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THE EVALUATION OF DECISION-MAKING PROCESS AND IMPLEMENTATION OF LOCAL CONTENT SUBJECT LEARNING MATERIALS AT THE ISLAMIC SENIOR HIGH SCHOOL (MADRASAH ALIYAH) IN MATARAM WEST NUSA TENGGARA INDONESIA

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ABSTRACT

This research aims to examine the decision-making process and implementation of local content subject learning material at Madrasah Aliyah Mataram (the State Islamic Senior High School). Drawing on the data gathered from interviews, documentation, focus-group discussion, and questionnaires, it was discovered that the inclusion of the local content subject, English for Tourism, in the school did not proceed need assessment involving teachers, students, and community; and that the formulation of cognitive competence and indicators were not constructed through instructional analyses and did not the domains of Audience, Behavior, Condition, and Degree (ABCD). The learning materials taken from the internet used by the teachers did not correspond to the conditions of material development. In addition the teachers of the local content subject have not developed a set of annual and term-based learning programs, syllabus, and lesson plans. Another finding also revealed that the evaluation instruments constructed did not correspond to the learning objectives and indicators; that the instructional guideline was not clear; and that the learning process resembled the implementation of other general lessons.

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INTRODUCTION

The learning of MULO (local content subjects), particularly in state Islamic schools in the city of Mataram, has been implemented since the use of competency-based curriculum and perpetually adopted during the employment of Kurikulum Tingkat Satuan Pendidikan (KTSP, School-based curriculum) with reference to the standard of ISI 2006. To date, even until the current research takes place, the inclusion of MULO remains being one of the regular subjects in Madrasah Aliyah Mataram (State Islamic Senior High School). Nested in the initial research findings, it was unveiled that the decision-making process and selection of MULO as the subject were generally determined through an assembly involving the school superintendents, the results of which were subsequently submitted to the respective teachers who would plan and execute the learning activities. Such decision making does not go through the process of needs analysis involving the teachers

of the school, local government, local community, and students' parents. The involvement of the last two stakeholders as the decision makers is a manifestation of public participation. Hasbullah regard such a kind of involvement as the socio-communal involvement through a participative approach, whereby the people, particularly the parents of the students, are given wider opportunities to participate in seeking for the alternatives to education barriers (Hasbullah, 2010:58). The inclusion of the local content subject aims to afford the students to understand the regional potentials. Such an inclusion of local subjects can be better facilitated through the development of local content subject materials, such as the followings: (1) identifying the regional situation and needs; (2) determining the functions and arrangement or composition of local excellence; (3) identifying the materials of local excellence; (4) determining the subjects of local excellence; and (5) constructing the standard of competence and syllabus with reference to the content standard determined by the national professional certification body (known as BNSP in Bahasa) (Ahmadi, et al., 2012 : 132).

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In the initial findings, it was also discovered that there was an adequate set of instruments for the local content subject learning that was presumably developed by one teacher, notwithstanding the existence of four teachers specialized for the teaching of the local content subjects in the school. The instruments comprised of the results of effective time, annual programs, term-programs, syllabus, lesson plans, and the assessment instruments, which will be used to gauge the extent to which the competency of the local content subjects has been attained.

The fact that only one teacher develops learning instruments is due to low opportunity of teachers attending teacher training. This matter is explained by Iskandar based on the result of his research isone among the identified shortcomings is that many teachers were poorly trained in both subject matter and teaching practice. Research conducted by Iskandar is about English as Local Content Subject in Indonesian Primary Schools: Teachers View and its Impacts on Teaching Delivery. The findings of this study are the teachers argue that English as an local conten, the students would see as less important, which in turn demotivates them in learning the subject. In addition, English would be perceived as only additional subject, therefor there was always every chance that this subject be excluded from school curriculum. In the presentation of materials the teachers also have to combine textbooks with others materials to suit their school environment.

Drawing on the aforementioned findings, this research aims to thoroughly unveil the decision-making process and implementation of the local content subject drawing on the process of identifying the analysis of needs, the formulation and development of the competency, the development lesson plans, the development of learning instruments, the implementation, and evaluation of the teaching and learning process of the local content subject at Madrasah Aliyah Mataram. The curriculum and the implementation of the local content subject are inseparable to the national curriculum. The students ought to possess knowledge, experience and skills regarding the local potentials promoted in the region, yet it sustains the students' nationalism. Technically, in the realm of education, this can be organized through the design of national curriculum entailing only basic guidelines, which are subsequently added by the real contents in the curriculum deployed in each autonomous region (Ahmadi, dkk, 2012: 13). In the effort to instill the regional cultural values through education institutions, the local content subjects are subject to be taught at every Islamic schools or schools in general. The local content subjects should have framework for its practice or even its learning guidelines at the schools or Islamic schools.

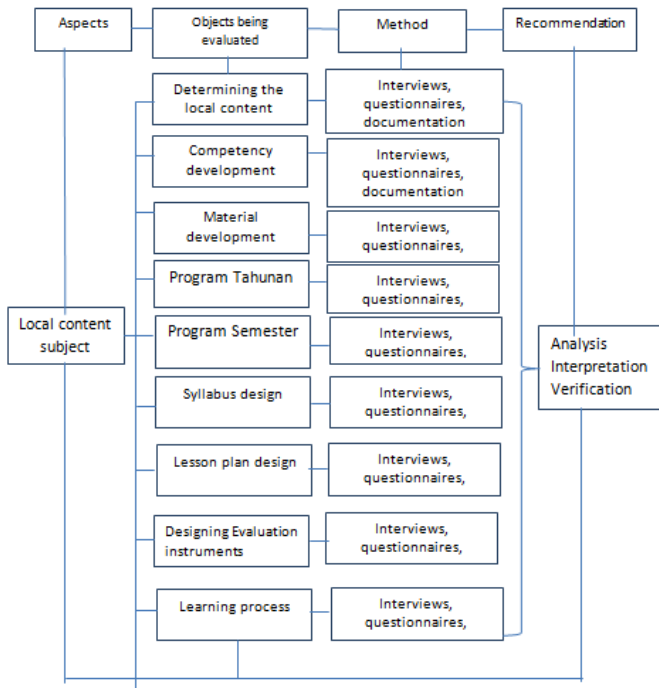
The implementation of education pertinent to the local excellence is based on the constitutions No. 20 Year 2003 regarding the national education system, chapter 1 article 1 para 16, which stipulates that the education based community is the implementation of education characterized by religion, social, culture, aspiration and communal potentials as the manifestation of education from, by and for the people (UUSPN RI No 20/2003: 151). The curriculum developed by drawing on the social condition is regarded as local content subject curriculum (Dakir, 2010: 111). Such a local content subject curriculum is justified by (1) the decree of Ministry of Education and Culture of Indonesian Republic number

0412/U/1987 on July 11th1987; (2) its implementation has been stipulated in the decree of the General Director of Elementary and Secondary Number 173-C/Kep/M/87 on the 7th of October 1987 (Dakir, 2010 : 111); (3) Government regulation of Indonesian Republic regarding the National standard of Education chapter III article 14 para 1 (the amendment of National standard education, 2015 : 67). (4) government's regulation of Indonesian Republic Number 32 year 2013 pertinent to the amendment of government's regulation Number 19 year 2003, section two regarding the structure of curriculum, section six regarding local conten subjects; (5) government's regulation of Indonesian Republic Number 13 year 2015 with reference to the second amendment of the government's regulation Number 19 year 2003. Indonesian government policy in developing local content can be pure subjects or interegerated in others subject pearning process. The result of research conducted by Dwianto about The Development of Science Domain Based Learning Tool Which is Integerated with Local Wisdom to Improve Science Process Skill and Scientific Attitude, mentioned that the problem was that teacher does not know to integerate envirionment potention with learning process exactly. This study aims to (1) thoroughly delineate the decision-making process and implementation of local content subject learning (known as MULOK in Bahasa) at Madrasah Aliyah Mataram; (2) describe the formulation and competency development of local content subjects at Madrasah Aliyah Mataram; (3) discover the phases of developing the learning materials for the local content subjects at Madrasah Aliyah Mataram; (4) gain the description and documents of materials for the local content subjects at Madrasah Aliyah Mataram, (5) get the model for the design of materials of the local content subjects by the teachers at Madrasah Aliyah Mataram; (6) gather the description and ways used by the teachers of local content subjects to perform the teaching and learning process at Madrasah Aliyah Mataram; and (7) collect the description regarding the development of evaluation instruments and ways to evaluate the local content subjects at Madrasah Aliyah Mataram.

METHODHOLOGY

This research belongs to qualitative evaluative case study design. Howard regards such an approach *asfield work* (Denzin& Lincoln, 2009: 299). Nonetheless, the researcher employed the term 'case study' in order to be more centered on the questions as stated in the statement of the problem for the sake of thoroughly studying a single case, which were about the decision-making process, implementation and assessment of learning local content subjects at Madrasah Aliyah Mataram. This research began by identifying the case. It derived from the question pertaining to the effectiveness of the local content subjects learning at an Islamic school. The results were then used to determine the case as the focus of the research strengthened by conducting the initial study at the research site. The current research aims not to generate of renew existing theories. Nevertheless, this research aims to probe the case occurring, namely regarding the decision-making process, implementation and assessment of local contents subjects learning at Madrasah Aliyah Mataram. Therefore, the research deployed the *intrinsic case study*, because the research did not focus on the abstract case and generation of theories, instead it attracted the researcher (Denzin, & Lincoln, 2009: 301). Hence, this case study was conducted to evidence whether a theory regarding the

decision-making process, implementation and assessment of local content subjects learning can be implemented in certain situations.



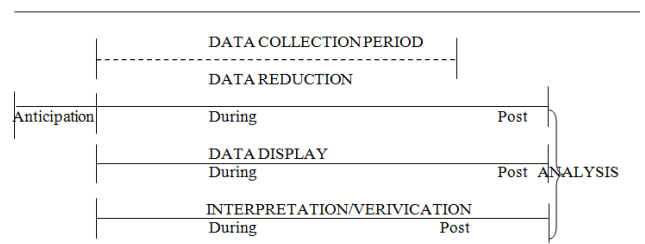
Picture 3.1. The design evaluation for determining the local content subject in Madrasah Aliyah Mataram

Samiaji opines that case study is a research methodology grounded in the empirical evidence (not a laboratory study) that aims to prove whether certain theories can be applied in certain contexts or not (Sarosa, 2012: 115). The research problems were carefully observed, and its context was thoroughly examined so that the researcher found it easier to unveil the motives externally from the case of decision-making process, implementation and assessment of local content subject learning at Madrasah Aliyah Mataram. With this regard, case study is seen as a model for the evaluation of curriculum, regarded as a primary model of other models, which centers on curriculum development (Hasan, 2008: 228). For this reason, it is incumbent upon the researcher to know well the examined curriculum. In this regard, Walker as cited in Hasan states that, when using the evaluative model of case study, the evaluator should first familiarize him or herself with the curriculum (Hasan, 2008 : 229). As a consequence, the design evaluation for this study can be illustrated as beneath:

In the evaluative model case study, the main instruments for the data collection are interviews and observation. The instruments developed do not resemble the one made based on the theory of measurement. Instead, the instruments deployed by the evaluator were the ones that afford the possibility for the open-ended responses (Hasan, 2008: 230). In line with this, Wirawan states that evaluative qualitative uses qualitative data, the data of which were garnered using qualitative instruments (Wirawan, 2011: 187). Apart from using interviews and observation to collect the data regarding the decision-making process and implementation of local content subjects learning at Madrasah Aliyah Mataram, the researcher also employed documentations, focus group discussion, and questionnaires. These instruments were used to collect the data pertinent to the decision-making process of local content subjects, and the teachers, student, and community participation in such

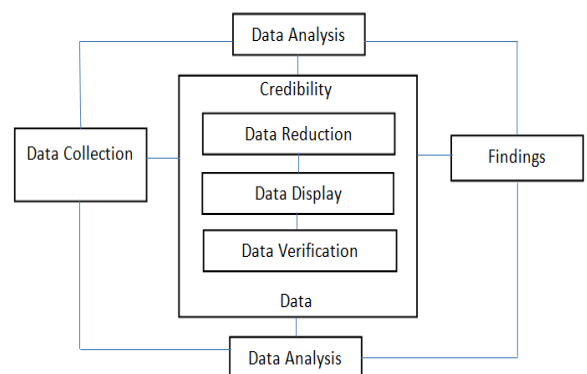
decision. In addition, the interviews were also used to gain the data regarding the formulation and development of competency, the ones who were involved in the design, and the descriptions of the competency, which become the indicators or learning objectives. Also, the data collected through the interviews were about the development of local content subject learning, materials development, assessment design, and the implementation of the local content subject learning at Madrasah Aliyah Mataram. On the other hand, documentations were used to collect the written evidence regarding the decision-making process of local content subject, learning instruments, lesson plans, and learning materials used for the learning of local content subjects.

The data collected in this research were taken from the interviews, documentations, observations, focus group discussion, and questionnaires, whereby the latest data were analyzed using descriptive qualitative technique. The data collected from the interviews, documentations and observations were qualitatively analyzed, because they were not numeric data, rather a chunk of words. Hence, the researcher kept using words to extend the findings into texts. Therefore, this study entails three phases of data analysis procedure at the same time, namely data reduction, display, and interpretation (Miles & Huberman, 2007: 16). The three elements of the data analysis can be illustrated as the following diagram:



Picture 3.2. Components of Data Analysis line model (Matthew B. Miles, A. Michael Huberman, 2007: 18)

The process of data analysis above can be illustrated as in the scheme beneath:



Picture 3.4. The process of analyzing Data

RESULTS AND DISCUSSION

The local content subject, *English for Tourism*, at Madrasah Aliyah Mataram did not go through the process of *need assessment*, yet it was determined and set through a meeting among the school superintendents. The reason for the inclusion of English for Tourism as the local content subject at the state Islamic school was because of the school's strategic location in

the tourism region. It was to facilitate the need of the students to be able to communicate in English and their interest in working in the tourism industries. After being determined as the local content subject, all the following processes, including preparation, planning, and implementation, were extended to the teacher appointed as the teacher of the local content subject at Madrasah Aliyah Mataram. Ideally, in the decision-making process, there should be a need analysis as an attempt to figure out gaps; the gaps of which were caused by the mismatch between the reality and the ideal situation. In this regard, Katherine and Debby state that “*in the needs assessment the instructional designer identifies the gap between current state of affairs and the ideal situation, with the resulting gap representing the need*” (Cennamo & Kalk, 2005: 22). The statement above means that, in the process of need analysis, the learning designer should identify gaps between the current events and the ideal circumstances. Likewise, Suparman regards ‘needs’ as the gaps between the current and ideal situation (Suparman, 2011 : 73).

Therefore, the decision for the inclusion of the local content subject, *English for Tourism* Madrasah Aliyah, made through a meeting cannot be categorized into the process of need analysis as stated by the aforementioned experts. The assembly was not meant to discover gaps nor to figure out the causes of such gaps; instead it aimed to reach an agreement on the local content subject. The decision of the inclusion of certain local content subject should ideally involve a group of people as the source of information being eligible to measure the needs as advocated by Suparman (2011: 76-77), who opines that the three groups of people who are ideally used as a source of information, namely (1) objectives (university students/students), particularly the ones who have been employed. Despite the fact that part-time students were difficult to find in schools, they cannot be necessarily excluded from being the source of information. (2) community, including students’ parents and the ones who will employ the graduates.

The former is expected to provide factual information, not to mention the possibility for them to participate in promulgating their thoughts that serve purposes as learning resources for the students. Parents as the source of information are hoped to play roles and participate in encouraging the students to learn based on their needs. The community, employers, will be able to share information necessary and skills that both the students are expected to have and that the employers are expecting to have as the users of the graduates. (3) educators, including the teachers and school superintendents. The third group of source of information plays a pivotal role, because of their tasks and responsibility for planning and executing the learning activities. The plans for the learning of local content subject were designed by the teachers appointed by the school. The plans include developing the competency of the local content subject, either the construction of standardized competency or the basic competency. After constructing the two competencies, the teachers were then to design the learning instruments, which include (1) the analysis of effective weeks, (2) the analysis of annual program, (3) term-program, (4) syllabi, and (5) Lesson Plans. However, the construction of such learning instruments was done only by one teacher out of four appointed teachers, while the other three were only to deploy those instruments in the teaching and learning of the local content subject. The development of the aforementioned learning instruments is a part of curriculum development.

School or Islamic schools in developing curriculum of the local content subject should involve teachers responsible for the teaching of such a subject and other related institutions, such as The Team of curriculum development of the department of national education (known as TIM Pengembang Kurikulum Depdiknas, Lembaga Penjaminan Mutu Pendidikan (LPMP) in Bahasa), universities, other institutions beyond the department of national education, such as local government, related regional departments, education councils, industries, community figures, experts, and other relevant parties (Ahmadi, dkk, 2012 : 11-12)³. Apart from the teachers as the designers of the learning instruments, it was also found that the only learning materials used by the teacher were only PowerPoints. On the other hand, other learning materials were ready-used materials, which were not designed by the teacher. One of the ready-used materials was the textbook authored by Marc Helgesen and Keith Adams, which was too used by the Bribie School Australia associated to *Sister School*. The material was complete enough entailing memos, table of contents, contents, review, and working sheets for the students. The textbook was used as the learning material for the local content subject, *English for Tourism*, because it contains the materials pertinent to the tourism industries, where in its implementation was adjusted to the context in Lombok. Hence, the teachers did not develop the learning material, rather they used available resources. The assessment instruments developed did not enclose all aspects of attitude, knowledge, and skills, as such centered on assessing the aspect of cognition. The assessment in learning should be conducted comprehensively, which involves the aspects of cognition, affective and psychomotor using two forms of assessments: test and non-test, as advocated by Sanjaya that assessment is categorized into test and non-test (Sanjaya, 2010: 354). With this regard, the former is used to assess students’ knowledge (cognition), while the latter is employed to gauge students’ psychomotor and attitude, because it is not adequate for the teacher to only assess the aspect of knowledge, but also other tenents, such as skills and attitude. In this regard, Mulyasa states that students are assessed on the basis of how they interact; how they socialize in the community; and how they apply the learning gained in the class in day-to-day interaction (Mulyasa, 2013 : 144).

What is more, the material was not completed with the guidelines for the students to do the exercises. The questions developed in the lesson plans did not accord with the given indicators or the expected skills for the students to acquire. If the questions given in the exercises are not relevant to the indicators or objectives of learning, the test cannot be used to measure what it is meant to be. The researcher found such an illustration regarding the implementation of the local content subject in the documents of lesson plans designed by the teachers. In the method of learning, the teachers generally used the term *Trhee-Phase-Technique*, namely *elabrotion, exploration and confirmation*. The data garnered from the interviews revealed that the teachers employed various teaching methods that encourage students’ participation, such as *paper games*, and *role play*. Even to empower the students’ attitude and English language skills, a study tour visiting some tourism places in Lombok was conducted. Anchored by the data from the observation, it was found that the the learning process in the local content subject classroom did not differ from that of the conventional classrooms. The process went through three phases, namely opening, main and closing activities.

On the other hand, the most prominent instructional method used by the teacher was lecturing, questioning and answering, and doing exercises. Another teaching method found, despite its absence in the lesson plans, was task-based. File comprising of students group work was used as the concrete evidence for the implementation of this method. The tasks required the students to create brochures or papers. The former included the hotel profile, address, and facilities, while the latter got the students to describe using pictures and writing about the profile of tourism objects in Lombok.

Conclusion

The inclusion of the local content subject, *English for Tourism*, in the school did not go through need assessment involving teachers, students, and community (students' parents and industries), nor other related institutions, such as universities, regional curriculum development team, the provincial and regional branch ministry of religious affairs, education quality insurance body, and other parties such as regional development body, and tourism office. The development of both the standardized and basic competencies were designed and developed by one of the teachers teaching the local content subject. The basis for the design was through the analysis of various relevant tourism materials, which subsequently was to formulate the competencies of the local content subject, *English for Tourism*.

The learning instruments used included: (a) the use of available materials for the teaching of *English for Tourism*, and the materials designed by the teacher was from taken from the Internet, yet did not accord with the procedures for the learning materials design. (b) the annual and term-programs, syllabus, and the lesson plans were based on Kurikulum Tingkat Satuan Pendidikan (KTSP) (the school based curriculum) 2006, which was developed by one of the teachers. The assessment instruments in this subject were developed simultaneously together with the design of the lesson plans. However, the questions constituting the test did not accord with the indicators or the learning objectives. Additionally, the instruments did not have clear guidelines, and only did the instruments cover the aspects of knowledge at the expense of the aspects of attitude and skills. The learning process took various instructional methods, such as *role play*, and game. Nonetheless, in its application, the teachers prominently employed lecturing, questioning and answering, and doing exercises. Only did one class apply the *role play* technique. Never did the researcher find any teacher assessing the students comprehensively involving the aspects of cognitions, skills and attitude in the local content subject classrooms.

Suggestion

Anchored in the findings of the current study, it is recommended that the *English for Tourism* be continuously taught as the local content subject at Madrasah Aliyah Mataram concerning the suggestions beneath:

- It is incumbent upon the Ministry of Religious Affairs of West Nusa Tenggara and Mataram city to coordinate with the curriculum designers to guide the implementation of the local content subject at Madrasah Aliyah Mataram.

- It is necessary for Madrasah Aliyah Mataram to involve a myriad number of parties in developing the curriculum of the local content subject, including the Ministry of Religious Affairs, teachers, school committee, regional curriculum development team, universities, and other related institutions, such as industries, related states departments, and regional development body.
- It is important upon the school master to provide wider opportunities for the teachers, especially the teachers of the local content subject to improve their skills in developing the lesson plans, materials, and assessment instruments.
- It is necessary for the respective teachers at the state Islamic secondary school to make self-efforts for the quality improvement in designing the learning instruments, lesson plans, learning materials, and assessment instruments.

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