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The Evaluation of the History Education Curriculum in Higher Education

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Abstract: This study aims to: (1) find out the relevance of the history study program curriculum to the field needs, (2) find out the advantages of the current program curriculum, and 3) find out what content needs to be strengthened in the curriculum program in Indonesia. This research method uses mixed approaches. While the strategy used is that the research has been planned in detail in the proposal before the researcher goes into the field, the suitable strategy is embedded research. The results of the study are: (1) the relevance shows that overall the curriculum content of the program is included in the excellent category or has a good weight; aspects of curriculum implementation amounting to 4.09 which shows that the implementation of the curriculum is already proper, and aspects of curriculum relevant to the needs of the field in the very good category; (2) the advantages of the curriculum that the curriculum has competitive advantages that generally involve; and (3) the things that need to be strengthened include several things such as (1) the need to balance the weight and content of courses, (2) the need for expansion of practicum subjects and the provision of tools, (3) the necessity of conducting prerequisite courses, and (4) the pattern thesis guidance which is further intensified.

Abstrak: Penelitian ini bertujuan untuk: (1) mengetahui relevansi kurikulum prodi sejarah dengan kebutuhan lapangan, (2) mengetahui kelebihan kurikulum prodi yang ada, dan 3) mengetahui konten apa yang perlu diperkuat dalam program kurikulum di Indonesia. Metode penelitian ini menggunakan pendekatan campuran. Sedangkan strategi yang digunakan adalah penelitian yang telah direncanakan secara rinci dalam proposal sebelum peneliti terjun ke lapangan, strategi yang cocok adalah penelitian tertanam. Hasil penelitian adalah: (1) relevansi menunjukkan bahwa secara keseluruhan isi kurikulum program studi termasuk dalam kategori sangat baik atau memiliki bobot yang baik; aspek implementasi kurikulum sebesar 4,09 yang menunjukkan bahwa implementasi kurikulum sudah tepat, dan aspek kurikulum relevan dengan kebutuhan lapangan dalam kategori sangat baik; (2) keunggulan kurikulum bahwa kurikulum memiliki keunggulan kompetitif yang umumnya menyangkut; dan (3) hal-hal yang perlu diperkuat meliputi beberapa hal seperti (1) perlunya keseimbangan bobot dan isi mata kuliah, (2) perlunya perluasan mata kuliah praktikum dan penyediaan alat, (3) perlunya penyelenggaraan mata kuliah prasyarat, dan (4) pola bimbingan skripsi yang semakin diintensifkan.

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INTRODUCTION

There are three functions of higher education according to Law no. 12 article 4 of 2012 concerning higher education, namely (1) developing capabilities and shaping the character and civilization of a dignified nation in the context of the intellectual life of the nation; (2) Developing an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of the Tridharma; and (3) Developing Science and Technology by paying attention to and applying the values of Humanities. To carry out the three functions mentioned above, universities must be able to organize learning that is very supportive of the

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potential development of each student and effective teaching. The learning paradigm changes from a paradigm focused on teachers/lecturers to learning focused on students or students. Higher education is known as Student-Centered Learning as learning that focuses on students. Integrating educational institutions in producing quality learning by lecturers and students becomes a complete form of this approach.

There are many definitions of curriculum, ranging from simple to philosophical complexes. Interpret curriculum as what in school, a set of subjects, a sequence of teaching materials, and a set of performance goals. According to Saylor and Alexander (Mulyasa, 2010, p. 17), the school curriculum is the total effort to achieve the desired success of schools and the community. In this sense, the curriculum is the school's total effort to influence students, both in the classroom and outside of school. This definition refines to a plan to complete a set of learning opportunities to achieve learning objectives. The curriculum can base on curriculum objectives, the context in which the curriculum is used, and the strategies used throughout the curriculum (Nagda, Kim, & Truelove, 2004). Based on the objectives, the curriculum develops reflective thinking from students or as cultural development and preservation channel. The curriculum is used in various meanings, such as subject descriptions or programs that apply in class (Bulach, 2002; Madaus & Kellagan, 2009). All curricula are designed to help students acquire several essential competencies. The curriculum can be seen as an environment consisting of physical, social, and mental conditions. In an even broader view, the curriculum includes the behavior of leaders and educators as a reference in behavior. So school managers' actions will be a reference for students. Today we live in a rapidly changing world, which requires one to have the ability to adapt faster than in the past. The field of education is also not immune from these changes, even though education is a conservative field. Technological developments in the world have an impact on learning systems and models, especially at the level of higher education. Learning in higher education must adapt, especially to the climate and learning development model, both from the basic paradigm of learner-centered learning and the practical paradigm seen from the ability to think highly. The following explains several approaches to universities' higher-order thinking learning process paradigm. One way to evaluate a higher education curriculum that is different from the curriculum in schools is to assess the absorption and relevance of graduates in the world of work, especially in schools that require teachers.

Curriculum material can include syllabus descriptions, curriculum guidelines, learning plans, textbooks, reading material, laboratory equipment, and learning aids. The transaction of education is a learning process that occurs, especially in those that arise in class. The results of implementing the curriculum are many abilities acquired by students. The curriculum used in the History Study Program at Yogyakarta State University since 2001 is constantly reviewed. Curriculum review conducts every four years based on developments in the field of educational evaluation. The review should not only be based on developments in the field of educational evaluation but should also be based on-field needs. It has never been done, so it is time for the doctoral program manager to gather input from the alums about the relevance of their abilities and guidance in their respective workplaces. The number of alums from the doctoral program has approached 100, sufficient to provide managers input about the workforce's demands.

The curriculum designed and used must evaluate. Evaluations provide policy information in two ways (Madaus & Kellaghan, 2009). The first evaluation provides information for policymakers about the state of education or learning achievement of a particular group. Second, evaluation information is used as an administrative tool for implementing policies. The curriculum is evaluated from planning to implementation (Brown, Irving, & Keegan, 2014). Curriculum evaluation can use the approach used in program evaluation. To improve the quality of national education, the government has made various efforts such as the development and improvement of the curriculum, development of learning materials, improvement of evaluation systems, procurement of books for teaching equipment, improvement of educational infrastructure, improvement of teacher competence, and improvement in the quality of school leaders (Ministry of National Education, 2011, p. 3; Sever & Ersoy 2019). However, these efforts have yet to show the expected results. Several factors influence the quality of education, and the curriculum is one of the influential factors (Andrews, McGlynn, & Mycock, 2010; Suhartoyo. 2008, p. 2).

The same thing was said by Mardapi (2011, p. 8) that efforts to improve the quality of education could pursue by improving the quality of learning and the quality of the assessment system. Increasing the quality of learning at various levels will improve the quality of education. Efforts to improve educa-

tion quality will take place well when supported by the competence and willingness of education managers to improve in a better direction (Andrian, Kartowagiran, & Hadi, 2018). Thus, continuous educational innovation in educational programs, including curriculum development programs, is a demand that must support implementation immediately. Every activity program, both educational and non-educational programs, should be followed by evaluation activities. An evaluation is carried out aimed at assessing whether a program is carried out following planning and achieving results as expected or not (Setiawan, Aman, Wulandari, 2020). The evaluation results will show known things achieved and whether a program can meet predetermined criteria. After that, a decision is made on whether the program continues, is revised, terminated, or reformulated so that new objectives, targets, and alternatives can be found entirely different from the previous format. The previous program evaluation results can be the primary reference (Toraman, Özdemir, Aytuğ, & Orakcı, 2019).

Judging from the targets to be achieved, the education sector's evaluation can divide into two, namely, macro and micro evaluations. Macro evaluation targets a planned education program to improve education (Szilagyi. Clements, & Sarama, 2013). At the same time, micro-evaluation is often used at the classroom level. Here, the target of a micro evaluation is a learning program in the classroom. The person in charge is the lecturer at the university (Mardapi, 2011, p. 2). Lecturers are responsible for developing and implementing learning programs, which refer to the applicable curriculum.

In contrast, institutions are responsible for evaluating learning programs, including curricula and implementations implemented by lecturers (Fahmy, Bachtiar, Rahim, & Malik. 2015; Weiss, 2011). Therefore, one crucial factor for improving the quality of education is through learning programs, and evaluation is essential in learning programs. To improve the quality of education, the evaluation must be an essential part and carried out continuously. In this conception, the optimization of the evaluation system has two meanings: an evaluation system that provides optimal information and the benefits achieved from the evaluation of Mardapi (2011, p. 12; Breen & Karlson, 2014).

In the context of educational programs in higher education, Mardapi (2003 b, p. 8) said that the success of educational programs is always seen in the learning outcomes achieved by students. On the other hand, evaluating learning programs requires data about learning implementation and achieving its objectives (Virgin, 2014). Such conditions occur not only at the level of higher education but also in primary and secondary education. Evaluation of learning programs is always only based on assessing aspects of learning outcomes. In contrast, the implementation of learning programs in class or the quality of ongoing learning and input of learning programs are rarely touched by assessment activities. Assessment of learning outcomes so far has generally also been limited to outputs, whereas assessment activities have rarely touched outcomes. The success of learning programs is often only measured by assessing student learning outcomes, whereas how the actual curriculum is applied and the quality of the learning process that has been running is not getting enough attention (Chaiklin, 2012; Fung, 2017). Assessment of learning outcomes is still limited to the learning output, not yet reaching the outcome of the learning program. According to Nitko (2006), five curricula operate simultaneously in schools, namely: (1) official curriculum, i.e., an officially valid curriculum including the material, (2) operational curriculum, i.e., curriculum applied in class (3) hidden curriculum, what is understood and experienced by students in school, including teaching materials about norms, values, roles, discipline, (4) zero curriculum, that is not taught, and (5) extra-curriculum, namely learning activities that plan outside the course. The key to improving the curriculum is the students' planned and unplanned learning experience. This learning experience can be obtained in the classroom, outside the classroom, or in the community, especially those involving affective issues (McCarthy, 2015; Novianti, 2017).

Another thing that is important to achieve success in making curriculum changes is the implementers in the field. Because basically, it people is not easy to change habits that have been done. Change efforts will be effective if (Alfonso, Firth, and Neville, 2001): (1) all people associated with change are involved in planning and decision making, (2) the nature of change strengthens personal relationships and status within the organization, (3) does not there are demands for changes in a person's attitude and belief system, (4) using group norms, (5) utilizing the power of the affected group, (6) there is guidance and examples from role models. Successful implementation of the evaluation curriculum requires the support of all available resources. Therefore, empowering all resources, especially human resources, will help achieve the goals of curriculum innovation (Chalkiadaki, 2018;

Endacott & Sturtz, 2015; Tavakolizadeh, Qavam, Farrokhi, & Golzari, 2011).

The primary material in the curriculum can be classified into four types: facts, concepts, principles, and procedures of Reigeluth (Mulyasa, 2010). Facts are material in the form of object names, place names, names of people, symbols, historical events, names of parts or components of objects, and so forth—concept material in the form of understanding, definition, nature, and core content. Material types of principles are in the form of propositions, formulas, postulates, adagio, and paradigms. Material type of procedure is the steps to do something in sequences, such as the steps to call and make salted eggs or electric bells. The material to be taught needs to identify, whether it includes facts, concepts, principles, procedures, or a combination of more than one type of material. By identifying the types of material to be taught, educators will ease teaching it because each kind of subject matter requires a different learning strategy, method, media, and evaluation system. This paper focuses its study carefully on evaluating the History Education curriculum. In this study, the development of the History Education curriculum will be examined, the advantages and disadvantages of the curriculum content of the Historical Study Program of today, and what content needs to be strengthened and become the pre-eminent curriculum for the History of Education Study Program going forward. The results will be an essential input for the institution; in this case, the History Education Study Program to develop the curriculum dynamically. The novelty of this research is that the research conducted focuses on the material things needed by the world of work in implementing aspects of ability, both in terms of knowledge, attitudes, and skills. By looking at the results of these achievements, it is hoped that this research can be a reference in measuring curriculum achievement, especially in History Education.

METHOD

Research Design

This type of research is evaluation research is a curriculum that is an evaluation of the development and implementation of the curriculum of the History Education Study Program in Indonesia. This research is educational research with quantitative and qualitative approaches in its methodology. This study uses a loose design to deal with potential possibilities. However, the exact conditions of those possibilities cannot predict. The design here is a plan to anticipate the possibility. If that possibility arises, the design can appropriately be adjusted in its implementation. The next study's appearance is shaped by several interactions that always remain open.

Sample and Data Collection

Samples were four tertiary institutions consisting of two tertiary institutions with magnificent clusters (Universitas Negeri Yogyakarta and Universitas Sebelas Maret, Indonesia) with a total sample of 74 students. Then the sample of two middle-class private universities is Sanatadharma University and Yogyakarta PGRI University, with a total sample of 64 students. There are several elements to be considered when formulating the design: (1) determining the focus of the study, (2) determining the accuracy of the paradigm in its focus, (3) determining the application of the study paradigm to the chosen substantive theory, (4) determining where and from whom data will be collected, (5) determination of successive phases of research, (6) use of "human instrumentation," (7) data collection and recording (8) cultivation of analysis, (9) logistical planning, and (10)—degree of trust planning. Based on the problems raised in this study, the type of research with suitable and relevant strategies is quantitative and qualitative. With this research, it hopes that it can uncover various quantitative and qualitative information with careful and meaningful analysis-descriptions while the research strategy is to use a hermeneutic approach with a type of systemic study of the symptoms found in the field related to the existence of the curriculum of the History Education Study Program in Indonesia.

Analyzing of Data

The type of data obtained in this study is quantitative data and qualitative data. Quantitative data comes from questionnaire instruments: data about the reality of the S1 Historical Study Program curriculum in Indonesia. The data expect to provide an overview of the quality and excellence of the curriculum. Also, the respondents used qualitative data derived from curriculum documents, study curriculum content, interviews, and questionnaire assessments. The qualitative data mentioned above is vital to describe the strengths and weaknesses of the ongoing undergraduate curriculum in the History Education Study Program. The primary respondents in this evaluation research were alumni, lecturers, and students of Indonesia's History Education Study Program. The sample was 138 students. Data collection techniques used in this study were questionnaires distributed to alums in all regions of Indonesia proportionally, plus several lecturers in the

Table 1. Instrument Grating

No.	Aspects	Indicators	No. Grain
1.	Curriculum payload	1. The Adequacy of compulsory courses	1
		2. The adequacy of university courses	2
		3. Inadequate academic faculty	3
		4. The sufferers of courses	4
		5. The course of study Courses	5
		6. Selection of Elective courses	6
		7. The adequacy of college theory	7
		8. The adequacy of practice lectures	8
2.	Curriculum implementation	1. Faculty Qualifications	9
		2. Learning Support Devices	10
		3. Lecture planning system	11
		4. Implementation of lecture theory	12
		5. Implementation of the College practice	13
		6. Implementation of coursework Prerequisites	14
		7. Scoring System	15
		8. Thesis Mentoring System	16
3.	Employment Needs	1. The important role of graduate education in the history department	17
		2. Field needs with the availability of graduates	18
		3. Field needs with competency generated	19
		4. Main advantages	20
		5. The parts that need to be addressed	21
Number of grains			21

History of Education Study Program and several students. They were carrying out PPL or preparing their thesis.

The techniques used to assess the quality of the curriculum of the History Education Study Program that is currently running are the aspects that will be validated, namely: curriculum content, suitability of curriculum implementation, and field requirements for the curriculum with an inventory of attitudes and descriptions of respondents' experiences of the existence of the curriculum. Data collection instruments developed in this study include data collection instruments about the reality of the ongoing curriculum of the History Education Study Program. The complete instrument grid is described in table 1.

Content validity, often called curricular validity, is essential to describe how a person shows his ability in a field. The principle of content validity that needs to examine is what is already known by the individual concerned. Borg and Gall (Stephen & Isaac, 1984, p. 123), a valid instrument that shows that the instrument can be used to measure what should be measured, shows the instrument has a CVI (Content Validity Index) of 0.89 and has a reliability score composite of 0.831. So the instrument can be used properly.

The analysis used is a descriptive analysis using percentage techniques. The method used to calculate the percentage of each component of the criteria, components, and instruments as an evaluation instrument are determined based on the frequency of respondents' answers with the following formula. The second step uses the mode, standard deviation, and frequency distribution. With the help of this descriptive statistical tool, it helps to convert quantitative data into qualitative data. Besides, for the sake of accurate and meaningful description, statistics are the first source of analysis. They are converting data to qualitative data excellence in curriculum content using the following formula.

Table 2. Quantitative Data conversion to qualitative

Average score	Classification
> 4.2	Excellent
> 3.5 – 4.2	Good
> 2.5 – 3.4	Enough
> 1.5 – 2.4	Less
≤ 1.4	Very less

The qualitative data analysis technique was carried out for understanding by analyzing the results data. The content analysis was carried out mainly to see the extent of the coherence of various

quantitative data findings and qualitative data about the graduate program and undergraduate program History Education. The analysis technique used in this study is an interactive analysis (Miles and Huberman, 1984, p. 23). In this analysis model, the three components are data reduction, data presentation, and drawing conclusions or verification. The activities are carried out in an interactive forum with the process of collecting data as a process that continues, repeats, and continues to form a cycle. The researcher's activities move between the analysis and data collection components during this process. Furthermore, researchers only move between the three components of the analysis.

Simply explained by "data reduction" and need to interpret as quantification. Data reduction can interpret as the process of selecting, focusing on simplifying, abstracting, and transforming "rough" data that arise from written records in the field. This data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data so that the conclusions can be drawn and verified. Qualitative data can be simplified and transformed in various ways: through rigorous selection, summary, classification in a broader pattern, and so on. Meanwhile, the presentation of data is the second important flow of interactive analysis activities. A presentation is a collection of information that arranges that gives the possibility of drawing conclusions and taking action. While the third important analytical activity is drawing conclusions or verification, researchers must conclude loosely, openly, and skeptically (Patton, 1983, p. 20). Thus, this interactive analysis model can explain. In collecting this model data, researchers always make data reduction and data presentation until the preparation of conclusions. It means that the data obtained in the field, then the researcher compiles an understanding of the meaning of all events called data reduction and is followed by systematic data compilation of stories—this reduction and presentation of data compilation when the researcher gets the data units needed. The latest data collection researchers began to conclude by drawing verification based on data reduction and presentation. If the problem under study is not yet answered and is incomplete, the researcher must first complete the shortcoming in the field.

ANALYSIS OF THE HISTORY EDUCATION CURRICULUM BASED ON EMPLOYMENT

Learning in higher education has the main element in determining the quality of graduates, namely learning outcomes. Learning outcomes in higher education are divided into three domains, namely, (1) attitude, (2) knowledge, and (3) skills. Meanwhile, skills are divided into two, namely special skills that are only possessed by graduates of certain study programs, and general skills are abilities possessed by all graduates at the KKNI level (Indonesian National Curriculum Framework) at level 6 (D4/S1); level 7 (profession); level 8 (status 2); and level 9 (strata 3). The independent learning curriculum, which will be rolled out in 2021, provides much academic freedom to the academic community so that the learning process becomes more flexible and effective. Learning in higher education cannot be separated from the adult learning paradigm. The basic concepts of andragogy are independent, active, creative, innovative learning, and competitive. It is also relevant to the four 21st-century skills that students must possess, namely (1) critical thinking & problem-solving, (2) collaborative, (3) creative thinking, and 4) communication. The four 21st-century competencies must appear in learning in higher education (Belmawa, 2018). These four elements in their current development are integrated with developing technology. Innovative learning combined with technological facilities provides independent freedom in obtaining learning outcomes. Several learning models applied in online learning are Hybrid Learning (complete online learning, namely synchronous and asynchronous); learning Blended Learning (learning that combines face-to-face and online learning. The higher education curriculum, which is the basis for the implementation of study programs (study programs), consists of (1) institutional curriculum and (2) core curriculum. The institutional curriculum is related to the study material, which is the particularity of the tertiary institution concerned.

In contrast, the core curriculum is related to the group of study materials, which must include in a study program that is formulated in a variety of subjects, which are the characteristic identifiers of the study program concerned. The core part that characterizes the weight is about 40% -80% of the overall burden. The curriculum's weight is about 65% for undergraduate and diploma programs. In this curriculum, university courses are code UNU/UNK, and faculty courses are coded SEF.

The process archive the competencies of graduates of each study program. It is necessary to determine the group of study materials. From the study material, the course name is then formulated as the study material along with the weight of the credits, which are ready to have interacted through the learning process. The courses are grouped into

courses as the main competency pillars (U) of approximately 60%, courses for supporting competencies (P) of approximately 35%, and other competencies (L) of approximately 5 %. Each pillar is also assigned a weight range: 10% Personality Development (MPK), 20% Scientific and Skills (MKK), 50% Creative Work (MKB), 15% Creative Work (MPB), and Community-based Subjects (MBB), 10%.

The courses arranged in the curriculum can be categorized into academic activities (T), practice (P), or field (L). Besides, these courses can group according to their nature, namely compulsory graduation (WL), compulsory travel (WT), and electives (PLH). Determining the activity type and the course's nature adjusts to the study program's characteristics. The number of credits for S1 programs ranges from 144-160 credits, and for D3 programs, between 110-120 credits (History Study Program Curriculum, 2009). For the new school year, based on the recommendations of the results of this study, the 2014 curriculum reflects the expectations of the History of Education Study Program curriculum based on field input. The following are the results of research on the evaluation of the curriculum of the S1 History Education Study Program so far; advantages and disadvantages of the current curriculum in the S1 History Education Study Program; and what content needs to be strengthened and become the pre-eminent curriculum in the undergraduate Historical Study Program in the future.

Respondents in this study are alumni of the History Education Study Program, lecturers of the History Education Study Program, and students. They have implemented PPL and are preparing their thesis. Data collection techniques use a questionnaire distributed via email or directly to respondents. The questionnaires were distributed to as many as 140 questionnaires, and 138 questionnaires were returned. Closed questionnaires were analyzed with statistics to find the average score, while open questions were analyzed with qualitative data analysis. The following describes the research results through a closed and open questionnaire regarding curriculum content, implementation, and field needs. It shows that the respondents' concern for the sustainability of the History Education Study Program is profound.

The curriculum content of the History Education Study Program Subjects - arranged in the curriculum can be categorized into academic activities (T), practice (P), or field (L). Besides, these courses can group according to their nature, namely compulsory graduation (WL), compulsory travel (WT), and electives (PLH). Determining the activity type and the course's nature adjusts to the study program's characteristics. The number of credits for S1 programs ranges from 144-160 credits, and for D3 programs, between 110-120 credits (History Study Program Curriculum, 2009). Research with curriculum content components consists of seven aspects, namely: (1) the adequacy of compulsory subjects, (2) the adequacy of measurement and testing concentration courses, (3) university courses coded as MDU and MDK, (4) faculty courses that are SEF coded, (5) majors with SEJ-coded courses, (6) study programs with PSE-coded courses, and (7) content, the number of credits of theory and practice courses. From these seven aspects, eight items were arranged with the average total score of the respondents' answers, which can be explained in Table 3.

Based on table 3, it can see that the average value of the curriculum content aspect is 3.94. It shows that the curriculum content of the History Education Study Program is included in the excellent category or has a good weight. For the aspect of complexity, compulsory subjects hold at 4.37, meaning the category is excellent or the complexity value is very high. It shows that the charge portion of compulsory subject complexity is perfect and does not need to be improved. For the adequacy of the contents of the universal courses, the assess-

Table 3. The curriculum content of the history education study Program

No.	The aspect of curriculum payload	Adequacy Value
1	The complexity of mandatory courses exists.	4.37
2	Inadequate content of university courses	4.24
3	The adequacy faculty of the content of the faculty	3.88
4	The adequacy of the course content	4.08
5	Adequacy of courses of course of study Program	3.85
6	Adequacy of contents, total credits of the starred choice courses	4.18
7	Adequacy of content and number of courses in theory	3.31
8	The adequacy of the content and the number of credits	3.60
Average curriculum payload Aspect score		3.94

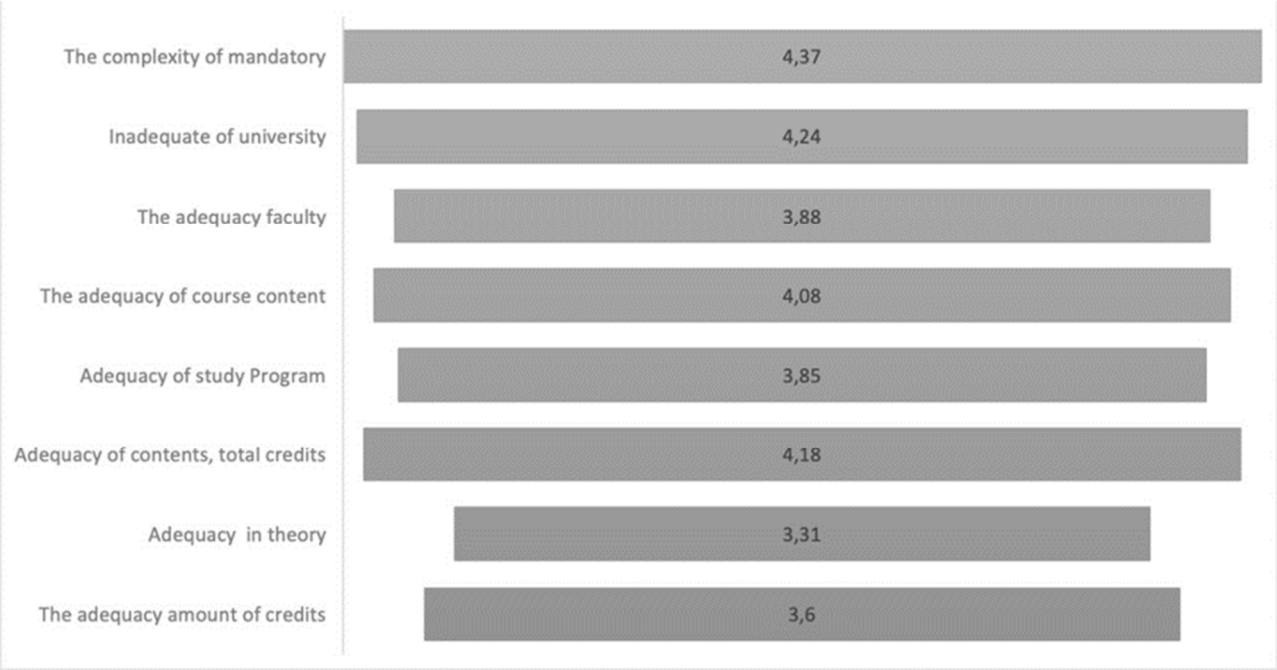

Figure 1. The Content of the Curriculum

ment results show a score of 4.24, which falls into the excellent category. It means that the curriculum for universal courses has been excellent and must be maintained. The adequacy of the faculty subjects' contents shows a score of 3.88, which means a good category. It shows that the curriculum of faculty courses is good and can strive to be very good. The adequacy of the contents of the courses majoring in the assessment results shows the average score of 4.08, which means good category. The extent of the faculty courses can be improved to be very good through expert discussions on the development of faculty courses.

While the existence and adequacy of the courses of study programs are included in both categories, as indicated by a score of 3.85. The content of study program courses is sufficient to equip prospective students with basic knowledge to study in the History Education Study Program. The adequacy of the content and the number of credits for the chosen subjects is sufficient or very good, indicated by a score of 4.19. The adequacy of the contents and the number of credits in theory courses show a score of 3.31. The adequacy of the contents and the number of credits for practical subjects show a score of 3.60. It means that respondents rated the practical lectures as sufficient. For that, the content and number of SKS for practicum lectures still need to be revamped or reproduced in portions to improve or improve. From all aspects of curriculum content assessed, the aspects that score very well are aspects of the complexity of the compulsory courses that are held, the adequacy of the contents of universal and faculty courses, and the aspects of the adequacy of the contents and the number of total credits in theoretical courses. While other aspects have good criteria except for aspects of content sufficiency and the number of credits for practical subjects with sufficient criteria, it shows that the implementation of the curriculum of the History Education Study Program is excellent. More clearly, the curriculum content of the History Education Study Program can be seen in figure 1.

CURRICULUM EVALUATION RESULTS

Research with curriculum implementation components consists of seven aspects, namely: (1) qualifications of teaching lecturers, (2) learning support tools, (3) lecture planning system, (4) theoretical lecture implementation, (5) practical lecture implementation, (6) implementation of elective lectures, (7) system assessment, and (8) thesis guidance system. From these eight aspects, 8 question items arranged with the average total score of the respondents' answers can explain in the following table 4.

Based on table 4, it can be seen that the average value of aspects of curriculum implementation is 4.08. Learning facilities have supported practical activities in the framework of conducting practical lectures. The relevance of lecturer qualifications to excellent subjects is evidenced by the assessment score of 4.42. It means that the teaching qualifications of lecturers at the UNY History Education Study Program are excellent and relevant to the subjects being taught. It needs to be maintained so

Table 4. Implementation of the curriculum

No.	Aspects of curriculum implementation	Implementation Value
1	Relevance of lecturer qualifications with Courses	4.42
2	The existence of supporting facilities and learning devices	4.22
3	Lecture planning system conducted by lecturers	4.12
4	The course of implementation of the theory conducted by lecturers	4.15
5	The implementation of teaching practice course	3.72
6	The teaching system for the choice of lectures	3.76
7	Assessment system applied by lecturers and courses	4.13
8	Thesis mentoring system conducted in the study program	4.20
Average curriculum implementation Aspect score		4.08

that the credibility of the History Education Study Program is maintained. Supporting facilities and learning tools show an average score of 4.22. The supporting facilities and learning tools owned by study programs and lecturers are very supportive.

Criteria for assessing the curriculum include attendance, content material, academic lecture activities, and students' assignments. The lecture planning system conducted by the lecturer has an average score of 4.12, which includes the proper criteria. In this case, the lecturer has properly prepared lectures regarding lesson plans, syllabus, and lecture system. The theory implementation system conducted by the lecturer has a mean score of 4.15, which shows that the lecturer has carried out the theoretical lecture well. The system of conducting lectures practiced by lecturers has a mean score of 3.72, which means it includes in the excellent category. The lecturer has conducted practical lectures even though the average score is not optimal. The average value shows that the theoretical lectures are better at 4.15, while practical lectures are 3.72. The lecturer's implementation of the lecture selection system of the assessment results shows that the mean score is 3.76, which means good. It shows that in lectures, the lecturers have chosen to carry out their duties properly, following the study program's objectives, procedures, mechanisms, and designs. The assessment system applied by lecturers and study programs has an average score of 4.13, which includes both categories. The lecturer has implemented a comprehensive and credible assessment system that maps student abilities objectively.

While the thesis guidance system implemented in the study program results showed an average score of 4.20, which means very good, thus for this last aspect, it describes that the respondent evaluates the thesis guidance system starting from the

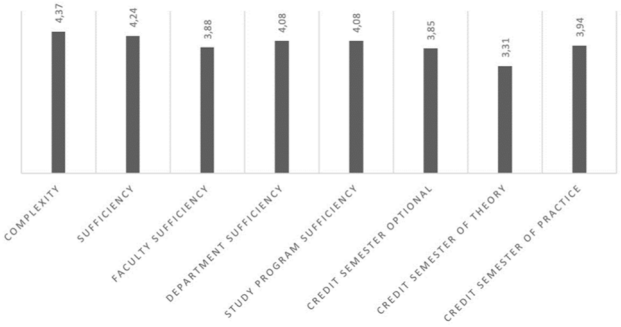

Figure 2. Curriculum Evaluation Results

submission of the title, determination of the title and accompanying the preparation of the proposal, the determination of the supervisor, the guidance process, to the final examination of the thesis. Based on all aspects assessed, the aspects of the relevance of lecturer qualifications with the courses being taught, the existence of supporting facilities and learning tools, the thesis guidance system implemented in the study program results have the highest scores, i.e., each has a mean score of 4.42, 4.22, and 4.20 with very good criteria. It shows that all three aspects must be maintained to guarantee the quality and credibility of graduates. In contrast, the other five aspects have a suitable category. More clearly, the implementation of the curriculum of the History Education Study Program can see in figure 2.

THE RELEVANCE OF CURRICULUM TO EMPLOYMENT NEEDS

Research on the relevance of the curriculum to field needs is significant to carry out on an ongoing basis. It is so that there is excellent relevance between graduates produced with a map of the field needs both in terms of quality and quantity required—likewise, the ratio between graduates produced with

Table 5. Relevance curriculum with field needs

No.	Curriculum relevance Aspect	Relevance Value
1	The important role of curriculum and graduate field needs	4.65
2	Adequacy of field needs with the availability of graduates	3.68
3	Relevance of field needs with courses offered	4.26
Average curriculum relevance Aspect score		4.20

rational field-level needs. Research with a component of curriculum relevant to the needs of the field consists of five aspects, namely: (1) the critical role of graduates of the History Education Study Program, (2) field needs with the availability of graduates, (3) field needs with courses offered, (4) advantages and 5) the parts that need to address. From the five aspects, three closed questions and three open questions prepare. The three questions are closed with the average total score of the respondents' answers, which can divide into table 5.

Based on table 5, it can be seen that the average value of aspects of curriculum relevant to the needs of the field based on the assessment of respondents has a mean score of 4.20, which falls into the very good category. It shows that the relevance of the curriculum to field needs is very high. The History Education Study Program's curriculum is excellent and feasible when it gets superior accreditation (A), and its content is needed in the field. For aspects of the critical role of the curriculum and the field needs of graduates of the History Study Program, respondents' assessment shows that the average score of 4.65 or included in the category is very high or very relevant.

The adequacy of field needs with the availability of graduates of the History Education Study Program shows an average score of 3.68, which is sufficient. It means that the History Education Study Program graduates are very much needed in the field, so the graduates produced with field needs have ethical rationality. The field absorbs all of the History Education Study Program graduates, and it can interpret that there are no graduates of the History Education Study Program who are not absorbed by the field.

Of the three aspects assessed, the critical role of the curriculum and the field needs of graduates of the History Education Study Program, the relevance of the field needs to the courses offered, have very high scores, or are very relevant, namely 4.65 and 4.26, respectively. While the relevance of field needs with the concentration offered shows a very high average score of 4.26. Thus it can be interpreted that the curriculum of the History Education

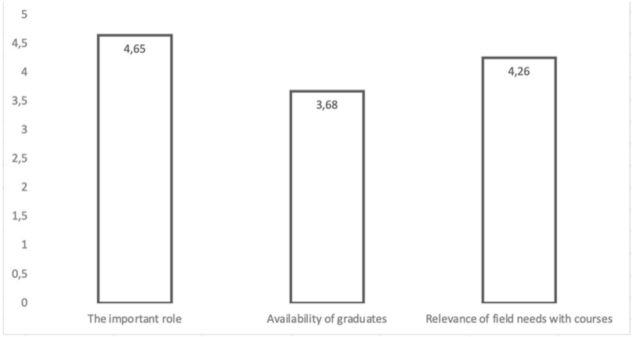

Figure 3. Relevance Curriculum with Employment needs

Study Program is very relevant to the needs of the field. It shows that both aspects are very relevant to the needs of the field. While the adequacy of field needs with the availability of graduates of the History Education Study Program has an excellent score of 3.68. The relevance of the curriculum to employment needs can be seen more clearly in figure 3.

EXCELLENCE EDUCATION HISTORY STUDY PROGRAM CURRICULUM

The results showed that the relevance component of the curriculum to the field needs that included the advantages that needed to be maintained in the curriculum of History Education Study Program based on input from all respondents could be comprehensively identified as follows: (1) The applicable curriculum and lecture system that was held were very supportive and strengthen understanding theory and application in the field; (2) The latest lecture materials from national journals must be maintained and further enriched; (3) Practices using actual media that are already existing and the latest are still being delivered; (4) The material content for compulsory subjects is ideal and in accordance with the needs of the field; (5) The quality of internal and external teaching staff that is relevant to the subjects being taught, a solid curriculum, and access to literature that strongly supports learning activities; (6) Thesis guidance model starting from the determination of title, companion, until the final examination of the thesis is very good; (7) Historical theories and

research methodologies are always up to date and relevant to education; (8) History Educational subjects are the advantages that need to be maintained; (9) The theoretical and practical lecture system conditions a good academic climate; (10) Courses that are complex and have very high content and focus on the needs of the field; (11) Excellent accreditation (A) must be maintained as evidence that the History of Education Study Program is the best in Indonesia as evidenced by the results of the 2021 accreditation which is almost perfect; (12) The present of the material is related to competence because the material must develop in line with new discoveries; (13) The existence of courses supporting the practice and mastery of the program for media development must be maintained; (14) Applicative courses with field needs such as planning, strategy, evaluation, and CAR need to be improved and the applicative is not merely theoretical; (15) Practicum courses in the laboratory need to be maintained and institutionalized so that the functionalization as a vehicle for learning can be optimized.

Based on the identification of the strengths of the History Education Study Program curriculum by respondents, this shows that the History Education Study Program curriculum has competitive advantages that generally involve: superior weighting of courses, lecturer qualifications following the courses being taught, references to both books and good research journals, practicum laboratories that support, review of the latest theories, and the process of mentoring quality thesis. It indicates that it is very reasonable if History Education Study Program gets superior accreditation through regular curriculum review.

STRENGTHEN IN THE CURRICULUM IN THE HISTORY PROGRAM

The things that need to be strengthened comprehensively in the curriculum of the History Education Study Program such as (1) the implementation of prerequisite courses should hold in stages, (2) the scope of the course study should be set with clear boundaries, (3) adding ethics in the course material, (4) the weight credits of educational subjects need to add, (5) practicum courses must support with adequate facilities, (6) the content of the lecture should reduce that is not relevant to the school curriculum, (7) the acceleration steps required in completing studies, (8) variations of the title of the thesis must be following student interests, (9) need to strengthen PTK courses, (10) practice needs to multiply in the field, especially regarding learning.

Related to this, what needs to be addressed in the History Education Study Program curriculum is: (1) the need to balance the weight and content of theoretical and practical courses, (2) the need for expansion of practicum courses, and the provision of tools, (3) the necessity of conducting prerequisite courses in the initial semester, and (4) the pattern of thesis guidance is further intensified. If the four essential components address sustainably, the History Education curriculum will indirectly answer future employment challenges. The concept of relevance emphasizes the need to adjust curriculum and education to the demands of, among others, the world of work. On the other hand, independence emphasizes that students can be independent without depending on the business world or other jobs. These two concepts are contradictory. The first emphasizes the world of work, and humans will be unethical if they work outside their fields, so they must work in their fields professionally. While the second emphasizes that humans can create their jobs without relying on existing jobs. Relevant to the research results of Kartika et al. (2019) regarding the Relationship between Tracer Study and Curriculum Relevance, there is a curriculum in universities that must answer this new challenge. It should always be ensured that the college has a relevant curriculum updated regularly according to the current situation. In this context, the Ministry of Research, Technology and Higher Education stated that the tracer study is a significant step to addressing this new challenge. While the findings of this study are relevant to the field of work with a high score of 4.26, the distribution of courses with relevance to the field of graduate work is adequate in the evaluation results of the current history education curriculum. While the adequacy of field needs with the availability of graduates is the principal value from The History Education Study Program curriculum evaluation results, which is 3.68. It can be concluded that there are still many educators needed in the field of history in schools in Indonesia. It can also be seen from the results of Rochana's (2012) research on the relevance of the curriculum of the Sociology Anthropology Education Study Program to the teaching needs of high school teachers.

CONCLUSION

Based on the research and discussion results above, the following conclusions can formulate (1) Relevance of the History Education Study Program curriculum, which involves aspects of the curriculum

content of 3.94. It shows that overall, the curriculum content of the History Education Study Program is included in the excellent category or has a good weight; aspects of curriculum implementation amount to 4.09, which shows that the curriculum of the History Education Study Program implementation is already good. Aspects of curriculum relevant to the needs of the field based on the assessment of respondents have an average score of 4.20, which includes the excellent category. It shows that the relevance of the curriculum to field needs is very high; (2) The advantages of the History Education Study Program curriculum by respondents, then this shows that the History Education Study Program curriculum has competitive advantages that generally involve: the superiority of theoretical subject weights, lecturer qualifications following the courses being taught, good reference books as well as good research journals, practicum laboratories that support, review of the latest theories, and the process of guiding thesis quality. It indicates that it is very reasonable if History Education Study Program receives superior accreditation (A), which through regular curriculum review maintain; (3) The things that need to be strengthened include several things such as (1) the need to balance the weight and content of theoretical and practical courses, (2) the need for expansion of practicum courses and the provision of tools, (3) the necessity of conducting prerequisite courses in the initial semester, and (4) thesis guidance pattern which intensify even more.

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