learning except the personal skills because the questionnaire instrument is less supportive to the state of the field. The data in the form of quantitative data were described to know the quality level of the learning program. This study used purposive sampling, so that the data came from a questionnaire filled by students of class XI IS 1 of 37 students and 1 geography teacher in the academic year 2016/2017. The questionnaire was adapted from Widoyoko (2016) with a few changes based on the needs

## **3. Results and Discussions**

### **The Result of Data Analysis**

Quality Evaluation and Output Learning (EKOP) model can be used as an alternative to evaluate the quality of the ongoing learning program. The evaluation process of this model consists of two main components, the quality of learning divided into 5 sub-components and learning output consisting of 3 sub-components. These sub-components have various indicators that can be used as a basis for concluding the end result of the quality of the learning program and its output through the recapitulation of learning quality based on the results of quantitative data calculations performed both sub-components and all components of the quality of learning and learning output. Based on the results of research (2) learning facilities, (3) class climate, (4) student attitudes, (5) student learning motivation, while the learning output is limited to (1) academic skills, and (2) social skills. The results of the learning component computations and social skills were consulted with the evaluation standards of the learning program based on Widoyoko (2016) while the academic skills were evaluated by using the academic skills assessment criteria based on Widoyoko (2016) to summarize the results. The results of this study are shown below:

### **Teacher Performance**

Teacher performance has an important role in learning because with the performance of a good teacher can affect the condition of ongoing learning and at the same time can affect the resulted output. So important it is so that there is a need for an assessment in the subcomponent. Subgroups assessed in teacher performance include: (1) mastery of geographic materials, (2) understanding of student characteristics, (3) mastery of learning management, (4) mastery of learning strategies, (5) mastery of learning outcomes assessment, (6). Based on the research results as shown in Table 1.

Table 1. The result of Sub Component of Teachers Performance

<b>Sub Component of Teacher Performance</b>	<b>Average Score</b>	<b>Conclusion</b>
Mastery of Geographic Material	3.83	Good
Understanding the Characteristics of Students	4.15	Good
Mastery of Learning Management	4.29	Good
Mastery of Learning strategies	3.83	Good
Mastery of the assessment of Learning Outcomes	3.70	Good
Assessment of teachers	4.66	Very Good
Sub-total	4.08	Good

Based on the Table 1 it can be concluded that all sub-components of teacher performance are mostly good except in sub-assessment of teachers which has a very good quality. An excellent ability to conduct assessments can be used as a form of added value in improving the professional competence of teachers in their activities. The calculation results in the above sub-totals can also reinforce how well teachers perform so it can be concluded that the results are good.

### Learning Facilities

Learning facilities have very important in supporting activities in class. The complete learning facilities are used to facilitate the performance of teachers in delivering geography materials. Delivering material that is easy to accept by the students will certainly impact on the level of good student understanding in the learning process. Sub-components assessed in the learning facilities include: (1) learning space, (2) completeness of instructional media, (3) condition of instructional media, (4) completeness of learning resources, (5) teacher assessment. Based on the research results it can be concluded as Table 2.

Table 2. The result of Sub Component of Learning Facilities

<b>Sub Component of Learning Facilities</b>	<b>Average Score</b>	<b>Conclusion</b>
Learning Space	4.15	Good
Completeness of Instructional Media	3.13	Sufficient
Condition of Learning Media	3.43	Good
Completed Learning Resources	3.63	Good
Assessment of teachers	3.83	Good
Sub-total	3.63	Good

The Table 2 shows that all the sub-components of learning facilities are good except on the completeness of the learning media, which is sufficient. The low average score of the completeness of instructional media needs to be considered for immediate improvement, so that with increasing the average score it can support the effective implementation in learning. Sufficient assessment can cover the weakness because the calculation on the total sub component of learning facilities can be summed up as good.

### Classroom Climate

Classroom climate shows a direct picture of the interactions that occur between students with each other and between students in the classroom. Intensive interaction is very

important to have conducive condition and to realize an effective and meaningful learning. Subgroups assessed in the classroom climate include: (1) student cohesiveness, (2) student involvement, (3) student satisfaction, (4) teacher support, Based on the results of the research, the following results are obtained in Table 3.

Table 3. The result of Classroom CLimate Sub Component

<b>Sub Component of Classroom Climate</b>	<b>Average Score</b>	<b>Conclusion</b>
Student Cohesiveness	2.87	Sufficient
Student Involvement	3.62	Good
Student Satisfaction	3.40	Good
Teacher Support	3.21	sufficient
Sub-total	3.28	Sufficient

The result of the subcomponents calculation shows the balance. This is evidenced in student cohesiveness and teacher support that fall into enough category whereas in student involvement and student satisfaction concluded either. The scores that are sufficient need to be improved to increase the classroom climate.

### Student Attitude

Student attitude is a manifestation of the behavior of students in the classroom either in the form of action or speech. Attitudes and actions need to be managed to lead to teacher-designed learning objectives. Subgroups assessed in students' attitudes include: (1) understanding of geographical benefits (Cognition), (2) pleasure in geography (Affection), (3) tendency of action. Based on the results of the research obtained the results of the calculation in Table 4.

Table 4. The results of Students Attitude Sub Component

<b>Student Attitude Sub Component</b>	<b>Average Skor</b>	<b>Conclusions</b>
Understanding the benefits of geography (Cognition)	3,92	Good
Fun for geography (Affection)	3,17	Sufficient
Trend of action	3,01	Good
Sub total	3,37	Sufficient

Based on the results of the Table 4 the sub-component attitude of students which has a low average score is a sense of pleasure to geography. The problem is very pity because the pleasure can increase the level of interest and willingness of students to learn and even grow better, so it needs to be resolved. The sub-total assessment also shows that the student's attitude component is sufficient so there is still a need for improvement.

### Student's motivation

Student motivation is needed so that students feel happy in the process of learning activities undertaken. Another benefit of learning motivation is to change student behavior better than ever before, especially in achieving academic success. Subgroups assessed in student learning motivation include: (1) orientation to success, (2) failure anticipation, (3) innovation, (4) responsibility. Based on the results of research conducted to obtain the results as shown in Table 5.

Table 5. The Result of Learning Motivation Sub Component

Learning Motivation Sub Component	Average score	Conclusions
Orientation to be success	3.94	Good
Failure Anticipation	3.55	Good
Innovation	3.50	Good
Responsibility	3.29	Sufficient
Sub Total	3.57	Good

Based on the Table 5 all components of learning motivation are good except responsibility. Sub-components of responsibility with a low average can be an indicator of the need for supervision for the school to improve. The deficiencies that occur above can still be covered with the result of the good sub-total score.

### Learning Output

Teacher performance has an important role in learning because with the performance a good teacher can affect the resulting output conditions. The results of the intended output are the students' own skills. The sub-components assessed in the learning output include: (1) academic skills, from the result of the calculation shows the mean score of 5.00 in the academic skills because all students meet the Minimum Geographical Criterion (KKM) amounting to 77 taken from the midterms test scores. (2) the students' ability got the score of 3.99. Based on the results of research conducted obtained the results of the calculation as Table 6.

Table 6. The Result of Learning Output

Learning Output Component	Average Score	Conclusions
Academic Skills	5.00	Very Good
Social Skills	3.99	Good
Total	4.49	Very Good

The Table 6 gives an average score in academic skills that fall into very good category while in social skills the average score is good. These yield very good category in the total output of learning . Learning with excellent output needs to be maintained so that its quality does not decrease.

### Recapitulation of Learning Quality

Recapitulation of the learning quality was basically the average value of the subdivision of the sub-components of learning quality. The calculation was done so it could be known whether the learning program was done well or not in accordance with the criteria specified. Assessment of components of learning component quality used the procedure or steps based on Widoyoko (2016). The sub-components assessed in the quality of learning include: (1) teacher performance, (2) learning facilities, (3) class climate, (4) student attitudes, (5) student learning motivation. Based on the results of research conducted the results of the calculation were obtained as shown in Table 7.

Table 7. Result of Learning Quality Recapitulation

Teacher Performance Sub Component	Average Score	Conclusion
Teacher Performance	4.08	Good
Learning Facilities	3.63	Good
Classroom Climate	3.28	Sufficien
Students Attitude	3.37	Sufficient
Students' Learning Motivation	3.57	Good
Total	3.59	Good

The result of recapitulation of learning quality shows the difference in each component. It can be known by the domination with the conclusion both on the five sub-components above. Classroom climate and student attitudes need to have attention so that the result will increase even though compared with the mean of all sub components, the teacher performance subcomponent was good.

### Quality of Geography Learning Program at SMA Negeri 1 Mayong

The results of this study prove that, on the whole, the quality of geography learning program in SMA Negeri 1 Mayong is good. These results still need to be reviewed because there are still some sub-components with sufficient categories. First of the subcomponent was learning media. Learning media was the completeness that must be owned and utilized in the learning process undertaken by the teacher. The importance of instructional media is expressed by Mahnun (2012) that instructional media is an inevitable need to succeed in achieving student progress and can be used to change behavior as expected. This opinion is confirmed by Rasyid (2008) that the use of learning media in the teaching and learning process in the classroom can provide a significant psychological effect in the process of gaining knowledge in accordance with the purpose of the teacher. Based on these opinions, the learning media in the classroom had an important role to support the effectiveness of learning, so the more complete the learning media that was owned then there were many alternative choices that could be used by the teacher to deliver the material to students as well as to make it much easier for the students to understand.

Another benefit of the completeness of instructional media is that they are useful to improve the quality of learning. The quality of learning can be of value from various aspects. Some aspects that are often used in assessing these qualities are interest, motivation and learning outcomes. Various previous studies have shown that media can influence students' learning interest (Hidayah, Rusnaini, & Winarno, 2016; Taradipa, Siswandari, & Sumaryati, 2013). Learning media can also influence students' motivation and student learning outcomes (Halidi, Husain, & Saehana, 2015; Sjukur, 2012; Wulandari, 2016).

Learning media can also be useful to facilitate student learning styles. The type of learning style of students is basically different so that the completeness of learning media must be considered, because students can learn optimally if they interact with suitable media based on learning style. Based on above understanding then the conclusion made is that the learning media can be used to stimulate students to be more eager to understand the learning materials so that the quality of learning can increase. Other research also proves that there is an influence of media and learning styles on the improvement of the quality of learning (Aini & Sudira, 2015) so that the role of learning media will have a positive impact if they are complete.

In terms of the completeness of various types of learning media, SMA Negeri 1 Mayong still has limitations. The classes observed by the researcher had no maps, globes and images relevant to the geographic material so that it is less conducive when used in conveying some geographic material. Knowing the problem then the teacher can make use of the existing learning resources in the environment around the students to compensate the lack of media completeness.

The second problem was marked with the lowest score in the subcomponent of student cohesiveness. Student cohesiveness in learning could be seen in the learning process. During the learning activities in SMA Negeri 1 Mayong no good coordination between one student and the other, and there was often the dominance by certain students in the group so that the students were not compact. Knowing the problem, teachers can stimulate students' cohesiveness to be intertwined and improved by using different types of instructional media, learning methods and collaborative or cooperative learning models. Based on the results of research (Azis, Adnan, Muis, Musawwir, & Faisal, 2013; Budiawan & Arsani, 2013; Zakaria, 2010) it has been shown that the strategies proposed are relevant to support the cohesiveness of students. Other strategies for better student cohesiveness can be done by giving teachers rewards and punishment. The reward and punishment strategy is proved to have a positive impact in improving the quality of learning (Sujiantari, 2016; Wulandari & Hidayat, 2014). Reward strategy can be done by giving positive feedback in the form of additional value or praise in order that the group cooperation can look more compact, as well as in the implementation of punishment strategy, teachers can provide punishment in accordance with the agreement.

The third problem was viewed from the trend of action which had the lowest score. The trend of action is basically a tendency, willingness or desire of students to obtain the target, the desire and satisfaction in a learning activity. The students' trend to act was low because the teacher's role was minimal in giving motivation in the learning of geography so that the students were not eager to act. Solutions to overcome this problem is that the teacher can motivate students in the learning process by using media, methods, learning models and other strategies that are considered appropriate so that students can improve the activity, skills and learning outcomes.

The fourth problem as known from the lowest value of the sub component was the responsibility of the teacher. The responsibility of teachers in carrying out their duties become the basic foundation of the implementation of learning activities, in addition teachers who are responsible in their role can have a positive impact for the purpose and success of learning can be achieved more easily. Usman (2001) explains there are three tasks of teachers as professionals, that is to educate, to teach and and train. Based on the above opinion then the teacher acts as a facilitator, in addition to his responsibility as a motivator and evaluator. The role of geographic teacher as a motivator and evaluator is still lacking because the students are still not motivated in their activities, whereas as evaluator the teacher is still not proficient in performing diagnostic assessment for student difficulties. Based on the problem then the teacher should increase its professional competence.

Strategies for becoming a professional teacher can be developed in a certain way. According to Suharso (2013) the professional development of teachers can be done by participating in training or in in-service training, reading and writing journals or other scientific papers, participating in scientific meeting activities, conducting research such as TOD, participation in professional organizations / together with other professionals at school. The strategies should be reviewed further so that the professionalism and responsibilities of teachers are increased so that they become more disciplined in the the instructional process.

#### **4. Conclusions**

Based on the results of this study it can be concluded that the quality of geographic learning program implemented in the State High School Mayong is good as shown in the recapitulation of the quality of learning. The quality of good learning needs to be reviewed by taking into account the average score that falls into sufficient criteria in certain sub components so that the results are better. Suggestions given for School should support activities that increase the capacity of teacher professionalism and complement the various needs of teachers and students in carrying out the process of learning activities and the evaluation of learning programs on a regular basis. It is suggested for teachers to further enhance their role, competences and responsibilities in educating and teaching students to make the learning process more effective.

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