

Curriculum Evaluation of Primary 1 (Grade 1) Integrated Curriculum of La-orutis Demonstration School in Nakhon Nayok Province by CIPP Model

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Abstract

The purpose of this research is to evaluate the primary 1 integrated curriculum of La-orutis Demonstration School in Nakhon Nayok province, Thailand. In the study, a questionnaire and teacher interviews were used as data collecting tool. Using content analysis percentage, mean, standard deviation and content analysis assessed the data obtained from the study. The findings of the study showed Context Evaluation, Input Evaluation, Process Evaluation, Product Evaluation and the Achievement Evaluation in the opinion of the school administrators, personnel, school board, teachers, and students agreed that it was appropriate at a high level. However, parents agreed that it was appropriate at a moderate level.

Keywords: *curriculum evaluation, integrated curriculum, CIPP model*

1. Introduction

The curriculum is an important mechanism in every education administration, it's similar the ways of advantage of the education that the students had performed and to achieve the ultimate goal of the program goals. In addition, the curriculum provides a tool that allows students to live in a civil society, the quality of the future advances in everyday effectively [1].

Therefore, curriculum evaluation is of great importance in the education process, because the curriculum is a necessary tool for quality control and quality assurance of multiple studies from classroom level. Curriculum evaluation is required and the curriculum evaluation planning is required in accordance with the assessment goals and the curriculum evaluation results must be applied. Thus, the curriculum evaluation is an indispensable step in the curriculum development process.

And because the curriculum always has been changed on the appropriate time according to many aspects, that made curriculum development is a continuous process to create a curriculum to use in school. The evaluation program must be evaluated by a group of people who are involved, including teachers, students and parents in the school itself. If the school has curriculum evaluation continuously, it will be the development of teaching and learning as well. The learning achievement and academic achievement are rising every year continuously.

La-orutis Demonstration School in Nakhon Nayok province has been teaching in the school for 3 years ago and have been integrated curriculum grade 1 used in teaching students in each generation. The students, through teaching the curriculum integration in grade 1 through 3 years, and they graduated in lower elementary level in the year 2018. The curriculum will focus on the integration from several courses together with a blend or interpolate knowledge over the course requires knowledge from many disciplines to solve problems or increase understanding. The students will learn by doing more rather than

textbooks. The learning will focus on the students learning process rather than only sit in the classroom learning

But after the integrated curriculum was implemented, in the teaching of the demonstration school for 3 years, researchers have tried to consider whether integrated curriculum learning has been found a number of doubt factors involved in teaching, or even self-learners, such as integrated classes across subjects, and whether learners will have the full knowledge of the core subjects or not. Parents also do not trust the school's integrated curriculum because many parents still trust in the image of a separate subject.

These issue then became a key issue that the researchers wanted to evaluate the curriculum integration of the Grade 1, because it was during the early learning students to learn curriculum integration before they step up to the higher level using an assessment of CIPP Model which is a model commonly accepted today. And its assessment is consistent with the scope of the study to assess. The assessment CIPP Model divide the evaluation into four areas: the context or environment (Context Evaluation: C), the basic or input factor (Input Evaluation: I) the process (Process Evaluation: P) and the product (Product Evaluation: P) [2].

The overall aim of the CIPP model, which gives importance to process evaluation, is to look at all the components of the evaluation and look for answers to these questions. Stufflebeam's Context, Input, Process and Product evaluation model is a comprehensive framework for conducting formative and summary assessments of projects, staff, products, organizations and evaluation systems. The CIPP evaluation model is structured to provide and guide a comprehensive, systematic review of social and educational projects, especially in the dynamic and septic conditions of the real world The model has been refined and used by various disciplines [3].

The most basic principle of the model is "to develop, not to prove". the proactive implementation facilitates the decision-making and quality assurance of model, and makes the way for retrospective use. They provide a unique systematic and contextual guide to the assessment of needs, services and learning. Stufflebeam and Shinkfield demonstrate this connection with the following observation: Context, Input, Process, and Product evaluation has strong alignment with service and principles f the model. It seems that the CIPP model looks at the education from a more system point of view. It focuses on providing an assessment service for the current curriculum to the decision makers of an institution, rather than pursuing an individual study [4].

Thus, researchers as La-orutis Demonstration School teachers expect to Tevaluate the primary 1 (grade 1) integrated curriculum of La-orutis Demonstration School with CIPP Model). Because researcher have opinion that this school have used an integrated curriculum foresees some problems arising from the use of integrated curriculum, so it has examined how the integrated curriculum implementation are in line with the needs of students, parents, including those who involved, including teachers, whether there are problems or obstacles to using this integrated curriculum. Therefore, we evaluate the Grade 1 integrated curriculum to benefit effective and consistent quality teaching and context of the school, as well as to build confidence for those involved, including student's parents. From that condition, researcher had therefore determined the purpose of research to evaluate the primary 1 (grade 1) integrated curriculum of La-orutis Demonstration School Nakorn Nayok with CIPP Model.

2. Methodology

2.1. Population

Population were 1 school director, 3 teachers from academic office of, 33 classroom teachers, 100 lower–primary students (Grade1-3), 200 parents, 17 school committees, and 20 Suan-Dusit University staff, total 374 people.

2.2. Sample

Sample were 1 school director, 3 teachers from academic office of, 19 classroom teachers, 54 lower primary students (Grade 2-3), 100 parents, 17 school committees, and 20 Suan-Dusit University staff, total 312 people were random by simple sampling.

2.3. Research Tools

The instruments used for data collection were questionnaires and interview forms.

2.4 Data Collection

1. Sent letter to parents and the school board for the assistance in data collection.
2. Sent letter to parents and the school board to request assistance in providing information for the research
3. Collect information from a sample with researchers.

2.5 Data Analysis

1. The quantitative data analyzed with frequency and the percentage (%).
2. The qualitative data analyzed each series of answering open-ended questions and interviews form were ordering, classification on each issue and content analysis.

3. Results and Discussion

3.1. Results from Students' Opinion

3.1.1. Context evaluation: C

In the issues of learning activities and learning content can found satisfaction at the highest level. The process concluded that the samples were satisfied at the highest level, for an average total.

3.1.2. Input evaluation: I

In terms of teaching efficiency found the satisfaction at the highest level. In the efficiency of school executive satisfaction were at the highest level. In the field of media material satisfaction were at the highest level. In the learning sources satisfaction were at the highest level. The learning rooms were satisfied at the highest level. In the course time were satisfied at the highest level. By concluding, the input showed the highest level of satisfaction.

3.1.3. Process evaluation: P

In the field of learning show satisfaction at the highest level. In terms of measurement and evaluation of customer were satisfied at the highest level. The process concluded that the samples were satisfied at the highest level.

3.1.4. Product evaluation: P

In terms of achievement, satisfaction at the highest level. In terms of satisfaction in school integrated curriculum with satisfaction at the highest level. In terms of groups' tasks satisfaction were in the highest level. In summary, the output or result were satisfied at the highest level.

3.2. Results from Teachers' Opinion

3.2.1. Context evaluation: C

In the context of the school philosophy showed satisfaction at the highest level. In terms of school visions were satisfied at the highest level. In terms of goals / mission were satisfied at the highest level. The aims of the curriculum were satisfied at the highest level. In terms of curriculum structure found satisfaction at the highest level. In a matter of learning were satisfied at the highest level. In terms of learning outcomes expectation were satisfied at the highest level. In conclusion of the context, the respondents were satisfied at the highest level.

3.2.2. Input evaluation: I

In terms of teachers' efficiency were satisfied at the highest level. In terms of school administrators' performance were satisfied at the highest level. On the subject of media material satisfaction were at the highest level. In a matter of learning were satisfied at the highest level. In terms of building were satisfied at the highest level. In terms of budget were satisfied at the highest level. In conclusion of the input factors were satisfied at the highest level

3.2.3. Process evaluation: P

The process can be concluded that the samples were satisfied at the highest level.

3.2.4. Product evaluation: P

In summary, the output or curriculum achievement was satisfied at the highest level.

3.3. Results from the Opinion of Parents and School Committee

3.3.1. Context evaluation: C

In the context of the school philosophy were satisfied at the highest level. In terms of school vision were satisfied at the highest level. In terms of goals / mission thought with satisfaction at the highest level. The aim of the course is satisfied at the highest level. In terms of structure, of course, the satisfaction at the highest level. In a matter of learning were satisfied at the highest level. In terms of learning outcomes expected to be satisfied at the highest level. In that context, the respondents were satisfied at the highest level.

3.3.2. Input evaluation: I

In terms of teachers' efficiency were satisfied at the highest level. In terms of school administrators' performance were satisfied at the highest level. On the subject of media material satisfaction were at the highest level. In a matter of learning were satisfied at the highest level. In terms of building were satisfied at the highest level. In terms of budget were satisfied at the highest level. In conclusion of the input factors were satisfied at the highest level.

3.3.3. Process evaluation: P

The process can be concluded that the samples were satisfied at the highest level.

3.3.4. Product evaluation: P

In summary, the output or curriculum achievement was satisfied at the highest level.

3.4. Results from School Administrators' Opinion

The opinion can be summarized as a whole were as follows.

1. Issue 1: The integrated curriculum the use of teaching and learning in Grade 1 occur for main reason: school can found the duplication of the content on some subjects
2. Issue 2: The integrated curriculum can reduce the duplication of content and allow students to learn and enjoy in learning, students can have cognitive skills and the ability to solve problems in everyday life by themselves.
3. Issue 3: The integrated curriculum is consistent with the school vision, mission, goals, including the context and environment of the school.
4. Issue 4: The curriculum structured, expected learning outcome and course descriptions including learning units are suitable for students had taken the content of the core curriculum of Thai nation.
5. Issue 5: There are planning for prepare teachers to be properly integrated with the curriculum and learning content. Classroom teachers will teach integrated curriculum. Before the class, teachers must study the curriculum. The standard measure of the core curriculum and understand the integrated curriculum of school.
6. Issue 6: The management of integrated curriculum and measurement or evaluation, the evaluation criteria will be used to separate groups of subjects on the core curriculum in every school year. And teacher will monitor the academic performance of students. All teachers will joint for conclusion that the academic performance of students in any course an average remained below the standard and find solutions.
7. Issue 7: There is a policy of monitoring the students who complete the class by teaching activities in the course of the integration of the Grade 1 by the classroom teacher. The next classroom teachers will have a talk with the past classroom teacher about the development of individual students. The talking will run for discussion about the student development and promote students go to higher level.
8. Issue 8: The other subjects that are not in integrated subjects do not affect teaching arrangements in other school subjects which some course is skill subject that requires practice. Students will not have the skills they should get enough. About this problem, teacher who processed the course has always tried to solve.
9. Issue 9: The integrated curriculum implementation in the Grade 1, schools and learner success. The integrated curriculum also can make students' cognitive skills and the learning skills can be put to use in everyday life, including problems encountered in everyday life as well. Schools are able to produce students' quality and capacity.

3.5. Discussion

From the results of a study which found that most of the samples were satisfied at high level on all issues. However, in the aspects of the quality of teaching and the number of teaching materials still have to be developed for a variety, modern and adequate to the needs of students. And the samples still need to have opportunity of parents and community to play a role in promoting teaching and learning. That way is open for several learning experiences, not only the education in the classroom.

And from that course content focuses on students' skills and practices. Most of administrators agreed that students also have not the skills enough. Thus, teachers who develop the curriculum should separate out the various skills in additional hours which students can practice alone effectively.

4. Conclusion

The results found most of the samples' opinions were satisfied at high level on all issues. Especially the opinions of student which found terms of teaching efficiency found the satisfaction at the highest level, and the efficiency of school executive satisfaction also were at the highest level. The opinions of students in the field of media material satisfaction also were at the highest level. In the learning sources satisfaction were at the highest level. The learning rooms were satisfied at the highest level. In the course time also were satisfied at the highest level. By concluding, the input showed the highest level of satisfaction. However, researchers have some the others opinion about the curriculum evaluation of La-orutis Demonstration School Nakorn Nayok or the other school as follow:

1. Integrated curriculum should be evaluated at all levels of early-primary school level in order to get the data obtained from the samples and compared the differences in each class level.
2. Should extract the contents of teaching a course in practical skills of Music course - Dance course from the integration hour.
3. The teaching materials and resources used in teaching. should be developed to be more appropriately and sufficiently.

Acknowledgments

Thank you Mr. Sornchai Uttasinok, director of La-orutis Demonstration School, who proposed the guidelines for education. In addition, they also pay attention and encouragement of this research. Therefore, the researchers are very grateful.

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