ORIGINAL ARTICLE

EVALUATING CURRICULUM PROGRAM SUCCESS USING TYLER'S GOAL-ORIENTED EVALUATION MODEL

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ABSTRACT
Curriculum evaluation is essential for determining whether educational programs are implemented in line with intended goals and for identifying areas requiring improvement. This study evaluated curriculum program implementation at SMP Negeri 4 Ambon using Tyler's goal-oriented evaluation model. The study employed a descriptive quantitative design and involved all 73 teachers at the school through total sampling. Data were collected using a 16-item questionnaire on a five-point Likert scale designed to capture teachers' perceptions of curriculum objectives, learning experiences, organization of learning experiences, and outcome assessment. The data were analyzed using descriptive statistics. The findings show a minimum score of 68, a maximum score of 80, a mean score of 77.47, and a standard deviation of 4.93. These results indicate that respondents generally perceived curriculum implementation at SMP Negeri 4 Ambon positively and showed relatively consistent responses across participants. Interpreted through Tyler's framework, the findings suggest that the curriculum program was largely aligned with its intended goals, supported by planned learning activities and a structured evaluation process. However, because the study relied on teacher perceptions and descriptive statistics, the findings should be interpreted as evidence of favorable implementation rather than definitive proof of curriculum effectiveness. The study nevertheless provides a useful school-level evaluation baseline for continuous curriculum improvement.

Keywords: Curriculum evaluation; Curriculum implementation; Educational evaluation; Junior secondary school; Tyler model

INTRODUCTION

Curriculum is a central component of schooling because it structures learning objectives, instructional experiences, and assessment practices. The quality of curriculum implementation strongly influences whether schools are able to achieve educational goals in a consistent and meaningful manner. For this reason, curriculum evaluation is not only an administrative requirement but also an important mechanism for monitoring implementation quality, identifying gaps, and informing school improvement efforts.

The need for curriculum evaluation has become increasingly important in Indonesia in the context of ongoing educational reform, including the transition from the 2013 Curriculum to the Merdeka Curriculum and the expansion of school-based innovation initiatives. In such contexts, schools are expected to adapt policy directives into concrete classroom practices. This process requires systematic evaluation so that schools can determine whether curriculum objectives are translated into appropriate learning experiences and measurable outcomes.

One of the most widely recognized approaches to educational evaluation is Tyler's goal-oriented evaluation model. Tyler (1949) conceptualized evaluation as a process of determining the extent to which educational objectives have been achieved. The model emphasizes four closely related elements: formulating clear objectives, selecting relevant learning experiences, organizing those experiences effectively, and assessing outcomes in relation to the intended objectives. Its enduring relevance lies in its clarity, practicality, and direct alignment between curricular goals and educational outcomes. Subsequent discussions of Tyler's model in curriculum and evaluation studies have continued to highlight its usefulness for school-based program appraisal (Hidayat et al., 2020; Novalinda et al., 2020; Purwanti, 2021).

Previous studies have examined curriculum implementation and evaluation at the school level, including in relation to the Merdeka Curriculum and broader curriculum reform (Sari & Hidayat, 2023). However, many school-based evaluations remain general in scope and do not explicitly operationalize a clear evaluative framework. In this study, Tyler's model was used as the analytical lens because it offers a structured way to examine whether curriculum implementation is perceived as aligned with stated educational goals.

Against this background, the present study aimed to evaluate curriculum program implementation at SMP Negeri 4 Ambon. Specifically, it sought to describe teachers' perceptions of curriculum program success and to interpret these findings through Tyler's goal-oriented evaluation framework. By focusing on a specific school context, this study contributes empirical evidence on curriculum implementation at the junior secondary level and provides a practical basis for reflective improvement.

METHOD

This study used a descriptive quantitative design with an evaluative orientation based on Tyler's goal-oriented evaluation model. The study focused on curriculum program implementation as a single evaluative variable and examined it through the core dimensions of Tyler's framework: educational objectives, learning experiences, organization of learning experiences, and outcome assessment.

The study was conducted at SMP Negeri 4 Ambon. The target population comprised 73 teachers, and all members of the population were included in the study through total sampling. This approach was chosen because the population size was manageable and allowed the researcher to capture the perceptions of all teachers in the school.

Data were collected using a questionnaire consisting of 16 items scored on a five-point Likert scale. The instrument was designed to reflect the major components of curriculum implementation within Tyler's model. Higher scores indicated more favorable perceptions of curriculum program implementation. The use of a structured questionnaire enabled the study to summarize respondent perceptions in a standardized form.

The data were analyzed using descriptive statistics, including minimum score, maximum score, mean, standard deviation, and percentage-based interpretation where relevant. Because the purpose of the study was evaluative-descriptive rather than explanatory, the analysis was limited to describing the overall pattern of responses and interpreting these findings within the conceptual logic of Tyler's model.

RESULTS AND DISCUSSION

Questionnaire data from 73 teachers were analyzed descriptively to examine perceptions of curriculum program implementation at SMP Negeri 4 Ambon. Table 1 presents the overall descriptive statistics.

Table 1. Descriptive Statistics for Curriculum Program Implementation

Variable	n	Minimum	Maximum	Mean	SD
Program Implementation	73	68	80	77.47	4.93

Source. Primary data, 2025.

The descriptive results show a minimum score of 68 and a maximum score of 80, with a mean of 77.47 and a standard deviation of 4.93. Given that the observed mean is close to the possible upper range of the instrument, the findings suggest that teachers generally perceived the curriculum program positively. The relatively small standard deviation further indicates that these perceptions were fairly consistent across respondents.

From an evaluative perspective, the findings indicate that curriculum implementation at SMP Negeri 4 Ambon was perceived as functioning well across the school. However, international journal standards require caution in interpreting descriptive scores. The data support the conclusion that teachers viewed the curriculum program favorably; they do not, by themselves, demonstrate causal impact on student achievement or prove the objective effectiveness of the curriculum in a broader sense.

When interpreted through Tyler's goal-oriented framework, the findings suggest that the curriculum program was perceived as broadly aligned with its intended purposes. First, the favorable overall score implies that curriculum objectives were considered sufficiently clear and relevant by respondents. Second, the implementation process appears to have involved learning experiences that were perceived as appropriate for achieving these objectives. Third, the

consistency of responses suggests that the organization of learning experiences may have been relatively well coordinated across teachers. Finally, the positive overall evaluation indicates that assessment practices were viewed as sufficiently connected to curriculum goals. Because the available dataset reports only an overall score rather than dimension-specific subscale results, these interpretations should be understood as holistic rather than as separate empirical tests of each Tyler component.

The findings are consistent with the view that Tyler's model remains useful for school-level curriculum evaluation because it links planning, implementation, and assessment in a coherent evaluative sequence. In practical terms, the results imply that SMP Negeri 4 Ambon has established a reasonably strong foundation for curriculum delivery. At the same time, future evaluations would benefit from combining teacher perceptions with classroom observations, document analysis, and student learning evidence so that conclusions about curriculum quality can be made more robustly.

This study has several limitations. First, the analysis was based exclusively on teacher self-reports, which may reflect favorable perceptions without fully capturing implementation problems. Second, the study relied on descriptive statistics and therefore did not test relationships, predictors, or differences across respondent groups. Third, the findings represent a single-school context and should not be generalized uncritically to other schools. These limitations indicate the need for future mixed-method and multi-site studies.

CONCLUSION

This study found that curriculum program implementation at SMP Negeri 4 Ambon was perceived positively by teachers, as reflected in the high mean score (77.47) and relatively low standard deviation (4.93). Interpreted through Tyler's goal-oriented evaluation model, the findings suggest that the curriculum program was generally aligned with intended objectives, supported by relevant learning experiences, coherent organization, and outcome-oriented assessment practices. Nevertheless, because the study relied on teacher perceptions and descriptive analysis, the findings should be interpreted as evidence of favorable implementation rather than conclusive proof of curriculum effectiveness. Overall, the study provides a useful evaluative baseline for curriculum reflection and continuous improvement at the school level.

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